

ABSTRAK

**PENINGKATAN SIKAP GOTONG ROYONG MELALUI PELAKSANAAN
PEMBELAJARAN PKn DENGAN MODEL PEMBELAJARAN KOOPERATIF TIPE
JIGSAW UNTUK SISWA KELAS II DI SD KANISIUS KINTELAN**

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Semangat bergotong royong seharusnya diterapkan sejak dini. Semangat bergotong royong dapat diajarkan melalui metode pembelajaran yang diberikan oleh guru. Metode pembelajaran yang kurang memberikan semangat bergotong-royong pada siswa, memiliki dampak. Dampak dari kurangnya gotong royong diantaranya kurangnya rasa peduli terhadap sesama atau acuh tak acuh, tawuran antara pelajar, egois, dan lain sebagainya. Penelitian ini memiliki tujuan: 1) mengetahui pelaksanaan model cooperative learning tipe jigsaw dalam upaya meningkatkan sikap gotong royong siswa kelas II di SD Kanisius Kintelan, melalui pembelajaran PKn, 2) mengetahui peningkatan sikap gotong-royong siswa kelas II melalui pelaksanaan pembelajaran PKn dengan model pembelajaran Cooperative Learning tipe Jigsaw di SD Kanisius Kintelan semester ganjil tahun ajaran 2015/2016.

Dalam upaya meningkatkan sikap gotong royong siswa, peneliti menerapkan Penelitian Tindakan Kelas (PTK), yang dilaksanakan dalam 2 siklus dan setiap siklus berisi 2 kali pertemuan. Setiap siklus terdiri atas perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas II SD Kanisius Kintelan. Teknik pengumpulan data yang digunakan yaitu penyebaran kuesioner pada siswa, observasi keadaan kelas, dan wawancara guru kelas. Data yang telah didapat, dianalisis dengan cara mendeskripsikan setiap aspek mulai dari kondisi awal, siklus 1, dan siklus 2.

Berdasarkan hasil penelitian dapat disimpulkan bahwa penelitian yang dilakukan meningkatkan sikap gotong royong pada siswa kelas II di SD Kanisius Kintelan melalui pelaksanaan pembelajaran PKn dengan model pembelajaran kooperatif tipe jigsaw. Peningkatan sikap gotong royong siswa dapat diketahui melalui hasil penelitian, yaitu kondisi awal nilai rata-rata sikap gotong royong siswa 56,7 (Rendah), setelah siklus 1 menjadi 71,1 (Cukup), pada siklus 2 menjadi 80,05 (Tinggi). Persentase jumlah siswa yang memiliki sikap gotong royong minimal cukup juga meningkat bermula dari kondisi awal sebesar 44% setelah siklus 1 menjadi 84% dilanjutkan siklus 2 menjadi 96%.

Kata Kunci : Pembelajaran Kooperatif tipe Jigsaw, PKn, Sikap, Gotong Royong

ABSTRACT

**THE IMPROVEMENT OF COOPERATION ATTITUDE THROUGH
THE IMPLEMENTATION OF JIGSAW ON CIVICS FOR SECOND
GRADE STUDENTS OF SD KANISIUS KINTELAN**

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The spirit of cooperation should be applied early on. The spirit of mutual cooperation could be taught through learning methods given by the teacher. Learning methods that were less encouraging cooperation to students, had an impact to students. The impact of the lack of cooperation were the lack of a sense of caring for others or indifferent, brawling between students, selfish, and so on. This research purposes were 1) determining the increasing of cooperation attitude through the implementation of jigsaw on civics for second grade students of SD Kanisius Kintelan. 2) Improving the cooperation attitude through the implementation of jigsaw on civics for second grade students of SD Kanisius Kintelan.

Working to improve the students' cooperation attitude, researcher applied Class Action Research, which was performed in 2 cycles and each cycle had 2 meetings. Each cycle consisted of planning, action, observation, and reflection. The subjects were second grader students of SD Kanisius Kintelan. Data collection techniques used were distributing questionnaires to students, observing of the condition of the class, and interviewing the teacher. The Data were analyzed by describing every aspect starting from the initial conditions, cycle 1 and cycle 2.

Based on the results of this study, it could be concluded that research that has been conducted, could improve the second grader students' cooperation attitude in SD Canisius Kintelan through the implementation of jigsaw on civics. Improved students' cooperation attitudes could be seen through the results of research, i.e. the initial students' cooperation scores were 56,7(low). The score became 71.1 (enough) after the first cycle and 80.05 after the second cycle. The percentage of the number of students who had minimal cooperative attitude also increased from 44% at the initial condition then became 84% after the first cycle and became 96% after the second cycle.

Keywords: cooperative learning using jigsaw, civics, attitudes, Cooperation