

ABSTRAK

Yulia Wulandaru. 2012. Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together Ditinjau Berdasarkan Motivasi, Keterlibatan dan Hasil Belajar Siswa. Program Studi Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Tujuan penelitian ini adalah untuk mengetahui proses pelaksanaan pembelajaran matematika di sekolah Menengah Pertama menggunakan model pembelajaran kooperatif tipe Numbered Heads Together yang ditinjau dari motivasi, keterlibatan dan hasil belajar siswa.

Penelitian yang dilakukan pada tanggal 18 September sampai 20 Oktober 2012 dengan subyek penelitian siswa kelas VII A Sekolah Menengah Pertama Pangudi Luhur Gantiwarno, Klaten. Data yang digunakan dalam penelitian ini adalah data proses keterlaksanaan pembelajar, data tentang motivasi siswa, data keterlibatan siswa, kuis, dan hasil belajar siswa. Data tersebut diperoleh dengan cara observasi, RPP keterlaksanaan pembelajaran, tes kemampuan awal dan tes hasil belajar, angket motivasi, lembar keterlibatan siswa dan wawancara. Data keterlaksanaan pembelajaran dianalisis dengan menghitung jumlah item yang terlaksana kemudian dijumlah sebanyak pertemuan yang dilaksanakan, data keterlibatan siswa dianalisis dengan menghitung jumlah keterlibatan siswa dalam bekerja kelompok. Selanjutnya ditentukan kriteria jenis keterlibatannya berdasarkan skala Likert. Data motivasi siswa menggunakan angket motivasi yang dianalisis dengan menghitung skor total dalam angket, selanjutnya ditentukan kriteria jenis motivasinya berdasarkan skala Likert, selain itu data motivasi siswa diperoleh juga dari wawancara dengan siswa. Data hasil belajar diperoleh dari nilai tes hasil belajar yang dibandingkan dengan rata-rata tes kemampuan awal. Data kuis diperoleh dari hasil kuis para siswa pada pertemuan kedua dan ketiga dan digunakan pula untuk penghargaan kelompok.

Hasil penelitian adalah sebagai berikut (1) Persentase keterlaksanaan Pembelajaran kooperatif tipe Numbered Heads Together sebesar 96,42 % atau lebih dari 80% , sehingga penerapan pembelajaran tipe Numbered Heads Together dapat terlaksana dengan sangat baik. (2) Model Pembelajaran tipe Numbered Heads Together dapat meningkatkan hasil belajar siswa dari rata-rata tes kemampuan awal 54,33 menjadi 63,33 pada tes hasil belajar siswa. (3) tingkat keterlibatan siswa pada pembelajaran tipe Numbered Heads Together dengan hasil persentase 52,38% tergolong tinggi bila dibandingkan persentase siswa keterlibatannya rendah dan sedang. (4) Motivasi belajar siswa pada pembelajaran matematika cukup dengan persentase 42,86% sedang. 14,28% tinggi dan 42,86% rendah.

Kata Kunci: Pembelajaran kooperatif tipe Numbered Heads Together, Motivasi, Keterlibatan dan Hasil Belajar Siswa

ABSTRACT

Yulia Wulandaru. 2012. The Implementation of Cooperative Learning Model Type Numbered Heads Together Reviewed Based on Motivation, Involvement and the Students' Learning Results. Mathematics Education and Science Study Program, Faculty of Teachers and Training Education, Sanata Dharma University, Yogyakarta

The aim of this research was to find out the process of learning mathematics in junior high school using cooperative learning model type Numbered Heads Together which was reviewed from motivation, involvement, and the students' learning results.

The research was held on September 18 to October 20, 2012. The participants were the seventh graders of VII A class in SMP Pangudi Luhur Gantiwarno, Klaten. The data used in the research were the process of learning implementation, the students' motivation, the students' involvement, the quizzes, and the students' learning results. They were obtained by observation, lesson plans, pre-test and post-test, questionnaires on motivation, sheets of the students' involvement, and interviews. The data of the learning implementation was analyzed by calculating the number of the items which was carried out. After that, it was added by the number of the meetings which was carried out. The data on the students' involvement was analyzed by calculating the number of the students' involvement in the group working. Furthermore, the researcher determined the criteria of the students' involvement based on Likert scale. The data on the students' motivation using motivation questionnaires was analyzed by calculating the total scores in the questionnaires, then the researcher determined the motivation criteria based on Likert scale. Moreover, the data on the students' motivation was obtained by interviews with the students. The data on the students' learning results was gained from the learning result grades which were compared with the average of the pre-test. The data on the quizzes was obtained from the students' quiz results on the second and third meeting. It was also used for the group awards.

The research results were shown that (1) the percentage of the implementation of the cooperative learning type Numbered Heads Together was 95% or more than 80%, thus the implementation of the learning type, namely Numbered Heads Together, could be carried out well, (2) the learning model type, Numbered Heads Together, could increase the students' learning results from the average of pre-test 54.33 becoming 63.33 or in other words, it increased 42.86% in the students' learning results, (3) the percentage of the students' involvement in the learning type, Numbered Heads Together, was 52.38% which was relatively high when it was compared to the percentage of low and medium in the students' involvement, and (4) the students' motivation in learning mathematics was simply by the percentage of 42.86% (medium), 14.28 (high), and 42.86% (low).

Keywords: Cooperative Learning Type Numbered Heads Together, Motivation, Involvement, the Students' Learning Results