

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRAK

**Y. HERY KURNIYANTA, NIM: 061414049. “Upaya Guru Melibatkan Peran Aktif Siswa dalam Pembelajaran Matematika dengan Model Pembelajaran Kooperatif Tipe *Student Teams Achievement Divisions* (STAD)”. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.**

Penelitian ini bertujuan untuk mendeskripsikan upaya-upaya yang dilakukan guru dalam melibatkan peran aktif siswa dalam pembelajaran matematika dengan model kooperatif tipe *Student Teams Achievement Divisions* (STAD) pada materi Bangun Ruang Sisi Datar dengan sub pokok bahasan tentang unsur-unsur kubus, balok, prisma, dan limas.

Penelitian dilaksanakan pada tanggal 4 April 2011 sampai dengan 13 Mei 2011 di SMP Joannes Bosco Yogyakarta di kelas VIII D selama 5 pertemuan dengan tiap pertemuan berdurasi 80 menit. Untuk mengumpulkan data dan membahas rumusan masalah, peneliti menggunakan instrumen berikut: (1) catatan lapangan untuk mengukur upaya guru melibatkan peran aktif siswa dalam pembelajaran matematika dengan model pembelajaran kooperatif tipe *STAD*; (2) Tes awal, Lembar Kerja Kelompok, Kuis Individu I dan II untuk mengukur kemampuan pemahaman siswa terhadap materi ajar. Data dianalisis secara kualitatif deskriptif.

Hasil penelitian menunjukkan bahwa (1) upaya guru melibatkan peran aktif siswa saat guru mempresentasikan materi, antara lain guru memberikan stimulus (pancingan) yang mengarah ke materi ajar yang baru, guru mengontrol aktivitas siswa selama mempresentasikan materi ajar, guru memberikan kesempatan pada siswa untuk bertanya, guru bertanya pada siswa secara klasikal, guru bertanya pada siswa secara individu, dan guru memberikan kesempatan pada siswa untuk mengerjakan contoh soal; (2) upaya guru melibatkan peran aktif siswa saat guru mengadakan Kerja Kelompok, antara lain guru membentuk siswa ke dalam kelompok-kelompok; dan (3) upaya guru melibatkan peran aktif siswa saat guru mengadakan Kuis Individu, antara lain guru menegur siswa apabila ada siswa yang tidak serius mengerjakan kuis individu, dan guru menghimbau semua siswa untuk tidak saling bekerjasama selama mengerjakan kuis individu.

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRACT

**Y. HERY KURNIYANTA, Student Number: 061414049. “Teacher’s Effort In Engaging the Active Role of Students in Learning Mathematic by means of Cooperative Learning Model Type Student Teams Achievement Divisions (STAD)”.** *Mathematics Education Study Program, Department of Mathematics and Sciences Education, Faculty of Teachers Training and Education, Sanata Dharma University Yogyakarta.*

The purpose of the research is to describe the teacher’s efforts in engaging the active role of students when they learn mathematics by using Student Teams Achievement Divisions (STAD) cooperative model on the polyhedral material with the sub subject of cube elements, beams, prisms, and pyramid.

The research was conducted on April 4, 2011 up to May 13, 2011 in Joannes Bosco Junior High School Yogyakarta in class VIII D. This research was conducted in five meetings and the duration of each meeting was 80 minutes. The researcher used the following instruments for conducting the data gathering and analysis: (1) field notes to measure the teacher's efforts in engaging the active role of the students in learning mathematics with STAD cooperative learning model; (2) Initial Test, Group Worksheet, Individual Quiz I and II to measure the ability of students' understanding toward the teaching materials. The data of the research are qualitatively and descriptively analyzed.

The results of the research shows that (1) the teacher’s efforts involve the active role of students when the teacher presents the material, the teacher also gives a stimulus that leads to new teaching materials, the teacher controls the activities of students while presenting the teaching materials, the teacher gives students the opportunity to ask, the teacher asks students in the classical style, the teacher individually asks students, and the teacher gives students the opportunity to work on the example questions; (2) the teacher’s efforts involve the active role of students when the teacher asks students to Work in Group, the teacher also has a role to form students into groups; and (3) the teacher's efforts involve the active role of students when the teacher makes Individual Quiz to students, then, the teacher reprimands students if there are students who are not serious while working on the individual quiz given to them, and the teacher asks all students to not cooperate with each other while doing their individual quiz.