

ABSTRAK

Fahrur Rozi. 2010. Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Melalui Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan untuk Meningkatkan Hasil Belajar IPA dan Kecakapan Sosial Siswa Kelas IV B SD-1 Al-Azhar Medan. Tesis. Medan. Program Pasca Sarjana Universitas Negeri Medan.

Penelitian ini merupakan penelitian tindakan yang bertujuan untuk menemukan model pembelajaran yang dapat meningkatkan hasil belajar IPA dan kecakapan sosial siswa melalui penerapan model pembelajaran kooperatif tipe Jigsaw. Penelitian ini dilakukan di SD-1 Al-Azhar Medan, Jalan Pintu Air No. 214 Kwala Bekala, Padang Bulan Medan.

Penelitian ini dilakukan dalam tiga siklus yang masing-masing terdiri dari siklus pertama tiga kali pertemuan, siklus kedua tiga kali pertemuan, dan siklus ketiga tiga kali pertemuan. Setiap siklus terdiri dari tahapan perencanaan (*planning*), tindakan (*acting*), pengamatan (*observation*), dan refleksi (*reflecting*). Jumlah subjek dalam pelaksanaan siklus masing-masing 29 orang siswa kelas IV B Tahun Pelajaran 2008/2009. Berdasarkan hasil evaluasi proses dan hasil setiap pembelajaran dan berdasarkan kriteria keberhasilan yang telah ditetapkan dalam penelitian ini, ditemukan, hasil evaluasi pembelajaran pada siklus I, rata-rata skor subjek penelitian 71,72%. Hasil evaluasi pada akhir siklus II rata-rata kelas mencapai 81,03%. Hasil Evaluasi pada akhir siklus III rata-rata kelas mencapai 86,03%. Peningkatan hasil belajar dinyatakan dalam bentuk persentase (%) Gain ternormalisasi adalah 48% mempunyai kategori sedang.

Pembelajaran aktif, kreatif, efektif dan menyenangkan (PAKEM) dari segi guru yang telah dilaksanakan pada siklus I dengan nilai rata-rata dari kedua pengamat adalah 79,16%, siklus II 87,50%, dan siklus III 95,83%. PAKEM dari segi siswa juga telah menunjukkan hasil yang cukup memuaskan terlihat dari nilai rata-rata kedua pengamat pada siklus I adalah 77,24%, siklus II 87,58%, dan siklus III 91,21%. Respon siswa selama mengikuti model pembelajaran kooperatif tipe Jigsaw siklus I, siklus II, dan siklus III sangat positif baik melalui data yang diperoleh melalui pengamatan maupun dari hasil wawancara dengan siswa. Kemampuan sosial siswa juga mengalami peningkatan di antaranya mengenai kemampuan bekerjasama, tanggungjawab sosial, berinteraksi, dan pengelolaan konflik.

Dalam pelaksanaan model pembelajaran kooperatif tipe Jigsaw melalui pembelajaran aktif, kreatif, efektif, dan menyenangkan diharapkan guru dapat merencanakan pembelajaran secara matang dengan mempertimbangkan waktu yang tersedia dan pengelolaan kelas yang baik. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan model pembelajaran kooperatif tipe Jigsaw melalui pembelajaran aktif, kreatif, efektif dan menyenangkan dapat meningkatkan hasil belajar IPA dan kecakapan sosial siswa.

ABSTRACT

Fahrur Rozi. 2010. The Implementation of Cooperative Instructional Model of Jigsaw Type through Active, Creative, Effective and Joyful Learning to Increase Fifth Grade Student's Natural Science Achievement and Social Skills of Al-Azhar Elementary School One of Medan. Thesis, Medan, Post Graduate Program, State University of Medan.

This research is an action research aimed to find out the instructional model that can improve student's natural science achievement and social skills through the implementation of cooperative instructional model of Jigsaw type. This research was conducted at Al-Azhar Elementary School One of Medan, Jalan Pintu Air No. 214 Kwala Bekala, Padang Bulan Medan.

This research was conducted in three cycles; each consisted of three times meeting. Every cycle consisted of planning, acting, observation and reflection. The subjects were 29 students Fourth Grade-B students of Al-Azhar Elementary School One of Medan at 2008/2009 academic year. Based on the evaluation of process and result in every meeting and based on the success criteria which had been determined in this research, it was found: (1) the evaluation result at the end of the first cycle was 71,72%; (2) the evaluation result at the end of the second cycle was 81,03%; (3) and the evaluation result at the end of the third cycle was 86,03%. The improving of natural science achievement in percentage of Gain was 48% categorized good.

The result of active, creative, effective and joyful learning (PAKEM) that was conducted by the teacher at the first cycle got 79,16%; second cycle got 87,50% and third cycle got 95,83%. Meanwhile, the result of active, creative, effective and joyful learning (PAKEM) that was conducted by the students at the first cycle got 77,24%; second cycle got 87,58% and third cycle got 91,21%. There was good response from the students in doing cooperative instructional mode of Jigsaw that could be seen from the data either from observation or interview. Student's social skills had been improvement about cooperative, social responsibility, interaction and management of conflict skills.

In the implementation of cooperative instructional model of Jigsaw type through active, creative, effective and joyful learning, it is hoped that the teacher can manage the process of teaching and learning perfectly by considering the available of time and good management of classroom. Based on the result of this research it can be concluded that the implementation of cooperative instructional model of Jigsaw type through active, creative, effective and joyful learning can increase student's natural science achievement and social skills.