

ABSTRAK

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PENERAPAN METODE *JIGSAW* DALAM UPAYA MENINGKATKAN KEAKTIFAN SISWA KELAS VII DALAM PELAJARAN MATEMATIKA

(xvi + 92 Halaman: 1 gambar, 13 tabel; 2 diagram; 23 Lampiran)

Seorang siswa dikatakan belajar apabila ia aktif terlibat dalam kegiatan pembelajaran. Siswa dikatakan pasif apabila ia hanya mendengar dan mencatat penjelasan guru. Dalam masa *internship* selama 4 bulan di sekolah Kristen di Jakarta, peneliti menemukan bahwa keaktifan siswa cukup rendah. Solusi yang ditawarkan oleh peneliti yaitu metode *jigsaw*. Penelitian ini dilakukan untuk mengetahui apakah penerapan metode *jigsaw* dapat meningkatkan keaktifan siswa kelas VII dalam pelajaran Matematika.

Metode penelitian yang digunakan yaitu penelitian tindakan kelas model Kemmis dan McTaggart. Subjek dari penelitian ini yaitu siswa-siswi kelas VII dari sebuah sekolah Swasta Kristen di Jakarta dengan rincian 14 orang siswi dan 11 orang siswa. Penelitian dilakukan dalam 2 siklus, masing-masing siklus terdiri dari tahap perencanaan, pelaksanaan, observasi dan refleksi. Hasil penelitian diperoleh dari lembar cek guru mentor, lembar cek teman sejawat dan angket siswa.

Analisis data dalam penelitian ini yaitu analisis data kualitatif. Hasil analisis data penelitian menunjukkan adanya peningkatan keaktifan siswa. Dengan demikian dapat disimpulkan bahwa metode *jigsaw* meningkatkan keaktifan siswa kelas VII dalam pelajaran matematika.

Kata Kunci: *Jigsaw*, Keaktifan, Matematika, PTK.

Referensi: (41) (1983-2014)

ABSTRACT

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THE IMPLEMENTATION OF THE JIGSAW METHOD IN AN EFFORT TO ENHANCE THE PROACTIVITY OF GRADE VII STUDENTS IN MATH

(xvi + 92 pages: 1 picture, 13 tables; 2 diagrams; 23 appendixes)

A student is said to learn when he/she is actively engaged in learning activities. The student is passive if he/she only listens and take notes from the teacher's explanation. During the internship period for 4 months at Christian School in Jakarta, the researcher found that the student's proactivity is quite low. The solution offered by the researcher was jigsaw method. This research was conducted to know whether the application of the jigsaw method can enhance the proactivity of VII grade students in mathematics.

The method of this research is Classroom Action Research, using Kemmis and McTaggart model. The subjects of this research are students of grade VII from a private School in Jakarta with details of 14 female students and 11 male students. The study was conducted in two cycles, each cycle consisting of planning, implementation, observation, and reflection. The result of the research were obtained from mentor teacher's check, internship college checklist, and student questionnaire.

The analysis of the data in this study is qualitative data analysis. The result of data analysis showed there was an increase of student's proactivity. It could be concluded that the jigsaw method enhanced the proactivity of grade VII students in math.

Keywords: Jigsaw, Proactivity, Mathematics, CAR.

Reference: (41) (1983-2014)