

ABSTRAK

Prima Setyaningrum. 2010. Penggunaan Strategi *Team Teaching* untuk Meningkatkan Pemahaman tentang Persamaan Linear Satu Variabel pada Siswa Kelas VIIB SMP Johannes Bosco Yogyakarta Tahun Ajaran 2009/2010. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk melihat penerapan dan keunggulan strategi *team teaching* yang dilaksanakan di SMP Johannes Bosco, mengetahui seberapa besar pemahaman siswa terhadap materi persamaan linear satu variabel termasuk di dalamnya menyelesaikan dan mengubah soal cerita menjadi kalimat matematika persamaan linear satu variabel serta mengetahui pendapat siswa mengenai strategi *team teaching* yang terlaksana pada pembelajaran persamaan linear satu variabel di kelas VIIB SMP Johannes Bosco Yogyakarta tahun ajaran 2009/2010.

Penelitian ini tergolong sebagai kombinasi antara penelitian kualitatif deskriptif dan kuantitatif. Subjek penelitian ini adalah siswa-siswi SMP Johannes Bosco Yogyakarta kelas Appreciation (kelas VIIB), kelas Freedom (kelas VIID) tahun ajaran 2009/2010 dan Guru matematika kelas VII SMP Johannes Bosco Yogyakarta. Pengumpulan data diperoleh melalui dokumentasi, lembar observasi, angket, lembar kerja pre-test dan post-test.

Hasil penelitian menunjukkan (1) Berdasarkan hasil lembar observasi, penerapan *team teaching* dapat berjalan dengan lancar karena persiapan dan proses yang dilakukan oleh *team*. Hal ini dilihat dari kesimpulan lembar observasi yang telah diisi oleh beberapa observer pada waktu proses persiapan dan pembelajaran berlangsung. (2) Beberapa keunggulan dari penerapan *team teaching* yang dilaksanakan di SMP Johannes Bosco antara lain adalah anak mendapatkan penjelasan yang bervariatif dan pendampingan yang lebih fokus dari pendamping dan guru dapat memantau perilaku siswa sewaktu guru yang lain sedang menerangkan. Hal ini dilihat dari hasil wawancara dengan guru dan dari lembar observasi. Selain keunggulan tersebut, penerapan strategi *team teaching* dapat meningkatkan pemahaman siswa. Hal ini dilihat dari perolehan nilai pre-test dan post test. Pada saat pre-test, nilai rata-rata kelas kontrol lebih tinggi yaitu 33.62 dibandingkan dengan kelas uji yang hanya mendapatkan nilai rata-rata 29.25 dimana skor maksimal pre-test dan post-test adalah 100. Sedangkan setelah proses pembelajaran, ternyata nilai rata-rata post-test siswa kelas uji lebih tinggi daripada kelas kontrol yaitu 59.52 dan 55.04. Hal demikian memperlihatkan bahwa pemahaman siswa kelas uji yang menggunakan strategi *team teaching* lebih tinggi daripada kelas kontrol yang menggunakan strategi bukan *team teaching*. (3) Berdasarkan angket yang diberikan kepada siswa kelas uji, mereka menyukai strategi *team teaching* karena mereka mendapatkan perhatian yang merata dan mereka dapat belajar lebih baik karena ada yang membantu mereka dalam belajar. Perhatian tersebut termasuk guru menjawab pertanyaan yang mereka ajukan. Hal ini dapat dilihat dari angket bahwa 66.67% siswa kelas uji suka jika diajar oleh 2 guru dan 79% siswa merasa diperhatikan di dalam kelas.

ABSTRACT

Prima Setyaningrum. 2010. The Usage of Team Teaching Strategy in Gaining the Comprehension of Linear Equation of Single Variable for Students of Johannes Bosco Junior Secondary School Class VIIB 2009/2010. Thesis. Mathematic Education Study Programme, Faculty of Science and Education, Sanata Dharma University, Yogyakarta.

This research aimed to observe the appliance and the benefit of team teaching strategy conducted in Johannes Bosco Junior Secondary School in order to see the ability of its students in understanding the subject of linear equation of single variable, including the ability to solve the problems and to change the problems in form of stories into mathematical sentences of linear equation of single variable. And also, this research was done to collect students' opinions about team teaching strategy in the course of linear equation of single variable in Johannes Bosco Junior Secondary School class VIIB 2009/2010.

This research is considered as the combination between researches of qualitative descriptive and quantitative. The subject of the research is the student of Johannes Bosco Junior Secondary School class Appreciation (VIIB), class Freedom (VIID) 2009/2010 and Math teacher Johannes Bosco Junior Secondary School.

The result of this research shows that (1) According to the observation sheets, the appliance of team teaching strategy worked successfully, because of well preparation by the team. It can be seen from the conclusion of the observation sheets fulfilled by the observers in the preparation process and when the study took place. (2) Some advantages of the appliance of team teaching conducted in Johannes Bosco Junior Secondary School are : student get varied explanation and guidance from assistant. Besides, the teacher can evaluate students' behaviors when the other teacher is giving explanation from the interview with the teacher and observation forms. The appliance of team teaching strategy also can improve students' understanding. We can see this from the results of the pre-test and post-test. In the pre-test, the average grade of class control, 33.62, was higher than the one of class experiment that shows 29.25 where the maximum score of pre-test and post-test was 100. While after the process of learning, it shows that the average scores of post-test of the students in the class control were 59.52 and 55.04. Thus, it proved that the understanding of the course from the student in class experiment applying the team teaching strategy was higher than the one in class control which did not use team teaching strategy. (3) according to forms that were given to students in class experiment, the students preferred team teaching strategy because they may gain equal attention and they can study better because they were helped by the

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

existence of more than one teacher. The attention included the existence of the teachers who can answer their questions of learning problem. It can be seen from the forms that 66.67% of the students in class control preffered to be taught by two teachers and 79% of the students felt to be satisfied by the attention given by the teacher in their learning proccess.

