ABSTRAK

PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *TEAMS GAMES TOURNAMENT* TERHADAP KEMAMPUAN *MENGEVALUASI* DAN *MENARIK KESIMPULAN* SISWA KELAS V SD

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Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya mutu pendidikan di Indonesia khususnya pada mata pelajara IPA berdasarkan penelitian yang dilakukan oleh PISA pada tahun 2009, 2012, dan 2015. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) terhadap kemampuan *mengevaluasi* dan *menarik kesimpulan* siswa kelas V salah satu SD swasta di Yogyakarta.

Penelitian ini menggunakan jenis penelitian *quasi experimental* tipe *pretest-posttest non equivalent group design.* Populasi yang digunakan dalam penelitian adalah siswa kelas V sebanyak 42 siswa. *Treatment* dilakukan pada kelompok eksperimen menggunakan model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT). Terdapat lima langkah model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) yaitu penyajian materi (*presentation class*), kelompok (*teams*), permainan (*games*), kompetisi (*tournament*), dan pengakuan kelompok (*teams recognition*).

Hasil penelitian menunjukkan bahwa. 1) model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) berpengaruh terhadap kemampuan *mengevaluasi.* Rerata selisih skor yang dicapai pada kelompok eksperimen ($M = 1,25, SE = 0,14$) lebih tinggi daripada rerata selisih skor yang dicapai pada kelompok kontrol ($M = 0,71, SE = 0,12$). Perbedaan skor tersebut signifikan dengan $t(40) = -3,00, p = 0,006 (p < 0,05)$; termasuk kategori efek menengah dengan $r = 0,415$ atau setara dengan *17%* 2) Model pembelajara kooperatif tipe *Teams Games Tournament* (TGT) tidak berpengaruh terhadap kemampuan *menarik kesimpulan.* Rerata selisih skor yang dicapai pada kelompok eksperimen ($M = 1,17, SE = 0,16$) lebih tinggi daripada rerata selisih skor yang dicapai pada kelompok kontrol ($M = 0,86, SE = 0,11$). Meskipun demikian, perbedaan skor tersebut tidak signifikan dengan $t(40) = -1,62, p = 0,113 (p > 0,05)$; termasuk kategori efek kecil dengan $r = 0,25$ atau setara dengan 6%.

Kata Kunci: model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT), kemampuan berpikir kritis, kemampuan *mengevaluasi,* kemampuan *menarik kesimpulan.*

ABSTRACT

THE EFFECT OF IMPLEMENTATION COOPERATIVE LEARNING MODEL OF TEAMS GAMES TOURNAMENT TYPE ON EVALUATING AND CONCLUDING FOR FIFTH GRADE PRIMARY SCHOOL

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The background of this research was the concern about the level of thinking ability of high-level students in science subject according study to PISA 2009, 2012, and 2015. This study aimed to determine the effect of application in cooperative learning type Teams Games Tournament on the ability to evaluating and concluding the students of grade V in one of privat elementary schools in Yogyakarta.

This research was an experimental quasi-research with pretest-posttest nonequivalent group design type. The population used of this study were 42 students of the fifth grade V. The treatment for the experimental group was Teams Games Tournament model. There are five steps in cooperative learning model on Teams Games Tournament type including class presentation, teams, games, tournament, and team recognition.

This result of this study showed that 1) cooperative learning model on the Teams Games Tournament type afect on the ability to evaluating. The mean score of the experimental group ($M = 1,25$, $SE = 0,14$) was higher than the mean score of control group ($M = 0,71$, $SE = 0,12$). This difference was significant $t(40) = -3,00$, $p = 0,006$ ($p < 0,05$), however it did represent a medium-sized effect $r = 0,415$ or equivalent to 17%. 2) cooperative learning model on Teams Games Tournament type did not significantly effect on the ability to concluding. The mean score the experimental group ($M = 1,17$, $SE = 0,16$) was higher than mean score of control group ($M = 0,86$, $SE = 0,11$). The difference was not significant with $t(40) = -1,62$, $p = 0,113$ ($p > 0,05$), however it did represent a small-sized effect $r = 0,25$ or equivalent to 6%.

Keywords: Cooperative Learning Model Of Teams Games Tournament Type, critical thinking skills, ability to evaluating, ability to concluding.