

ABSTRAK

**PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF
TIPE *THINK PAIR SHARE* TERHADAP KEMAMPUAN *MENGEVALUASI*
DAN *MENCIPTA* SISWA KELAS V SD N JONGKANG YOGYAKARTA**

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Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya kemampuan IPA siswa Indonesia berdasarkan penelitian yang dilakukan PISA pada 2009, 2012, dan 2015. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe *Think Pair Share* (TPS) terhadap kemampuan *mengevaluasi* dan *mencipta* materi siklus air pada siswa kelas V SD N Jongkang Yogyakarta.

Jenis penelitian ini adalah *quasi-experimental* tipe *pretest posttest non-equivalent group design*. Populasi yang digunakan adalah seluruh siswa kelas V SD N Jongkang Yogyakarta tahun ajaran 2017/2018 sebanyak 51 siswa. Sampel penelitian terdiri dari dua kelompok yaitu kelas VA sebanyak 23 siswa sebagai kelompok kontrol dan kelas VB sebanyak 28 siswa sebagai kelompok eksperimen. *Treatment* penelitian kelompok eksperimen adalah model pembelajaran kooperatif tipe TPS, dengan langkah penyampaian masalah dan mencari solusi secara individu (*think*), berbagi ide individu kepada pasangan (*pair*), memecahkan masalah bersama kelompok besar (*share 1*), dan berbagi ide kepada kelas (*share 2*).

Hasil penelitian menunjukkan bahwa 1) Model pembelajaran kooperatif tipe TPS berpengaruh terhadap kemampuan *mengevaluasi*. Selisih skor kelompok kontrol ($Mdn = -0,22$) berbeda secara signifikan dengan kelompok eksperimen ($Mdn = 0,67$) dengan harga $U = 178,00$; $n = 51$. Perbedaan tersebut signifikan dengan $Z(51) = 2,75$ dan $p = 0,006$ ($p < 0,05$). Besar pengaruh $r = 0,39$ setara dengan 14,83% yang masuk kategori efek menengah. 2) Model pembelajaran kooperatif tipe TPS berpengaruh terhadap kemampuan *mencipta*. Rerata selisih skor *pretest-posttest I* kelompok eksperimen ($M = 1,05$, $SE = 0,18$) lebih tinggi daripada kelompok kontrol ($M = 0,28$, $SE = 0,14$). Perbedaan tersebut signifikan dengan $t(49) = -3,36$; $p = 0,002$ ($p < 0,05$). Besar pengaruh $r = 0,43$ setara dengan 18,69% yang masuk kategori efek menengah.

Kata kunci : Model pembelajaran kooperatif tipe *Think Pair Share*, kemampuan *mengevaluasi*, kemampuan *mencipta*, materi siklus air.

ABSTRACT

**THE EFFECTS OF THE IMPLEMENTATION OF COOPERATIVE
LEARNING MODEL WITH THINK PAIR SHARE TYPE TOWARD THE
ABILITY TO EVALUATE AND CREATE FOR THE FIFTH GRADE IN
JONGKANG YOGYAKARTA ELEMENTARY SCHOOL**

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The background of this study is related to the low science concern of the Indonesian students, which have been done by PISA in 2009, 2012, and 2015. This study aims to discover the effect of cooperative learning model with Think Pair Share (TPS) type towards the ability to evaluate and create in water cycle material of fifth grade in Jongkang Yogyakarta Elementary School.

This study is using quasi-experimental research with pretest and posttest non-equivalent group design type. The population that is used in this research is all of the fifth grade in Jongkang Yogyakarta Elementary School in odd semester 2017/2018, which is 51 students. The sample of this research consists of two groups from VA, which is 23 students as the control group, and VB, which is 28 students as the experimental group. The treatment that is applied to the experimental group is cooperative learning with TPS type which is related to the telling problems and finding the solution individually (think), sharing ideas to one another (pair), solving the problems in groups (share 1), and sharing ideas to the class (share 2).

The result of this study shows that 1) Cooperative learning model with TPS type affects on the ability to evaluate. The difference score of the control group ($Mdn = -0,22$) differed significantly with the experimental group ($Mdn = 0,67$); $U = 178,00$; $n = 51$. The difference is significant $Z(51) = 2,75$ and $p = 0,006$ ($p < 0,05$). The effect size $r = 0,39$ is equal to 15% in the category of medium effect. 2) Cooperative learning model with TPS type affects on the ability to create. The average of differences score of experimental group ($M = 1,05$, $SE = 0,18$) is higher than the average of differences score of control group ($M = 0,28$, $SE = 0,14$). Those differences is significant $t(49) = -3,36$; $p = 0,002$ ($p < 0,05$). The effect size $r = 0,43$ is equal to 18,69% in the category of medium effect.

Keywords : Cooperative learning model with Think Pair Share type, ability to evaluate, ability to create, water cycle material.