

ABSTRAK

Monica Sevtin Widyaningsih, 111414051. 2015. Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw II yang Dikombinasikan dengan Pembelajaran Berbasis Masalah Ditinjau Berdasarkan Keaktifan dan Hasil Belajar Siswa. Skripsi. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mengetahui keaktifan belajar siswa dan hasil belajar siswa dalam pembelajaran matematika dengan model pembelajaran kooperatif tipe Jigsaw II yang dikombinasikan dengan pembelajaran berbasis masalah.

Subjek penelitian ini adalah siswa kelas VIII Sekolah Menengah Pertama Pangudi Luhur Gantiwarno Klaten. Penelitian di lapangan dilakukan pada bulan April – Mei 2015 dengan materi bangun ruang prisma dan limas. Jenis penelitian ini adalah penelitian eksploratif. Data yang digunakan adalah data keaktifan siswa, data hasil belajar siswa, dan data tanggapan siswa. Pengambilan data keaktifan diperoleh dengan melakukan pengamatan keaktifan siswa pada setiap pelaksanaan pembelajaran kemudian dianalisis dengan menghitung persentase keaktifan siswa dalam bekerja kelompok. Selanjutnya ditentukan kriteria jenis keaktifannya dan tingkat keaktifan secara keseluruhan. Pengambilan data hasil belajar siswa dengan tes kemampuan awal, kuis, dan tes hasil belajar. Data kuis diperoleh dari hasil kuis para siswa setiap akhir pembelajaran dan digunakan untuk menentukan penghargaan kelompok. Data tes hasil belajar diperoleh dari nilai tes hasil belajar kemudian dianalisis dengan membandingkan dengan KKM sekolah tersebut dan rata-rata. Sedangkan data tanggapan siswa diperoleh dari hasil wawancara dengan siswa.

Hasil penelitian menunjukkan bahwa (1) keaktifan siswa dalam mengikuti pembelajaran menggunakan model pembelajaran kooperatif tipe Jigsaw II yang dikombinasikan dengan pembelajaran berbasis masalah pada sub pokok bahasan bangun ruang prisma dan limas cukup dapat mengaktifkan siswa dalam proses pembelajaran. (2) presentase siswa yang mencapai KKM pada saat mengikuti tes hasil belajar adalah 55,88 % dengan nilai rata-rata 76,71 sehingga model pembelajaran kooperatif tipe Jigsaw II yang dikombinasikan dengan pembelajaran berbasis masalah dapat dijadikan alternatif pembelajaran yang dilakukan oleh guru untuk mengoptimalkan hasil belajar siswa, (3) siswa memberikan tanggapan yang positif terhadap pembelajaran kooperatif tipe Jigsaw II yang dikombinasikan dengan pembelajaran berbasis masalah.

Kata Kunci : Pembelajaran kooperatif tipe Jigsaw II, pembelajaran berbasis masalah, keaktifan, hasil belajar

ABSTRACT

Monica Sevtin Widyaningsih, 111414051. 2015. *The Implementation of Cooperative Learning Model of Jigsaw II combined with Problem Based Learning Viewed from Students' Activity and Learning Outcomes.* Undergraduate Thesis. Mathematics Education Study Program, Departement of Mathematics and Science Education, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

This research aimed to know the activity of students learning and students' learning outcomes in mathematics learning when they were studying mathematics using cooperative learning model of Jigsaw II combined with problem based learning.

The subjects of this research were the students of grade VIII of Pangudi Luhur Junior High School, Gantiwarno, Klaten. The research was conducted in April-May 2015 on the topic of prisms and piramyds. The type of research was explorative research. The data used in this research were students' activity, students' learning outcomes, and students' responses. The data of learning activities were obtained by observing students' learning and then the data were analyzed by counting the percentage of the students' activity in group work, using the criteria of activity type and the overall level of activity. The data of learning achievements were obtained by using initial ability test, quizzes, and learning achievement tests. Quizzes data were obtained from the results of students' quizzes in the end of each learning process and the data were also used to determine the awards for the groups. Students' achievement data were obtained from learning achievement test scores compared with the Minimum Completion Mastery (KKM) in the school. Meanwhile, the data of students' response were also obtained from interviews with the students.

The results showed that (1) the activity of students in the following study using cooperative learning model of Jigsaw II combined with problem based learning in the subject prisms and pyramids could sufficiently activate the students in the learning process, (2) the percentage of the students who achieved the Minimum Completion Mastery (KKM) on the learning achievement test was 55,88% and the mean score was 76,71, so that the cooperative learning model of Jigsaw II combined with problem based learning can be used as an alternative teaching model used by teacher to optimize the achievement of student learning, (3) the students gave positive responses to the cooperative learning model of Jigsaw II combined with problem based learning.

Keywords : cooperative learning of Jigsaw II type, problem based learning, students' learning activity, learning outcomes