

## ABSTRAK

**Simangunsong, Nuraini, NIM. 061188230061, Penerapan Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Hasil Belajar Biologi Siswa Kelas VIII-1 MTsN 1 Model Medan.**

Penelitian tindakan kelas guna perbaikan pembelajaran Biologi kelas VIII di MTsN 1 Model Medan telah dilakukan untuk mencapai tujuan : (1) melakukan perbaikan perilaku belajar siswa dalam belajar kelompok; (2) meningkatkan hasil belajar siswa pada mata pelajaran biologi dan (3) menumbuhkan respon positif siswa terhadap penerapan pembelajaran kooperatif-Jigsaw pada pembelajaran biologi di kelas VIII-1 MTsN 1 Medan.

Penelitian ini dilaksanakan sejak tanggal 22 Juli hingga 26 Agustus 2008. Lokasi penelitian adalah MTsN 1 Model Medan Jl. Pertahanan Patumbak. Subjek penelitian adalah 40 orang siswa kelas VIII-1 MTsN 1 Model Medan. Tindakan perbaikan pembelajaran dilakukan dalam 2 (dua) siklus. Masing-masing siklus terdiri dari 3 (tiga) pertemuan. Setiap siklus terdiri dari tahapan perencanaan, pelaksanaan tindakan, pengamatan, dan refleksi. Pembelajaran didesain dengan model pembelajaran kooperatif tipe Jigsaw. Pengumpulan data dilakukan melalui observasi langsung terhadap parameter aktivitas siswa dalam berdiskusi, teknik tes dilakukan untuk mengumpulkan data peningkatan hasil belajar siswa pada aspek kognitif dan kuesioner digunakan untuk mengumpulkan data respon siswa terhadap model pembelajaran kooperatif tipe Jigsaw yang diterapkan. Analisis data kuantitatif dilakukan dengan teknik deskriptif dan data kualitatif dengan analisis rekaman pembelajaran (*vignette*).

Hasil penelitian diperoleh (1) aktifitas siswa dalam kegiatan pembelajaran diskusi menggunakan model kooperatif tipe Jigsaw menunjukkan, siswa telah mampu melakukan pengalaman belajar diskusi kelompok asal dan ahli diindikasikan oleh kecenderungan peningkatan persentase aktivitas siswa pada siklus 1 ke siklus 2; (2) ketuntasan belajar siswa mengalami peningkatan yakni: pada siklus 1; pertemuan ke-2 = 50 %, pertemuan ke-3 = 57,5 % dan siklus 2: pertemuan ke-4 = 72,5%, pertemuan ke-5 = 87,5 % dan (3) siswa merespon sangat positif (sangat senang dan berminat) mengikuti pembelajaran diskusi model kooperatif tipe Jigsaw.



## ABSTRACT

**Simangunsong, Nuraini. NIM. 061188230061, The Implementation of the Cooperative Jigsaw Type Instructional to Increase the Result of Learning Biology Students at Grade VIII-1 in the MTsN Model Medan.**

The classroom action research for the improvement of biology teaching at VIII grade in MTsN Model Medan was done to achieve the aims: (1) to improve students learning behavior in group discussion; (2) to increase studying result of students in subject of biology; (3) to cultivate the positive response of the students toward the implementation of Cooperative Jigsaw instructional design of biology at grade VIII-1 MTsN 1 Medan.

This research was carried out since July 22 to August 26, 2008. The location of research was at MTsN 1 Model Medan Jalan Pertahanan Patumbak. The subject of research was 40 students at grade VIII-1 MTsN 1 Model Medan. The instructional action was carried out in 2 (two) cycles. Respectively the cycle consisted of 3 (three) teaching periods (the meeting). Each cycle consisted of the planning stage, the implementation of the action, observation, and the reflection. The instructional activity was designed with the Cooperative Jigsaw type. The data collection was carried out through direct observational toward the parameter activity of the students in discussion, the test technique carried out to collect the data of student's achievement in the cognitive aspect, and the questionnaire was used to collect the data of the student's response toward the implementation of Cooperative Jigsaw type. The analysis of the quantitative data was carried out technically by descriptive technique and the qualitative data with the analysis of the teaching record (*vignette*).

The result of the research revealed: 1) the activity of the student in the group discussion used the Cooperative Jigsaw type instructional design showed that students could carry out the studying experience of discussions both the expert and the origin group, indicated by the increasing of the percentage of the activity of the student in the cycle I to cycle II; (2) the completion of student's instructional experience increases, showed in cycle I: 50% at the 2<sup>nd</sup> meeting, 57.5% at the 3<sup>th</sup> meeting and cycle II: 72.5% at the 4<sup>th</sup> meeting, 87.5% at the 5<sup>th</sup> meeting; and (3) the students respond very positively (very happy and interested) in doing the Cooperative Jigsaw type instructional design.

