

ABSTRAK

**PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE
NUMBERED HEAD TOGETHER (NHT) TERHADAP HIGH ORDER THINKING
SKILLS (HOTS) SISWA KELAS IV SEKOLAH DASAR**

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Kata kunci : model pembelajaran kooperatif tipe *Numbered Head Together* (NHT),
High Order Thinking Skills (HOTS)

Latar belakang penelitian ini yaitu berdasarkan keprihatinan terhadap rendahnya *High Order Thinking Skills* (HOTS) siswa di Indonesia pada mata Ilmu Pengetahuan Alam (IPA). Hal tersebut dapat diketahui dari hasil penelitian PISA tahun 2015 yang menempatkan Indonesia pada peringkat 62 dari 70 negara. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran kooperatif tipe *Numbered Head Together* (NHT) terhadap *High Order Thinking Skills* (HOTS) siswa kelas IV SD N Gentan Yogyakarta pada semester genap tahun ajaran 2018/2019.

Penelitian ini menggunakan metode *quasi experimental* tipe *pretest-posttest non-equivalent control group design*. Penelitian dilakukan di SD N Gentan Sleman Yogyakarta pada semester genap tahun ajaran 2018/2019 selama 2 minggu yaitu dari tanggal 12 Februari 2019 sampai dengan tanggal 23 Februari 2019. Populasi yang digunakan yaitu seluruh siswa kelas IV SD N Gentan sebanyak 57 siswa. Sampel penelitian ini adalah siswa kelas IV A sebagai kelompok eksperimen berjumlah 29 siswa dan siswa kelas IV B sebagai kelompok kontrol berjumlah 28 siswa. *Treatment* yang diberikan pada kelompok eksperimen berupa model kooperatif tipe *Numbered Head Together* (NHT) yang terbagi menjadi 4 langkah yaitu penomoran, mengajukan pertanyaan, berpikir Bersama dan menjawab.

Hasil penelitian menunjukkan bahwa model pembelajaran kooperatif tipe *Numbered Head Together* (NHT) berpengaruh terhadap *High Order Thinking Skills* (HOTS) pada kemampuan *menganalisis* dan *mencipta*, namun tidak berpengaruh pada kemampuan *mengevaluasi*. Pada kemampuan *menganalisis* rerata selisih skor kelompok eksperimen ($M = 1,02$, $Mdn = 33,36$) lebih tinggi dibandingkan rerata selisih skor kelompok kontrol ($M = 0,57$, $Mdn = 24,48$). Perbedaan tersebut signifikan dengan $Z(57) = -2,06$, $p = 0,039$ ($p < 0,05$). Pada kemampuan *mengevaluasi* rerata selisih skor kelompok eksperimen ($M = 0,59$, $Mdn = 30,57$) lebih tinggi dibandingkan rerata selisih skor kelompok kontrol ($M = 0,43$, $Mdn = 27,38$). Perbedaan tersebut tidak signifikan dengan $Z(57) = -0,74$, $p = 0,459$ ($p > 0,05$). Pada kemampuan *mencipta* rerata selisih skor kelompok eksperimen ($M = 1,00$, $Mdn = 34,36$) lebih tinggi dibandingkan rerata selisih skor kelompok kontrol ($M = 0,45$, $Mdn = 23,45$). Perbedaan tersebut signifikan dengan $Z(57) = -2,54$, $p = 0,011$ ($p < 0,05$).

ABSTRACT**THE EFFECT OF THE IMPLEMENTATION OF COOPERATIVE LEARNING MODEL TYPE NUMBERED HEAD TOGETHER (NHT) ON THE HIGH ORDER THINKING SKILLS (HOTS) FOR THE FOURTH GRADE STUDENT OF ELEMENTARY SCHOOL**

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Keywords : cooperative learning type Numbered Head Together (NHT), High Order Thinking Skills (HOTS)

The background of this research was based on the concern about the low level High Order Thinking Skills (HOTS) of Indonesian students in science subjects. This could be known from the result of the PISA study in 2015 which placed Indonesian in rank 62 out of 70 countries. This study aimed to determine the effect of the implementation cooperative learning model type Numbered Head Together (NHT) on High Order Thinking Skills (HOTS) of fourth grade students of SD N Gentan Yogyakarta in the academic year semester 2018/2019.

The research used quasi experimental methods with the type of pretest-posttest non equivalent control group design. The research was conducted at SD N Gentan Sleman Yogyakarta in the academic year semester 2018/2019 for 2 weeks that on February 12, 2019 until February 23, 2019. The population that be used was all fourth grade students of SD N Gentan as many as 57 students. The sample in this research consisted of 29 students in class IV A as the experimental group and 28 students in class IV B as the control group. The treatment given to the experimental group was cooperative learning model type Numbered Head Together (NHT) which was divided into 4 steps namely numbering, asking questions, thinking together and answering.

The research results showed that cooperative learning model type Numbered Head Together (NHT) had a effect on the High Order Thinking Skills (HOTS) on the analyze and create ability, but had no effect on the evaluate ability. On the analyze ability, the average score difference in the experimental group ($M = 1,02$, $Mdn = 33,36$) higher than control group ($M = 0,57$, $Mdn = 24,48$). The difference was significant with $Z(57) = -2,06$, $p = 0,039$ ($p < 0,05$). On the evaluate ability, the average score difference in the experimental group ($M = 0,59$, $Mdn = 30,57$) higher than control group ($M = 0,43$, $Mdn = 27,38$). The difference was not significant with $Z(57) = -0,74$, $p = 0,459$ ($p > 0,459$). On the create ability, the average score difference in the experimental group ($M = 1,00$, $Mdn = 34,36$) higher than control group ($M = 0,45$, $Mdn = 23,45$). The difference was significant with $Z(57) = -2,56$, $p = 0,011$ ($p < 0,05$).