

ABSTRAK

**PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF
TIPE MAKE A MATCH TERHADAP KEMAMPUAN MENGEKSPLANASI
DAN MEREGULASI DIRI SISWA KELAS V SD**

Poppy Septiana Pembayun
Universitas Sanata Dharma
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Latar belakang penelitian ini adalah adanya tuntutan abad 21 tentang kemampuan berpikir kritis, kreatif, inovatif, mampu memecahkan masalah, dan beradaptasi dengan lingkungan yang perlu dimiliki siswa. Selain itu, keprihatinan terhadap rendahnya kemampuan pada mata pelajaran IPA siswa Indonesia yang ditunjukkan oleh penelitian yang dilakukan PISA pada tahun 2009, 2012, dan 2015. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe *Make a Match* terhadap kemampuan mengeksplanasi dan meregulasi diri siswa kelas V SD.

Jenis penelitian ini adalah *quasi-experimental tipe pretest – posttest non equivalent group design*. Populasi yang digunakan adalah seluruh siswa kelas V di salah satu SD swasta di Yogyakarta sebanyak 73 siswa. Sampel penelitian terdiri dari dua kelompok yaitu kelas VA sebanyak 24 siswa sebagai kelas kontrol dan kelas VB sebanyak 24 siswa sebagai kelas eksperimen. *Treatment* yang diberikan kepada kelompok eksperimen adalah model pembelajaran kooperatif tipe *Make a Match* dengan langkah pembelajaran: 1) menyiapkan kartu, 2) pembagian kartu, 3) memikirkan soal dan jawaban, 4) mencari pasangan, 5) pemberian nilai, 6) pengulangan permainan, dan 7) pemberian penghargaan.

Hasil penelitian menunjukkan bahwa: 1) model pembelajaran kooperatif tipe *Make a Match* berpengaruh terhadap kemampuan mengeksplanasi. Selisih skor *pretest – posttest I* pada kelompok eksperimen ($M = 0,861$, $SE = 0,1230$) lebih tinggi daripada selisih skor *pretest – posttest I* pada kelompok kontrol ($M = 0,222$, $SE = 0,192$). Perbedaan tersebut signifikan dengan $t(39,129) = -2,801$; $p = 0,008$ ($p < 0,05$). Besar pengaruh $r = 0,41$ atau setara 16,81% termasuk dalam efek menengah, 2) model pembelajaran kooperatif tipe *Make a Match* tidak berpengaruh terhadap kemampuan meregulasi diri. Selisih skor *pretest – posttest I* pada kelompok eksperimen ($M = 0,820$, $SE = 0,228$) lebih tinggi daripada selisih skor *pretest – posttest I* pada kelompok kontrol ($M = 0,389$, $SE = 0,199$). Perbedaan tersebut tidak dengan $t(46) = -1,426$; $p = 0,161$ ($p > 0,05$). Besar pengaruh $r = 0,21$ atau setara 4,41% termasuk dalam efek kecil.

Kata kunci : Kemampuan berpikir kritis, model pembelajaran kooperatif tipe *Make a Match*, kemampuan mengeksplanasi, kemampuan meregulasi diri, mata pelajaran IPA.

ABSTRACT

THE EFFECT OF IMPLEMENTATION OF COOPERATIVE LEARNING MAKE A MATCH TYPE ON THE STUDENT'S ABILITY TO EXPLAIN AND SELF-REGULATE OF FIFTH GRADERS ELEMENTARY SCHOOL

Poppy Septiana Pembayun
Sanata Dharma University
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The background of this research was because of many ability requirements that should be had by students in this 21st century. The abilities are such as critical thinking, being creative, being innovative, able to give problem solving, and adapting to the environment. Besides, concerning about the low ability of Indonesian students on Science as indicated by research conducted by PISA in 2009, 2012, and 2015. This research aimed to know the effect of the implementation of cooperative learning model type 'Make a Match' to students' ability in the explanation and self-regulation of V graders of elementary school. This research was quasi-experimental type pretest – posttest non equivalent group design.

The population used was all of the V graders in a private school in Yogyakarta. There were 73 students. The sample of this research were two groups which were 24 student VA class as the control class, and 24 students were in VB class as the experimental class. The treatment given to the experimental class was cooperative learning model type 'Make a Match' with the learning steps as follow: 1) preparing the card, 2) dividing the cards, 3) thinking for the question and answer, 4) looking for pair, 5) giving score, 6) repeating the game, and 7) giving reward.

The result of this research showed that: 1) cooperative learning type 'Make a Match' affects the ability of explanation. The deviation score of pretest-posttest I on the experimental class ($M = 0,861$, $SE = 0,1230$) was higher than deviation score of pretest-posttest I on the control class ($M = 0,222$, $SE = 0,192$). The difference was significant with $t(39,129) = -2,801$; $p = 0,008$ ($p < 0,05$). The effect of $r = 0,41$ or 16,81% and included into middle effect category, 2) the cooperative learning model type 'Make a Match' did not affect the ability of self-regulation. The deviation score of pretest-posttest I on the experimental class ($M = 0,820$, $SE = 0,228$) was higher than the deviation score of pretest-posttest I on the control class ($M = 0,389$, $SE = 0,199$). The difference was not with $t(46) = -1,426$; $p = 0,161$ ($p > 0,05$). The effect of $r = 0,21$ or 4,41% and included into small effect category.

Keywords: *Critical thinking skills, cooperative learning model Make a Match type, the explanating ability, the self-regulating ability, Science.*