

ABSTRAK

Meningkatkan Hasil Belajar dan Keaktifan Siswa Kelas X SMA Negeri 11 Yogyakarta dengan Permainan Edukatif Ular Tangga Pada Materi Protista

Penelitian ini dilakukan pada siswa kelas X SMA 11 Yogyakarta. Tujuan penelitian ini adalah untuk mengetahui peningkatan hasil belajar dan keaktifan siswa dalam penerapan pembelajaran dengan permainan edukatif ular tangga. Berdasarkan observasi awal pembelajaran Biologi di SMA 11 Yogyakarta tahun ajaran 2011/2012 memperlihatkan adanya beberapa kendala dalam pelaksanaan Kegiatan Belajar Mengajar (KBM). Proses pembelajaran masih menggunakan metode ceramah yang berdampak pada hasil belajar siswa yang belum optimal.

Penelitian tindakan kelas ini dilaksanakan dalam 2 siklus, yang terdiri dari lima kegiatan yaitu: (1) *Planning*, dilakukan untuk mengidentifikasi masalah dan merencanakan kegiatan pembelajaran; (2) *Acting*, yaitu melaksanakan kegiatan pembelajaran dengan menggunakan permainan edukatif ular tangga; (3) *Observing* yaitu pengambilan data tentang proses hasil belajar dan *Evaluating* yaitu memberikan evaluasi pada siswa; serta (4) *Reflecting*, adalah kegiatan untuk menganalisa data hasil pengamatan. Subjek penelitian adalah siswa kelas XA SMA Negeri 11 Yogyakarta tahun ajaran 2012/2013 dengan jumlah siswa sebanyak 31 orang.

Hasil penelitian menunjukkan bahwa nilai hasil belajar maupun keaktifan siswa, pada setiap siklusnya tidak mengalami peningkatan yang sesuai target. Pada siklus I nilai rata-rata siswa 75,36 dengan ketuntasan belajar klasikal 53,33%. Siklus II nilai rata-rata mengalami penurunan menjadi 63,14 dengan ketuntasan belajar klasikal 14,81%. Dari data yang diperoleh, tingkat keaktifan klasikal siswa siklus I dari 29 siswa 17,24% siswa aktif dan aktif sekali. Pada siklus II tingkat keaktifan klasikal menurun, dari 30 siswa 6,66% siswa termasuk kategori aktif dan aktif sekali. Tingkat keaktifan klasikal siswa belum sesuai yang diharapkan yaitu sebesar 80% siswa aktif dan aktif sekali.

Dengan demikian dapat disimpulkan bahwa permainan edukatif ular tangga kurang dapat meningkatkan hasil belajar dan keaktifan siswa pada materi Protista. Disarankan untuk menggunakan metode lain yang lebih cocok dengan materi Protista dan keadaan siswa.

Kata kunci: Permainan Edukatif Ular Tangga, Hasil Belajar, Keaktifan

ABSTRACT

Improving Students' Learning Outcomes and Activity Level For The 10th Grade Students Of SMA Negeri 11 Yogyakarta Through Educational Games "Snakes and Ladders" on the Subject Matter of Protista

The study was conducted to examine the 10th grade students of SMA Negeri 11 Yogyakarta. The purpose of this study is to determine the learning outcomes and increasing students' activities in the learning application through the use of educational games "snakes and ladders". Based on the preliminary observations, the learning of Biology subject in SMA 11 Yogyakarta academic year 2011/2012 showed that there are some obstacles in the implementation of Teaching and Learning Activities. The learning process is still using the method of interactive information. It has made an impact in terms of the student learning's outcomes which were not optimal.

This classroom activity's research was conducted in two cycles, each cycle consisting of five activities, namely: (1) Planning, conducted to identify problems and to plan the learning activities including the preparation of the study, making evaluation tools and research instruments, (2) Acting, which is exercising the learning activities using the educational games "snakes and ladders" to improve the students' learning outcomes, (3) Observing namely data collection process related the student's learning outcomes and Evaluating, which provides evaluation of the students, and (4) Reflecting, which is analyzing the data gained through observations. The subjects of this study were the students of class XA SMA 11 Yogyakarta in the academic year 2012/2013 with the total number of students is 31.

The results showed that the learning outcomes as well as the students' activities in each cycle were not increased as has been expected based on the research target. In Cycle I, the average point of the students is 75.36 with classical mastery learning level reached only 53.33%. In Cycle II, the average points of the students decreased to 63.14 with the classical mastery learning level down to 14.81%. From the data obtained, the level of student's classical activity in cycle I showed that from the total of 29 students, 17.24% of them showed that they are very active and active. From the number, one student is categorized as very active and 4 students are active. Meanwhile, 19 students are in the inactive category. In the second cycle, the level of students' classical activity is decreased, from the total of 30 students, 6.66% of them is categorized as active and very active. The students' classical activity level could not reach the expected target that is 80% of students categorized as very active and active.

Therefore, it can be concluded that the use of educational games "snakes and ladders" could not improve the learning outcomes and student's activity level specifically on the subject matter of Protista. It is recommended to use other methods which are better suited to comprehend the subject matter of Protista as was as the circumstances of the students.

Keywords: *Snakes and Ladders Educational Games, Learning Outcomes, Activity level*