

ABSTRAK

Penggunaan Model Pembelajaran Kooperatif Tipe STAD Untuk Meningkatkan Sikap Toleransi Dan Kemampuan Kognitif Penjumlahan Pecahan Kelas V SD Kanisius Klepu Sleman

Studi Kasus pada Peningkatan Sikap Toleransi dan Kemampuan Kognitif Siswa Kelas V SD Kanisius Klepu Tahun Ajaran 2013/1014

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Latar belakang masalah penelitian ini kurangnya sikap toleransi dan pemahaman mengenai pecahan. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan penggunaan pembelajaran kooperatif tipe STAD dapat meningkatkan sikap toleransi dan kemampuan kognitif mata pelajaran matematika materi penjumlahan pecahan siswa kelas V SD Kanisius Klepu semester genap tahun ajaran 2013/2014.

Penelitian ini merupakan penelitian tindakan kelas yang menggunakan model Kemmis dan Taggart. Penelitian ini dilakukan dua siklus, setiap siklus terdiri tiga tahap yaitu perencanaan, tindakan dan pengamatan, serta refleksi. Model Kemmis dan Taggart mempunyai ciri khas menggabungkan tindakan dan pengamatan menjadi satu tahapan. Teknik pengumpulan data menggunakan pengamatan, kuesioner, penilaian diri, dan tes.

Hasil penelitian menunjukkan bahwa penggunaan model pembelajaran kooperatif tipe STAD dapat meningkatkan sikap toleransi dan kemampuan kognitif materi penjumlahan pecahan. Sikap toleransi siswa semula memiliki rata-rata nilai sebesar 65 termasuk kategori sedang, dan diakhir siklus rata-rata nilai sikap toleransi yaitu 82 termasuk kategori sangat tinggi. Peningkatan nilai rata-rata dari kondisi awal ke akhir siklus sebesar 23. Kemampuan kognitif siswa semula memiliki rata-rata nilai ulangan 67,5 dan diakhir siklus rata-rata nilai ulangan siswa yaitu 86. Peningkatan nilai rata-rata kemampuan kognitif dari kondisi awal ke akhir siklus sebesar 19. Kondisi awal persentase siswa yang mencapai KKM 58%, diakhir siklus persentase siswa yang mencapai KKM 93%. Peningkatan persentase siswa yang mencapai KKM dari kondisi awal ke akhir siklus sebesar 35%.

Kata kunci : sikap toleransi, kemampuan kognitif, penjumlahan pecahan, pembelajaran kooperatif tipe *Student Team Achievement Division* (STAD)

ABSTRACT

The Use Cooperative Learning Model Type STAD to Improve Tolerance and Cognitive Ability in Addition Fraction of the Fifth Grade Students at Kanisius Klepu Elementary School of Sleman

The case study to increase Tolerance and Cognitive Ability of the Fifth Grade Students at Kanisius Klepu Elementary School of Sleman academic year of 2013/2014

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The background of this research problem was the lack of tolerance and understanding fractions. Therefore, this research aimed to describe the use of cooperative learning type STAD can increase tolerance and cognitive ability as mathematics material addition fractions of the fifth grade students at Kanisius Klepu Elementary School in even semester of the academic year of 2013/2014.

This research was a classroom action research which used Kemmis and Taggart model. This research was conducted in two cycles. Each cycle is consisted of three stages: planning, action and observation, also reflection. Model Kemmis and Taggart have a characteristic combining action and observation into a single stage. The data collection technique used observations, questionnaires, self-assessment and tests.

The result of the research showed that the use of cooperative learning model of STAD type can improve tolerance and cognitive ability of addition fractions material. The attitude of tolerance students initially has the mean score of 61 included in medium category and the last cycle, average score was 82, included in very high category. An increase in the average value of the initial conditions to the last cycle was 23. The students' cognitive ability initially has the mean score of 67 in daily tests and the last cycle, the mean score of the students was 86. An increase in average value cognitive ability of the initially conditions to the last cycle was 19. The initial conditions the percentage of the students who reached KKM was 58% and the last cycle, the percentage of students who reached KKM was 93%. An increase in the percentage students who reached KKM of the initial conditions to the last cycle was 35 %.

Keywords: tolerance, cognitive ability, addition fractions, cooperative learning type Student Team Achievement Division (STAD).