ABSTRAK

PENERAPAN PENDEKATAN PEMBELAJARAN KOOPERATIF MODEL JIGSAW UNTUK MENINGKATKAN KEAKTIFAN, KEMAMPUAN BERPIKIR KRITIS, DAN PRESTASI BELAJAR SISWA PADA MATA PELAJARAN EKONOMI MATERI BENDA EKONOMI DAN BENDA BEBAS DI KELAS X AK DI SMK SANJAYA, PAKEM

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Penelitian ini bertujuan untuk mengetahui apakah pendekatan pembelajaran kooperatif model Jigsaw dalam mata pelajaran ekonomi dapat meningkatkan keaktifan, kemampuan berpikir kritis dan prestasi belajar siswa.

Penelitian dilakukan di SMK Sanjaya Pakem pada bulan September-Oktober 2012. Jenis penelitian yang digunakan oleh peneliti adalah menggunakan jenis Penelitian Tindakan Kelas (PTK). Teknik pengumpulan data yang digunakan adalah observasi dan wawancara. Teknik analisis data yang digunakan adalah teknik analisis kuantitatif yaitu peneliti membandingkan hasil pra siklus dengan hasil pada akhir setiap siklus.

Hasil penelitian menunjukan bahwa : (1) penerapan pembelajaran kooperatif model Jigsaw dalam mata pelajaran ekonomi sudah dapat meningkatkan keaktifan belajar siswa (pra siklus = 58%, siklus I = 72% ; siklus II = 87%), (2) penerapan pembelajaran kooperatif model Jigsaw dalam mata pelajaran ekonomi sudah dapat meningkatkan kemampuan berpikir kritis siswa (pra siklus = 65%, siklus I = 80% ; siklus II = 86%), dan (3) jumlah siswa yang mencapai KKM meningkat setelah menggunakan penerapan pembelajaran kooperatif model Jigsaw dalam mata pelajaran ekonomi hal ini dapat dilihat sebagai berikut (pra siklus = 75%, siklus I = 85% ; siklus II = 95%).

ABSTRACT

THE IMPLEMENTATION OF COOPERATIVE LEARNING JIGSAW MODEL TO INCREASE ACTIVITIES, ABILITY OF CRITICAL THINKING, AND STUDENT LEARNING ACHIEVEMENT ON ECONOMIC SUBJECT WITH THE TOPIC : ECONOMIC AND FREE OBJECTS AT THE TENTH CLASS OF SMK SANJAYA, PAKEM.

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This study aims to determine whether the learning approach cooperative model Jigsaw in economic subjects can improve activities, ability of critical thinking, and student learning achievement.

The study was conducted at SMK Sanjaya Pakem in September-October 2012. This research is a Classroom Action Research (CAR). The techniques of collecting the data were observation and interview. The data were analyzed by applyng the technique of quantitative analysis which was compared with the results of pre-cycle at the end of each cycle.

The results show that: (1) the implementation of cooperative learning Jigsaw model in economic subjects can improve student learning activities (pre-cycle = 58%, cycle I = 72%, cycle II = 87%), (2) the implementation of cooperative learning Jigsaw model in economic subjects can improve students' critical thinking ability (pre-cycle = 65%, cycle I = 80%, cycle II = 86%); and (3) numbers of students who achieve KKM increase after implementing cooperative learning Jigsaw model in economic subjects. This can be seen: (pre-cycle = 75%, cycle I = 85%, cycle II = 95%).