

ABSTRAK

**Wijayaningrum, Hesti T. 2014. Penerapan Metode Pembelajaran Kooperatif Tipe *Student Team Achievement Division (STAD)* Dan Pengaruhnya Terhadap Pemahaman, Minat Dan Sikap Kerjasama Siswa Pada Pembelajaran Fisika Tentang Bunyi SMP Negeri 1 Karangnongko Klaten. Skripsi, Program Studi Pendidikan Fisika, Jurusan Pendidikan Matematika Dan Ilmu Pengetahuan Alam, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.**

Kata Kunci: Pemahaman, Minat dan Kerjasama.

Penelitian ini bertujuan untuk mengetahui: (1) Sejauh mana efektivitas penerapan metode pembelajaran kooperatif tipe *Student Team Achievement Divison (STAD)* terhadap pemahaman, minat dan sikap kerjasama siswa pada pembelajaran Bunyi Di kelas VIII A SMP Negeri 1 Karangnongko Klaten; (2) Sejauh mana efektivitas pembelajaran metode kooperatif tipe *Student Team Achievement Divison (STAD)* dibandingkan dengan metode ceramah.

Subyek penelitian adalah siswa kelas VIII A (sebanyak 33 siswa) dan kelas VIII G (sebanyak 30 siswa). Treatment pada siswa kelas VIII A yaitu pembelajaran menggunakan metode kooperatif tipe *Student Team Achievement Divison (STAD)* sedangkan kelas VIII G yaitu pembelajaran menggunakan metode ceramah. Instrumen yang digunakan yaitu: tes tertulis berupa pretes dan postes, angket minat siswa dan angket sikap kerjasama siswa.

Hasil penelitian menunjukkan bahwa: (1) metode pembelajaran kooperatif tipe *Student Team Achievement Divison (STAD)* efektif untuk meningkatkan pemahaman siswa terbukti dari peningkatan mean pretes dan mean postes secara signifikan dari 38,67 menjadi 74,71; (2) metode pembelajaran kooperatif tipe *Student Team Achievement Divison (STAD)* efektif untuk meningkatkan minat siswa terbukti dari perubahan persentase dari berminat tinggi dengan persentase 87,88 % menjadi berminat tinggi dengan persentase 96,96 %; (3) metode pembelajaran kooperatif tipe *Student Team Achievement Divison (STAD)* efektif untuk membantu siswa memiliki sikap kerjasama, sikap kerjasama siswa berada pada tingkat sikap kerjasama tinggi dengan persentase 100%; (4) Karena keadaan awal kelas VIII A dan kelas VIII G berbeda maka penelitian ini tidak berhasil membandingkan dengan metode statistik.

**ABSTRACT**

**Wijayaningrum, Hesti T. 2014. *The Application Student Team Achievement Division (STAD) Cooperative Learning Method And Its Influence On The Student's Understanding, Interests, And Cooperative Attitudes On Learning Physics About Sound Of SMP Negeri 1 Karangnongko Klaten.* Thesis, Physics Education Study Program, Department of Mathematics and Natural Science Education, Faculty of Teacher Training and Education, Sanata Dharma University.**

Key Words: Understanding, Interests, and Cooperation

This research was aimed to measure: (1) the effectiveness the application of Student Team Achievement Division (STAD) cooperative learning method to students' understanding, interests, and cooperative attitudes on learning Sound at Class VIII A SMP Negeri 1 Karangnongko Klaten was; (2) how effective the application of Student Team Achievement Division (STAD) was compared to the teacher-centered method.

The subjects for this research were the 33 students of class VIII A and the 30 students of class VIII G. The students of Class VIII A were given a treatment. They were learning the material in class using Student Team Achievement Division (STAD) while the students of Class VIIG were learning the material in class using teacher-centered method. The instruments used were: written tests that consisted of pre-test and post-test, questionnaires on students' interests and questionnaires on students' cooperative attitudes.

The research results showed that: (1) the student Team Achievement Division (STAD) cooperative method was effective when applied to increase the students' understanding. It could be seen from the significant increasing pre-test mean and post-test mean, from 38.67 to 74.71; (2) the student Team Achievement Division (STAD) cooperative method was effective in increasing the students' interests. It could be seen from change of the high interests, from the high interest with the percentage of 87.88% to the high interest with the percentage of 96.96%; (3) the Student Team Achievement Division (STAD) cooperative method was effective in increasing the students' cooperative attitudes which was on the high level with the percentage of 100%; (4) since the initial conditions of Class VIII A and Class VIII G were different, statistics research could not be done.