ABSTRAK

Desy Ika Savittri. 2016. Efektivitas Model Pembelajaran Kooperatif Tipe *Student Teams-Achievement Divisions (STAD)* Ditinjau dari Hasil Belajar dan Keaktifan Belajar Matematika Siswa Kelas VIII-C SMP Negeri 2 Yogyakarta pada Materi Keliling dan Luas Lingkaran. Skripsi. Program Studi Pendidikan Matematika. Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mendeskripsikan : (1) efektivitas pembelajaran matematika menggunakan model pembelajaran kooperatif tipe *Student Teams-Achievement Divisions* (STAD) pokok bahasan keliling dan luas lingkaran ditinjau dari keaktifan belajar siswa (2) efektivitas pembelajaran matematika menggunakan model pembelajaran kooperatif tipe *Student Teams-Achievement Divisions* (STAD) pokok bahasan keliling dan luas lingkaran ditinjau dari hasil belajar siswa.

Metode penelitian yang digunakan adalah penelitian eksperimental semu. Populasi dari penelitian ini adalah 92 siswa kelas VIII SMP Negeri 2 Yogyakarta dan 61 diantaranya adalah sampel. Instrumen pada penelitian ini meliputi lembar observasi keaktifan belajar dan tes hasil belajar siswa. Validitas isi diperoleh melalui uji pakar yaitu dosen pembimbing dan guru mata pelajaran. Reliabilitas tes hasil belajar sebesar 0,85.

Hasil dari penelitian ini yaitu (1) persentase keaktifan siswa pada pembelajaran kooperatif tipe STAD dalam kategori tinggi dan sangat tinggi masing-masing adalah 21,43% dan 28,57%, sedangkan pada pembelajaran konvensional masing-masing adalah 17,24% dan 13,79%. Dari uji *independent sample t test* dengan taraf signifikasi sebesar 5% diperoleh nilai Sig. (1-tailed) yaitu 0,000 sehingga H_0 ditolak. (2) persentase hasil belajar siswa pada pembelajaran kooperatif STAD yaitu 96,77%, dan 89,65% pada pembelajaran konvensional yang sudah memenuhi kriteria ketuntasan minimum (KKM). Dari uji *independent sample t test* dengan taraf signifikasi sebesar 5% diperoleh nilai Sig. (1-tailed) yaitu 0,010 sehingga H_0 ditolak. Ditinjau dari hasil belajar dan keaktifan belajar siswa dapat disimpulkan bahwa pembelajaran matematika menggunakan pembelajaran kooperatiftipe STAD sudah efektif dibandingkan pembelajaran matematika secara konvensional.

Kata Kunci : pembelajaran kooperatif, hasil belajar, keaktifan belajar

ABSTRACT

Desy Ika Savittri. 2016. Effectiveness of Cooperative Learning Model Teams-Student Achievement Divisions (STAD) Judging from the Learning Outcomes and the activeness in Mathematics from 8th Grade class C Junior High School 2 Yogyakarta on Circumference Matter and Area of a Circle. Thesis. Mathematics Education. Department of Mathematics and Science Teaching and Education of Scince Factulty. Sanata Dharma University, Yogyakarta.

This study aimed to describe : (1) the effectiveness of learning mathematics using cooperative learning model Teams- student Achievement Divisions (STAD) with subjectof the circumference and area of a circleon student activities. (2) the effectiveness of learning mathematics using cooperative learning model Teams-student Achievement Divisions (STAD) with subject of the circumference and area of a circleon learning result.

The research method used was *quasi-experimental*. The population of this study were 93 students of the 8th grade students of Junior High School 2 Yogyakarta and 63 of them were the samples. Instruments in this study include observation of the student activity sheet and test result of student learnings. Obtained through the content validity of the test, namely experts as such lecturers and subjects teachers.Reabilitas of the test result on learning was 0.85.

The results of research were (1) the percentageof student activities in STAD cooperative learning in high and very high category were 21,43%and28,57%, and in the convensional learning were 17,24% and 13,79%. Test of independent sample t test with significance level of 5% obtained by the Sig. (1-tailed) were 0,000 therefore H_0 was rejected. (2) the percentage of student learning outcomes in STAD cooperative learning was 96.77%, and 89,65% in the conventional learning that meets the minimum completeness criteria (KKM). Test of independent sample t test with significance level of 5% obtained by the Sig. (1-tailed) were 0,010 therefore H_0 was rejected. Drawing from the results of learning and students learning activeness,it could be concluded that the study of mathematics usedone of the cooperative learning STADwas more effective than conventional mathematics learning.

Keywords: cooperative learning, learning outcomes, active learning