

ABSTRAK

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MENINGKATKAN HASIL BELAJAR KOGNITIF TINGKAT PEMAHAMAN MELALUI PEMBELAJARAN KOOPERATIF *JIGSAW* PADA MATERI PELAJARAN IPA KELAS VI

(xvi + 88 halaman: 2 gambar; 17 tabel; 44 lampiran)

Pemahaman siswa terhadap materi memengaruhi hasil belajar kognitif mereka. Selama kurun waktu peneliti mengobservasi di kelas, peneliti menemukan kesulitan siswa dalam memahami materi pembelajaran IPA. Hal tersebut didukung dengan hasil tes yang menunjukkan rendahnya hasil belajar kognitif tingkat pemahaman siswa. Berawal dari kondisi tersebut peneliti melakukan tindakan reflektif sebagai langkah pemecahan terhadap rendahnya hasil belajar kognitif siswa, melalui pembelajaran kooperatif *Jigsaw*. Langkah perbaikan tersebut dilakukan dengan metode PTK, yang terdiri dari dua siklus dengan empat tahapan yaitu, perencanaan, tindakan, observasi, dan refleksi tiap siklusnya. PTK berlangsung dari 3 Agustus 2015 – 27 Oktober 2015 dengan melibatkan 22 siswa kelas VIA Sekolah XYZ Manado. Setiap tindakan melibatkan pengamatan untuk mengumpulkan data lapangan dengan menggunakan instrumen tes individu, lembar umpan balik siswa, lembar observasi mentor, wawancara mentor, dan jurnal refleksi peneliti. Seluruh data akan dianalisa dengan analisis deskriptif yang mana terdapat proses pengelompokkan data yang diperoleh berupa data kualitatif dan data kuantitatif. Hasil keseluruhan data menjelaskan bahwa penerapan pembelajaran kooperatif *Jigsaw* yang terdiri dari beberapa tahapan dapat meningkatkan hasil belajar kognitif tingkat pemahaman siswa hingga mencapai indikator tingkat pemahaman terhadap materi pelajaran IPA kelas VI Sekolah XYZ Manado.

Kata Kunci: Hasil belajar Kognitif Tingkat Pemahaman dan *Jigsaw*

Referensi: 44 (1995-2014)

ABSTRACT

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INCREASING THE COGNITIVE ACHIEVEMENT IN UNDERSTANDING LEVELS' OF STUDENTS THROUGH COOPERATIVE LEARNING *JIGSAW* IN GRADE VI SCIENCES CLASS

(xvi + 88 pages; 2 pictures; 17 labels; 44 appendieces)

Students' understanding on materials influences their cognitive achievement. During the observation which was conducted by the researcher in the classroom, the researcher found obstacles faced by students in understanding the sciences materials. It was supported with the test results which showed the low of students' cognitive acheievment in level of students' understanding. Therefore, the researcher planned to do reflective action as the solution of the low of students' cognitive acheievment in level of students' understanding by applying cooperative learning *Jigsaw*. This step was done by conducting Class Action Research (CAR) method which consisted of two cycles with four steps, those were: planning, action observation, and reflection in each cycle. This research conducted on August 3rd to October 27th, 2015 with 22 students of grade VIA at Elementary School in Manado. Each action applied some instruments for collecting data, those are: individual test, students' feedback, observation checklist of mentor teacher, interview of mentor, and reflection journal of the researcher as instruments. All those data were analyzed with descriptive analysis based on the type of the data until the result could be concluded. All the results of the research explained that the implementation of cooperative *Jigsaw* which consists of some steps increased the cognitive achievement of studecnts until the level of students' understanding in grade VI A Elementary School.

Keywords: Cognitive achievement and *Jigsaw*

References: 44 (1995-2014)