

## ABSTRAK

**PENGARUH PENERAPAN MODEL PEMBELAJARAN  
KOOPERATIF TIPE *THINK PAIR SHARE* (TPS)  
TERHADAP KEMAMPUAN *MENGINGAT* DAN *MEMAHAMI*  
SISWA KELAS V SD NEGERI JONGKANG  
YOGYAKARTA**

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Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya prestasi siswa Indonesia pada kemampuan IPA sesuai studi PISA tahun 2009, 2012, dan 2015. Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe *Think Pair Share* (TPS) terhadap kemampuan *mengingat* dan *memahami* pada materi siklus air siswa kelas V SD Negeri Jongkang Yogyakarta semester gasal tahun ajaran 2017/2018.

Penelitian ini menggunakan penelitian *quasi-experimental* tipe *pretest-posttest non equivalent group design*. Populasi penelitian ini adalah seluruh siswa kelas V SD Negeri Jongkang Yogyakarta sebanyak 51 siswa. Sampel penelitian ini terdiri dari 23 siswa kelas V-A sebagai kelompok kontrol dan 28 siswa kelas V-B sebagai kelompok eksperimen. *Treatment* yang diterapkan pada kelompok eksperimen adalah model pembelajaran kooperatif tipe TPS. Ada 4 langkah dalam model TPS yaitu berpikir secara individu (*Think*), diskusi berpasangan (*Pair*), berbagi dalam kelompok besar (*Share 1*), dan berbagi dalam kelas besar (*Share 2*).

Hasil penelitian menunjukkan bahwa 1) Model pembelajaran kooperatif tipe *Think Pair Share* (TPS) berpengaruh terhadap kemampuan *mengingat*. Selisih skor pada kelompok eksperimen ( $Mdn = 0,33$ ) berbeda secara signifikan dari kelompok kontrol ( $Mdn = 0,00$ ) yang dilihat dari data statistik  $U = 194,50$ ,  $z = 2,466$ ,  $p = 0,014$  ( $p < 0,05$ ). Besar pengaruh perlakuan (*effect size*) adalah  $r = 0,35$  atau setara dengan 12% yang termasuk efek menengah. 2) Model pembelajaran kooperatif tipe *Think Pair Share* (TPS) tidak berpengaruh terhadap kemampuan *memahami*. Selisih skor pada kelompok kontrol ( $Mdn = 0,67$ ) tidak berbeda secara signifikan dari kelompok eksperimen ( $Mdn = 0,67$ ) yang dilihat dari data statistik  $U = 305,50$ ,  $z = 0,321$ ,  $p = 0,748$  ( $p > 0,05$ ). Besar pengaruh perlakuan (*effect size*) adalah  $r = 0,04$  atau setara dengan 0,20% yang termasuk efek kecil.

Kata kunci: Model Pembelajaran Kooperatif tipe *Think Pair Share*, kemampuan *mengingat*, kemampuan *memahami*

**ABSTRACT****THE EFFECT OF THE IMPLEMENTATION OF COOPERATIVE LEARNING  
MODEL TYPE THINK PAIR SHARE (TPS)  
ON THE ABILITY TO REMEMBER AND UNDERSTAND  
FOR THE FIFTH GRADE STUDENTS IN JONGKANG YOGYAKARTA  
ELEMENTARY SCHOOL**

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*The background of this study was to concern on the low achievement of Indonesian students on the ability of science based on PISA study in 2009, 2012, and 2015. The aims of the study were to find out the effect of the implementation of cooperative learning model type Think Pair Share (TPS) on the ability to remember and understand in the material of water cycle for fifth grade students in Jongkang Yogyakarta Elementary School at academic year 2017/2018.*

*This research used quasi-experimental research in a form of pretest-posttest non equivalent group design. The population of this research was all students of fifth grade in Jongkang Yogyakarta Elementary School at the rate of 51 students. The sample of this study consisted of 23 students of class VA as a control group and 28 students of class VB as an experimental group. The treatment that was applied in the experimental group was cooperative learning model type Think Pair Share. There are four steps in the Think Pair Share model which were individual thinking (Think), pair discussing (Pair), sharing in a large group (Share 1), and sharing in a large class (Share 2).*

*The results of this study showed that 1) Cooperative learning model type Think Pair Share (TPS) was influential to the ability to remember. The difference score in the experimental group ( $Mdn = 0,33$ ) was different significantly from the control group ( $Mdn = 0,00$ ) which was seen from statistical data  $U = 194,50$ ,  $z = 2,466$ ,  $p = 0,014$  ( $p < 0,05$ ). The effect size of the treatment was  $r = 0,35$  or was equivalent to 12% which was included as medium effect. 2) Cooperative learning model type Think Pair Share (TPS) did not affect on the ability to understand. The difference score in the control group ( $Mdn = 0,67$ ) was not different significantly from the experimental group ( $Mdn = 0,67$ ) which was seen from statistical data  $U = 305,50$ ,  $z = 0,321$ ,  $p = 0,748$  ( $p > 0,05$ ). The effect size of the treatment is  $r = 0,04$  or was equivalent to 0,20% which was included as minor effect.*

**Keywords:** *Cooperative Learning Model type Think Pair Share, the ability to remember, the ability to understand*