

ABSTRAK

Nurul Ulfa Syahdiza. NIM 5133311023. Penerapan Model Pembelajaran Kooperatif Tipe *Jigsaw* Dalam Meningkatkan Hasil Belajar Sistem Informasi Geografis Siswa Kelas XI Teknik Geomatika SMK Negeri 1 Percut Sei Tuan. Skripsi. Fakultas Teknik – Universitas Negeri Medan. 2018.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) bertujuan untuk menerapkan model pembelajaran *jigsaw* yang dapat meningkatkan hasil belajar mata pelajaran Sistem Informasi Geografis pada kompetensi dasar memahami konsep, ruang lingkup, fungsi dan kegunaan SIG di Kelas XI Program Keahlian Teknik Geomatika SMK Negeri 1 Percut Sei Tuan yang berjumlah 30 siswa. Setiap siklus terdiri dari tahapan perencanaan (*planning*), tindakan (*acting*), pengamatan (*observing*), dan refleksi (*reflecting*). Teknik pengumpulan data dengan observasi dan tes hasil belajar.

Dari hasil penelitian pada siklus I observasi hasil belajar sikap siswa terdapat dua aspek yang dinilai yaitu sikap kerjasama dan tanggung jawab kepada 30 orang siswa, dimana siswa yang memperoleh kategori kurang baik sebanyak 5 orang dengan persentase 16,67%, cukup baik sebanyak 12 orang dengan persentase 40,00%, baik sebanyak 8 orang dengan persentase 26,67% dan untuk kategori sangat baik sebanyak 5 orang dengan persentase 16,67% , sedangkan pada siklus II hasil belajar sikap siswa mengalami peningkatan dimana siswa yang memperoleh kategori cukup baik sebanyak 5 orang dengan persentase 16,67%, kategori baik sebanyak 12 orang dengan persentase 40,00% dan untuk kategori sangat baik sebanyak 13 orang dengan persentase 43,33%. Pada siklus I hasil belajar pengetahuan siswa dengan kategori tidak kompeten sebanyak 8 orang dengan persentase 26,67%, cukup kompeten sebanyak 15 orang dengan persentase 50,00%, kompeten sebanyak 6 orang dengan persentase 20,00%, dan kategori sangat kompeten sebanyak 1 orang dengan persentase 3,33%, sedangkan pada siklus II hasil belajar pengetahuan siswa mengalami peningkatan dimana kategori cukup kompeten sebanyak 5 orang dengan persentase 16,67%, kompeten sebanyak 14 orang dengan persentase 46,67%, dan kategori sangat kompeten sebanyak 11 orang dengan persentase 36,67%. Pada siklus I hasil belajar keterampilan siswa dengan kategori tidak kompeten sebanyak 12 orang dengan persentase 40,00%, kompeten sebanyak 15 orang dengan persentase 50,00%, dan kategori sangat kompeten sebanyak 3 orang dengan persentase 10,00%, sedangkan pada siklus II hasil belajar keterampilan siswa mengalami peningkatan dimana kategori kompeten sebanyak 22 orang dengan persentase 73,33%, dan kategori sangat kompeten sebanyak 8 orang dengan persentase 26,67%.

Berdasarkan hasil penelitian dapat disimpulkan bahwa dengan penerapan Model Pembelajaran *Jigsaw* dapat meningkatkan hasil belajar siswa pada Mata Pelajaran Sistem Informasi Geografis kompetensi dasar memahami konsep, ruang lingkup, fungsi dan kegunaan SIG di Kelas XI Program Keahlian Teknik Geomatika SMK Negeri 1 Percut Sei Tuan.

Kata Kunci: Model pembelajaran *Jigsaw* dan Hasil Belajar

ABSTRACT

Nurul Ulfa Syahdiza. NIM 5133311023. Application of Jigsaw Cooperative Learning Model in Improving Learning Outcomes of Class XI Geographical Engineering Students Geographic Information System SMK Negeri 1 Percut Sei Tuan. Essay. Faculty of Engineering - Medan State University. 2018.

This research is a Classroom Action Research (CAR) aims to implement a jigsaw learning model that can improve learning outcomes of Geographic Information System subjects on basic competencies to understand the concept, scope, function and usefulness of GIS in Class XI Geomatics Engineering Expertise Program at SMK Negeri 1 Percut Sei Tuan, there are 30 students. Each cycle consists of planning, acting, observing and reflecting. Data collection techniques with observation and learning outcome tests.

From the results of research in the first cycle observation of learning outcomes of students' attitudes there are two aspects that are assessed, namely the attitude of cooperation and responsibility to 30 students, where students who get poor category as many as 5 people with a percentage of 16.67%, quite good as many as 12 people with 40.00% percentage, both as many as 8 people with a percentage of 26.67% and for the very good category as many as 5 people with a percentage of 16.67%, while in the second cycle the learning outcomes of students' attitudes have increased where students who get good enough categories as much as 5 people with a percentage of 16.67%, a good category of 12 people with a percentage of 40.00% and for the very good category as many as 13 people with a percentage of 43.33%. In the first cycle the results of learning knowledge of students with incompetent categories were 8 people with a percentage of 26.67%, quite competent as many as 15 people with a percentage of 50.00%, competent as many as 6 people with a percentage of 20.00%, and a very competent category of 1 person with a percentage of 3.33%, while in cycle II the learning outcomes of students experienced an increase where the category was quite competent as many as 5 people with a percentage of 16.67%, competent as many as 14 people with a percentage of 46.67%, and very competent categories as many as 11 people with percentage of 36.67%. In the first cycle the results of learning skills of students with incompetent categories as many as 12 people with a percentage of 40.00%, competent as many as 15 people with a percentage of 50.00%, and very competent categories as many as 3 people with a percentage of 10.00%, while in cycle II student learning outcomes have increased where competent categories are 22 people with a percentage of 73.33%, and very competent categories as many as 8 people with a percentage of 26.67%.

Based on the results of the study it can be concluded that with the application of the Jigsaw Learning Model can improve student learning outcomes in the subject of Geographic Information Systems basic competencies understand the concept, scope, function and usefulness of GIS in Class XI Geomatics Engineering Expertise Program SMK Negeri 1 Percut Sei Tuan.

Keywords: Jigsaw learning model and learning outcomes