

ABSTRAK

Roselinda Sitompul, NIM 4203141035 (2024) pebedaaan hasil belajar kognitif dan keaktifan siswa yang diajarkan dengan model pembelajaran Numberhead Together dan Student Achievement Division.

Penelitian ini bertujuan untuk mengetahui pebedaaan hasil belajar kognitif dan keaktifan siswa yang diajarkan dengan model pembelajaran *Numberhead Together* dan *Student Achievement Division*. Populasi dalam penelitian ini seluruh siswa kelas XI MIPA SMAN 13 Medan Tahun Pembelajaran 2023/2024 dengan jumlah total 428 siswa. Pengambilan sampel dilakukan dengan teknik *cluster sampling*. Jenis penelitian ini adalah quasi eksperimen. Instrument yang digunakan untuk mengukur hasil belajar kognitif adalah tes pilihan berganda sedangkan instrument non test yang digunakan untuk mengetahui keaktifan siswa berupa lembar observasi.. Hasil penelitian terhadap keaktifan belajar menunjukkan bahwa rata-rata nilai keaktifan siswa dikelas NHT lebih tinggi dengan perolehan rata-rata 81,61 sedangkan kelas STAD memperoleh rata-rata 75,05. Hasil hipotesis data keaktifan siswa memperoleh nilai signifikansi $0,12 < 0,05$, yang berarti H_0 ditolak dan H_a diterima. Dengan kata lain terdapat perbedaan keaktifan belajar antara siswa yang diajarkan dengan model pembelajaran *Number head Together* (NHT) dan *Student Achievement Division* (STAD). Hasil penelitian terhadap hasil belajar kognitif siswa yang diperoleh menunjukkan nilai rata-rata posttest kelas dengan model NHT lebih tinggi yaitu 79.96 dibandingkan dengan kelas control yaitu 75. Hasil hipotesis data rata-rata posttest memperoleh nilai signifikansi $0,39 < 0,05$, yang artinya H_0 ditolak dan H_a diterima. Sehingga dapat disimpulkan terdapat perbedaan antara hasil belajar kognitif siswa yang diajarkan dengan model pembelajaran *Numbered head Together* dan *Student Achievement Division*.

Kata kunci : Keaktifan, *Numbered Head Together*, *Student Teams Achievement Division*, Sistem Reproduksi

ABSTRACT

Roselinda Sitompul, NIM 4203141035 (2024). Differences in cognitive learning outcomes and student activity taught with the Numberhead Together and Student Achievement Division learning models.

This study aims to determine the differences in cognitive learning outcomes and student activity taught with the Numberhead Together and Student Achievement Division learning models. The population in this study were all students of class XI MIPA SMAN 13 Medan in the 2023/2024 Academic Year with a total of 428 students. Sampling was carried out using the cluster sampling technique. This type of research is a quasi-experiment. The instrument used to measure cognitive learning outcomes is a multiple-choice test while the non-test instrument used to determine student activity is an observation sheet. The results of the study on learning activity showed that the average value of student activity in the NHT class was higher with an average of 81.61 while the STAD class obtained an average of 75.05. The results of the hypothesis of student activity data obtained a significance value of $0.12 < 0.05$, which means that H_0 is rejected and H_a is accepted. In other words, there is a difference in learning activity between students taught with the *Number head Together* (NHT) and *Student Achievement Division* (STAD) learning models. The results of the study on students' cognitive learning outcomes obtained showed that the average posttest value of the class with the NHT model was higher, namely 79.96 compared to the control class, namely 75. The results of the hypothesis of the average posttest data obtained a significance value of $0.39 < 0.05$, which means that H_0 is rejected and H_a is accepted. So it can be concluded that there is a difference between the cognitive learning outcomes of students taught with the Number head Together and Student Achievement Division learning models.

Keyword : Activennes, *Numbered Head Together*, *Student Teams Achievement Division*, Reproductive System