

ABSTRAK

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

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2018

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 *mengaplikasi* dan *menganalisis* 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 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 scores and team recognition*, (8) *whole-class unit*.

Hasil penelitian menunjukkan bahwa 1) Model pembelajaran kooperatif tipe *Team Assisted Individualization* (TAI) berpengaruh terhadap kemampuan mengaplikasi. Rerata selisih skor pada kelompok eksperimen ($M = 1,18$; $SE = 0,06$) lebih tinggi dibandingkan kelompok kontrol ($M = 0,63$; $SE = 0,11$). Perbedaan tersebut signifikan dengan harga $t(56) = -4,171$ dan $p = 0,000$ ($p < 0,05$). Besar pengaruh sebesar $r = 0,49$ atau setara dengan 24% termasuk kategori menengah. 2) Model pembelajaran kooperatif tipe *Team Assisted Individualization* (TAI) berpengaruh terhadap kemampuan menganalisis. Rerata selisih skor pada kelompok eksperimen ($M = 1,05$; $SE = 0,08$) lebih tinggi dibandingkan kelompok kontrol ($M = 0,71$; $SE = 0,10$). Perbedaan tersebut signifikan dengan harga $t(56) = -2,608$ dan $p = 0,012$ ($p < 0,05$). Besar pengaruh sebesar $r = 0,33$ atau setara dengan 11% termasuk kategori menengah.

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

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

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The background of the study showed that lack of science ability in Indonesia according to PISA 2012 and 2015 research. This study aimed was to know the effect of implementation cooperatife learning model on the type Team Assisted Individualization (TAI) on the ability of apply and analyze in science subject of fifth grade at Kanisius Wirobrajan 1 Yogyakarta elementary school.

This study used experimental type pretest-posttest non-equivalent control group design method. The participants were 58 students of 5th grades at Kanisius Wirobrajan 1 Yogyakarta elementary school. Class VA was the control group which consisted of 29 students and class VB was the experiment group which consisted of 29 students. The treatment for the experimental group was cooperative learning model on the type Team Assisted Individualization (TAI). There were 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 scores 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) affected on the ability to apply. The average of difference score from experimental group ($M = 1,18$; $SE = 0,06$) was higher than the average of difference score from the control group ($M = 0,63$; $SE = 0,11$). The difference was significant with $t(56) = -4,171$ and $p = 0,000$ ($p < 0,05$). The effect size that $r = 0,49$ as same as 24% which categorized as medium effect. 2) cooperative learning model on the type Team Assisted Individualization (TAI) affects on the ability analyze. The average of score differences from experimental group ($M = 0,71$; $SE = 0,08$) was higher than the average of score difference from the control group ($M = 0,71$; $SE = 0,10$). The difference was significant with $t(56) = -2,608$ and $p = 0,012$ ($p < 0,05$). The effect size was 0,33 as same as 11%. which categorized as medium effect.

Key words: Cooperative learning on the type was Team Assisted Individualization (TAI), ability to apply, ability to analyze, and science.