

ABSTRAK

PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *TEAM ASSISTED INDIVIDUALIZATION* (TAI) TERHADAP KEMAMPUAN MENGEVALUASI DAN MENCIPTA PADA MATA PELAJARAN IPA KELAS V SD KANISIUS WIROBRAJAN 1 YOGYAKARTA

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Latar belakang penelitian ini adalah keprihatinan rendahnya tingkat literasi IPA siswa Indonesia pada penelitian PISA tahun 2012 dan 2015. Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan model pembelajaran kooperatif Tipe *Team Assisted Individualization* (TAI) terhadap kemampuan mengevaluasi dan mencipta pada mata pelajaran IPA kelas V SD Kanisius Wirobrajan 1 Yogyakarta pada semester gasal tahun ajaran 2017/2018.

Penelitian ini menggunakan penelitian *quasi experimental design* tipe *pretest-posttest non equivalent group design*. Populasi penelitian ini adalah seluruh siswa kelas V SD Kanisius Wirobrajan Yogyakarta sebanyak 58 siswa. Sampel penelitian ini terdiri dari 29 siswa kelas V B sebagai kelompok eksperimen dan 29 siswa kelas V A sebagai kelompok kontrol. *Treatment* yang diterapkan di kelompok eksperimen adalah model pembelajaran kooperatif Tipe *Team Assisted Individualization* (TAI). Ada 8 langkah dalam model pembelajaran kooperatif Tipe *Team Assisted Individualization* (TAI) *placement test, teams, teaching group, student creative, team study, test, team score and team recognition, whole-class unit*.

Hasil penelitian menunjukkan bahwa 1) Model pembelajaran kooperatif Tipe *Team Assisted Individualization* (TAI) berpengaruh terhadap kemampuan mengevaluasi. Rerata selisih skor pada kelompok eksperimen ($M = 1,18$, $SE = 0,12$) lebih tinggi daripada rerata selisih skor pada kelompok kontrol ($M = 0,53$, $SE = 0,17$). Perbedaan tersebut signifikan dengan $t(54) = -2,99$ dan $p = 0,004$ ($p < 0,05$). Besarnya pengaruh sebesar $r = 0,37$ atau setara dengan 13%. 2) Model pembelajaran kooperatif Tipe *Team Assisted Individualization* (TAI) berpengaruh terhadap kemampuan mencipta. Rerata selisih skor pada kelompok eksperimen ($M = 1,06$, $SE = 0,07$) lebih tinggi daripada rerata selisih skor pada kelompok kontrol ($M = 0,41$, $SE = 0,19$). Perbedaan tersebut signifikan dengan $t(37,13) = -3,19$ dan $p = 0,003$ ($p < 0,05$). Besarnya pengaruh sebesar $r = 0,46$ atau setara dengan 21%.

Kata kunci: Model pembelajaran kooperatif Tipe *Team Assisted Individualization* (TAI), kemampuan mengevaluasi, kemampuan mencipta, dan mata pelajaran IPA.

ABSTRACT**THE INFLUENCE OF COOPERATIVE LEARNING TEAM ASSISTED INDIVIDUALIZATION (TAI) TYPE TOWARDS THE ABILITY OF EVALUATEING AND CREATING IN SCIENCE SUBJECT OF 5th GRADE SD KANISIUS WIROBRAJAN I YOGYAKARTA**

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The background of this research is the concern over the low level of science's literacy by Indonesian students according to PISA's study between 2012 and 2015. This research aims to determine the cooperative-learning models Team Assisted Individualization type (TAI) towards the ability to evaluate and create in science subject (IPA) class V SD Kanisius Wirobrajan I Yogyakarta in the even semester and 2017/2018 academic year.

This research uses quasi experimental design tipe pretest-posttest non equivalent group design. The population of research is all students from 5th grade SD Kanisius Wirobrajan I Yogyakarta as many as 58 students. The sample of research consists of 29 students of 5th Grade in Class B as the experimental group and 30 students of 5th Grade in Class B as the control group. The treatment that applied in experimental group is the cooperative-learning model Team Assisted Individualization type (TAI). There are eight steps in cooperative-learning model Team Assisted Individualization type (TAI), placement test, teams, teaching group, student creative, team study, test, team score and team recognition, whole-class unit.

The finding of this research shows that 1) Cooperative-learning models Team Assisted Individualization type (TAI) has affected to the ability to evaluate. The different average score of the experimental group ($M=1,18$, $SE=0,12$) is higher than the average score in the control group. The significant differences with $t(54) = -2,99$ and $p=0,004$ ($p<0,05$). The magnitude of the effect $r=0,37$ or equivalent same as 13%. 2) Cooperative-learning model Team Assisted Individualization type (TAI) has affected to the ability of creating. The different average score in experimental group ($M=1,06$, $SE=0,07$) is higher than the score average difference in control group ($M=0,41$, $SE=0,19$). Those significant differences $t(37, 13) = -3,19$ and $p=0,003$ ($p<0,005$). The magnitude of the effect of $r = 0,46$ or equivalent with 21%.

Key words: Cooperative learning models of Team Assisted Individualization type (TAI), Ability to evaluate, Ability to create, and Science subject.