

ABSTRAK

Elisabeth Andarini. 2013. Pengaruh Model Pembelajaran Kooperatif Tipe *Team Assisted Individualization* (TAI) pada Pokok Bahasan Teorema Pythagoras Terhadap Hasil Belajar dan Keaktifan Siswa Kelas VIII SMP Tarakanita Magelang Tahun Ajaran 2012/2013. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe *Team Assisted Individualization* (TAI) terhadap hasil belajar dan keaktifan siswa SMP Tarakanita Magelang.

Penelitian ini merupakan jenis penelitian deskriptif kuantitatif. Penelitian ini dilaksanakan pada semester gasal tahun ajaran 2012/2013 dengan pokok bahasan Teorema Pythagoras. Subyek penelitian ini adalah siswa kelas VIII D SMP Tarakanita Magelang yang berjumlah 35 siswa.

Instrumen dalam penelitian ini meliputi (1) instrumen pembelajaran berupa Rencana Pelaksanaan Pembelajaran (RPP) dan Lembar Kerja Siswa (LKS) (2) instrumen pengumpulan data berupa tes meliputi pretes (tes awal) dan postes (tes akhir) (3) instrumen non tes meliputi lembar observasi keaktifan siswa.

Hasil penelitian menunjukkan bahwa (a) keaktifan siswa tergolong cukup. Hal ini dapat dilihat dari rata-rata hasil keaktifan siswa secara keseluruhan untuk tingkat keaktifan tinggi mencapai 32,14%, untuk tingkat keaktifan cukup mencapai 49,28%, tingkat keaktifan rendah 11,42%, dan untuk tingkat keaktifan sangat rendah 7,14% (b) pembelajaran kooperatif tipe *Team Assisted Individualization* berpengaruh terhadap hasil belajar siswa. Pengaruh ditunjukkan dari peningkatan hasil belajar siswa sebelum dan sesudah mengikuti proses pembelajaran. Sebelum mengikuti pembelajaran kooperatif, siswa yang mencapai KKM 73 hanya terdapat 6 siswa yaitu sebesar 17,14%. Hal ini dilihat dari nilai pretes. Setelah mengikuti proses pembelajaran kooperatif ini, siswa yang mencapai KKM 73 sebanyak 17 siswa yaitu sebesar 48,57%. Jadi dapat dikatakan meningkat dan menghasilkan hasil belajar yang tergolong cukup dengan nilai rata-rata tes akhir yang diperoleh siswa pada materi Teorema Pythagoras yaitu 67,95. Sedangkan untuk tingkat pemahaman siswa terhadap materi tergolong sangat baik. Hal ini terlihat dari hasil nilai postes, untuk kriteria sangat baik mencapai 34,2%, kriteria baik 22,85%, kriteria cukup 20%, kriteria rendah 8,57%, dan kriteria sangat rendah 14,28%.

Kata kunci: *Team Assisted Individualization* (TAI), keaktifan, hasil belajar, Teorema Pythagoras.

ABSTRACT

Elisabeth Andarini. 2013. *The Effect of Cooperative Learning Type 'Team Assisted Individualization' (TAI) of The Main Subject of Pythagorean Theorem Against Learning Result and Student Activity at Eighth Grade Student of Tarakanita Magelang Junior High School In 2012/2013 Academic Year.* Mathematics Education Study Program, Department of Mathematics Education and Science, Faculty of Teacher Training and Education, Sanata Dharma University Yogyakarta.

This research is aimed to determine the effect of cooperative learning type Team Assisted Individualization (TAI) on learning result and student activity of Tarakanita Magelang Junior High School.

This research is descriptive quantitative research. The research was conducted in the gasal semester for teaching period: 2012/2013 with the main subject of the Pythagoras Theorem. The subjects of the research are students of class VIII D Junior High School Tarakanita Magelang that totaling 35 students.

Instrument in this research include of (1) learning instruments such as the learning lesson plan (RPP) and the student worksheet (LKS) (2) data collection instruments such as a test instrument (1) in the form of a pretes and postes and (3) non-test instrument includes observation of student activity sheets.

The result of research shows (a) students' learning result is classified as medium. It can be seen by the average results of the overall student activity for high activity level reached 32,14%, for the medium level of activity reached 49,28%, 11,42% for lower activity level and very low level of activity reached 7,14 % (b) cooperative learning type 'Team Assisted Individualization' affect on student learning result. The influence of improving student learning result is demonstrated before and after the learning process. Before participated in cooperative learning, there are only 6 students who reached 73 for KKM, that is equal to 17,14%. It is seen from the pretest. After participating in this cooperative learning, students who reached 73 for KKM are 17 students in the amount of 48,57%. So, it can be said that there is improvement and the learning result is good enough obtained the average of final test students is 67,95. The level of students' understanding of the material is very good. It is shown by the results of posttest values, for the criteria very well reached 34,2%, 22,85% for good criterion, 20% for good enough criterion, 8,57% for low criterion, and 14,28 % for the very low criterion.

Keywords: Team Assisted Individualization (TAI), activity, learning result, Pythagorean Theorem.