

## ABSTRAK

**PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE  
TEAM ASSISTED INDIVIDUALIZATION (TAI) TERHADAP KEMAMPUAN  
MENGINGAT DAN MEMAHAMI SISWA KELAS V  
SD KANISIUS WIROBRAJAN 1 YOGYAKARTA**

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Latar belakang penelitian ini adalah keprihatinan terhadap 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 *mengingat* dan *memahami* pada mata pelajaran IPA kelas V SD Kanisius Wirobrajan 1 Yogyakarta pada 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 Kanisius Wirobrajan 1 Yogyakarta sebanyak 58 siswa. Sampel penelitian ini terdiri dari 29 siswa kelas VB sebagai kelompok eksperimen dan 29 siswa kelas VA 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) yaitu (1) *placement test*, (2) *teams*, (3) *teaching group*, (4) *student creative*, (5) *team study*, (6) *test*, (7) *team score and team recognition*, (8) *whole class unit*.

Hasil penelitian menunjukkan bahwa 1) Model pembelajaran kooperatif tipe *Team Assisted Individualization* (TAI) berpengaruh terhadap kemampuan *mengingat*. Rerata selisih skor pada kelompok eksperimen ( $M = 1,93$ ;  $SE = 0,83$ ) lebih tinggi dari pada kelompok kontrol ( $M = 1,37$ ;  $SE = 0,10$ ). Perbedaan tersebut signifikan dengan harga  $t(56) = -4,052$  dan  $p = 0,000$  ( $p < 0,05$ ). Besar pengaruh sebesar  $r = 0,47$  setara dengan 22,67% termasuk kategori efek menengah. 2) Model pembelajaran kooperatif tipe *Team Assisted Individualization* (TAI) berpengaruh terhadap kemampuan *memahami*. Rerata selisih skor pada kelompok eksperimen ( $M = 2,19$ ;  $SE = 0,14$ ) lebih tinggi dari pada kelompok kontrol ( $M = 1,56$ ;  $SE = 0,12$ ). perbedaan tersebut signifikan dengan harga  $t(56) = -3,363$  dan  $p = 0,001$  ( $p < 0,05$ ). Besar pengaruh sebesar  $r = 0,40$  setara dengan 16,80% termasuk kategori efek menengah.

Kata kunci: Model pembelajaran kooperatif tipe *Team Assisted Individualization* (TAI), kemampuan *mengingat*, kemampuan *memahami*, dan mata pelajaran IPA.

**ABSTRACT****THE EFFECT OF IMPLEMENTATION COOPERATIVE LEARNING MODEL ON THE TYPE TEAM ASSISTED INDIVIDUALIZATION (TAI) TO REMEMBER AND UNDERSTAND FOR THE FIFTH GRADE STUDENTS IN KANISIUS WIROBRAJAN 1 YOGYAKARTA ELEMENTARY SCHOOL**

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*This study background was the low of science ability at Indonesian country according to PISA 2012 and 2015 research. This study aims was to know the effect of implementation cooperative learning model on the type Team Assisted Individualization (TAI) on the ability of remember and understand in science subject fifth grade at s Wirobrajan 1 Yogyakarta elementary school.*

*This study used experimental type pretest-posttest non-equivalent control group design method. This study population were 58 student of 5<sup>th</sup> grades at Kanisisus Wirobrajan 1 Yogyakarta elementary school. Class V A was the control group which consisted of 29 student and class V B was the experiment group which consisted of 29 student. The treatment for the experimental group was cooperative learning model on the type Team Assisted Individualization (TAI). There are 8 steps in cooperative learning model on the type Team Assisted Individualization (TAI) including (1) placement test, (2) teams, (3) teaching group, (4) student creative, (5) team study, (6) test, (7) team score and team recognition, (8) whole class unit.*

*The result of this study showed that 1) cooperative learning model on the type Team Assisted Individualization (TAI) affects on the ability to remember. The average of difference score from experimental group ( $M = 1,93$ ;  $SE = 0,83$ ) was higher than the average of difference score from the control group ( $M = 1,37$ ;  $SE = 0,10$ ). The difference was significant with  $t(56) = -4,052$  and  $p = 0,000$  ( $p < 0,05$ ). The effect size was 0,47 as same as 22,67% which categorize as medium effect. 2) cooperative learning model on the type Team Assisted Individualization (TAI) affects on the ability understand. The average of differences score from experimental group ( $M = 2,19$ ;  $SE = 0,14$ ) was higher than the average og difference score from the control group ( $M = 1,56$ ;  $SE = 0,12$ ). The difference was significant with  $t(56) = -3,363$  and  $p = 0,001$  ( $p < 0,05$ ). The effect size was 0,40 as same as 16,80% which categorize as medium effect.*

*Key words: Cooperative learning on the type Team Assisted Individualization, ability to remember, ability to understand, and science.*