

ABSTRAK

Fransisca, Melly. 2009. Pengaruh Metode Pembelajaran Kooperatif Tipe TGT Terhadap Proses dan Hasil Belajar Siswa Kelas XI IPA SMA Stella Duce 1 Yogyakarta Pada Bahasan Posisi, Kecepatan, dan Percepatan Pada Gerak Dalam Bidang. Program Studi Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Tujuan dari Penelitian ini adalah untuk mengetahui: (1) Bagaimana aktivitas siswa dalam pembelajaran kooperatif tipe TGT, (2) Bagaimana keterampilan kooperatif siswa dalam pembelajaran kooperatif tipe TGT, (3) Bagaimana proses belajar pada pembelajaran kooperatif tipe TGT, (4) Bagaimana hasil belajar siswa pada pembelajaran kooperatif tipe TGT, (5) Bagaimana tanggapan siswa dan guru pada metode kooperatif tipe TGT terhadap proses dan hasil belajar siswa.

Penelitian dilaksanakan pada tanggal 14, 15, 17, 21, 22, 23, dan 24 Juli 2009 di SMA Stella Duce 1 Yogyakarta. Sampel penelitian adalah siswi kelas XI IPA₂ dan XI IPA₃ yang masing-masing berjumlah berjumlah 36 orang. Pengumpulan data dalam penelitian ini dilakukan dalam lima tahap, yaitu: Pretes, Pembelajaran menggunakan tipe TGT, Postes, mengisi angket, dan wawancara.

Tes tertulis (Pretes dan Postes) yang diberikan berupa tes pilihan ganda bertingkat yang terdiri dari 10 soal dan memuat 10 indikator. Penerapan metode TGT terbagi atas belajar dalam kelompok dan game yang terdiri dari 36 soal dengan memuat 10 indikator. Pengisian angket berhubungan dengan proses belajar siswi di kelas. Wawancara terhadap siswi dan guru berhubungan dengan tanggapan mereka terhadap proses dan hasil belajar setelah menggunakan metode TGT.

Hasil dari penelitian menunjukkan bahwa: (1) Penerapan metode TGT membuat aktivitas siswi di kelas lebih baik lewat belajar kelompok dan game berdasarkan perhitungan statistik $t = 2.403$, $p = .019 < \alpha = .05$ (significan), (2) Penerapan metode TGT membuat siswi lebih terampil bekerja sama di kelas berdasarkan perhitungan statistiknya $t = 2.122$, $p = .037 < \alpha = .05$ (significan), (3) Proses belajar siswi meningkat dengan penerapan metode TGT dibandingkan dengan metode ceramah, (4) Penerapan metode TGT memberi peningkatan terhadap hasil belajar siswi berdasarkan perhitungan statistik $t = -31,745$, $p = .000 < \alpha = .05$ (significan). Bila dibandingkan dengan metode ceramah, hasil belajar dengan metode TGT lebih baik dengan $t = 2.338$, $p = .022 < \alpha = .05$ (significan), (5) Tanggapan siswi dan guru terhadap penerapan metode TGT positif. Dengan metode TGT pembelajaran menjadi lebih menyenangkan karena siswi lebih aktif dan bekerja sama dalam kelompok melalui game sehingga memicu semangat belajar.

ABSTRACT

Fransisca, Melly. 2009. The Influence of Cooperative Learning Method of TGT Type Towards The Process and Learning Result of Students at Science class^{XI} Stella Duce 1 Senior High School, Yogyakarta on The Topic of Position, Velocity, and Acceleration on The Movement in The Side. Physics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

The aims of this research are to find out: (1) how students' activities in cooperative learning of TGT type, (2) how students' cooperative skill in cooperative learning of TGT type, (3) how learning process on cooperative learning TGT type, (4) how students' learning result on cooperative learning of TGT type, (5) how students and teachers' responses on cooperative method of TGT type towards students' process and learning result.

This research was held on 14th, 15th, 17th, 21st, 22nd, 23rd, and 24th July 2009 at Stella Duce 1 Senior High school, Yogyakarta. The samples of this research were students at class^{XI} IPA₂ and class^{XI} IPA₃, consist of 36 students. Collecting the data in this research was done in five steps, they are pre-test, learning by employing TGT type, post-test, answering questionnaires, and interview.

The given tests (pre-test and post-test) were multiple choice level tests consisting of 10 questions and 10 indicators. Answering question was related to student's learning process in class. The interview towards students and teachers was related to their responses towards the process and learning result after employing TGT method.

The results of research show that: (1) application of TGT method makes students' activities in the class better by studying in groups and game base on statistic calculation $t = 2.403$, $p = .019 < \alpha = .05$ (significant), (2) application of TGT method makes students' more creative in learning together in class base on statistic calculation $t = 2.122$, $p = .037 < \alpha = .05$ (significant), (3) students' learning process is improved by applying TGT method comparing with lecturing method, (4) application of TGT method gives improvement towards students' learning results base on statistic calculation $t = -31,745$, $p = .000 < \alpha = .05$ (significant). Comparing with lecturing method, learning results by employing TGT method better than $t = 2.338$, $p = .022 < \alpha = .05$ (significant), (5) students and teachers' responses towards applying TGT method are positive. By employing TGT method, learning becomes more pleasant because students are more active and cooperative in groups and games so it makes enthusiastic in learning.