ABSTRAK

DEDI SUHARDIANTO, Penerapan Model Pembelajaran Kooperatif tipe *Numbered Heads Together* Untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa SD Negeri 106161 Laut Dendang Deli Serdang. Tesis. Medan: Program Studi Pendidikan Dasar Pascasarjana UNIMED, 2015.

Penelitian yang dilakukan bertujuan untuk memperoleh gambaran faktual mengenai penerapan model pembelajaran kooperatif tipe *Numbered Heads Together* untuk meningkatkan aktivitas dan hasil belajar siswa SD Negeri 106161 Laut Dendang Deli Serdang. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilakukan secara terintegrasi pada seluruh bidang studi seperti PKn, Bahasa Indonesia, Matematika, IPA dan IPS dengan subjek penelitian adalah siswa kelas IV yang berjumlah 30 siswa. Teknik pengumpulan data menggunakan lembar observasi aktivitas belajar siswa dan tes hasil belajar dalam bentuk pilihan berganda sebanyak 20. Teknik analisis data yang digunakan adalah analisis data kualitatif dan kuantitatif. Hasil penelitian diperoleh: (1) rata-rata skor aktivitas siswa secara klasikal selama siklus I sebesar 2,32 (belum aktif) dengan jumlah siswa yang aktif belajar sebesar 53% dan rata-rata hasil belajar siswa pada siklus I sebesar 64 (belum tuntas) dengan ketuntasan klasikal sebesar 53,4%; dan (2) rata-rata skor aktivitas siswa secara klasikal selama siklus II sebesar 3,11 (aktif) dengan jumlah siswa yang aktif belajar sebesar 87% dan rata-rata hasil belajar siswa pada siklus II sebesar 81,33 dengan ketuntasan klasikal sebesar 90%. Dengan demikian disimpulkan bahwa penerapan model pembelajaran kooperatif tipe *Numbered Heads Together* terbukti dapat meningkatkan aktivitas dan hasil belajar siswa SD Negeri 106161 Laut Dendang Deli Serdang. Hal ini dibuktikan dari adanya peningkatan aktivitas belajar siswa sebesar 34% yaitu persentase siswa yang aktif belajar pada siklus II (87%) lebih besar dibandingkan pada siklus I (53%) serta peningkatan ketuntasan belajar siswa sebesar 36,6% yaitu persentase ketuntasan belajar siswa secara klasikal pada siklus II (90%) lebih besar dibandingkan pada siklus I (53,4%).

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ABSTRACT

DEDI SUHARDIANTO, The Application of Cooperatif Type Numbered Heads Together Model To Increase The Activity and Learning Outcomes of Students In State Elementary Schools Number 106161 Laut Dendang Deli Serdang. Thesis, Medan: Basic Education Program, Postgraduate Program, State University of Medan (UNIMED), 2015.

The study was conducted with the aim to obtain a factual description of the application of cooperatif type numbered heads together model to improve learning activities and learning outcomes of students in class IV State Elementary Schools Number 106161 Laut Dendang Deli Serdang. This research is a classroom action research which is integrated in the field of all study as PKn, Bahasa Indonesia, Matematika, IPA and IPS studies, with subjects were students of class IV amounting to 30 students. Data collection techniques using observation sheet of student learning activities and achievement test in the form of multiple choice 20. The data analysis technique used is the analysis of qualitative and quantitative data. The results were obtained: (1) the average scores of students in the classical activity during the first cycle of 2.32 (not active) with the number active student learn by 53% and the average student learning outcomes in the first cycle of 64 (not complete) with classical completeness of 53.4%; (2) the average scores of students in the classical activity during the second cycle of 3.11 (on) the number of active students learn by 87% and the average student learning outcomes in the second cycle of 81.33 with classical completeness of 90%. Thus concluded that the application of cooperatif type numbered heads together model proven to improve the activity and learning outcomes of students in class IV State Elementary Schools Number 106161 Laut Dendang Deli Serdang. It is evident from the increase in student learning activities of 34% is the percentage of students who actively studied in the second cycle (87%) was higher than in the first cycle (53%) and increased student learning completeness of 36.6 % is the percentage of students in the classical learning completeness in the second cycle (90%) was higher than in the first cycle (53.4%).

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