

ABSTRAK

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PENERAPAN MODEL PEMBELAJARAN KOOPERATIF *THINK PAIR SHARE* UNTUK MENINGKATKAN KEMAMPUAN KOLABORASI, MOTIVASI, DAN PRESTASI BELAJAR SISWA KELAS 2E DI SD DIAN HARAPAN DAAN MOGOT

(xvi + 119 halaman; 13 tabel, 4 gambar, 13 lampiran)

Pembelajaran yang efektif pada hakikatnya harus bisa memberikan pengalaman yang bermakna bagi siswa, tidak hanya yang mengembangkan pengetahuan dan intelektual siswa, tetapi juga harus yang dapat memberikan pengaruh positif terhadap sikap dan perilaku para siswa yang hanya dapat terjadi melalui interaksi mereka dengan lingkungannya. Penelitian ini bertujuan untuk mendeskripsikan: (1) penerapan model pembelajaran *Think Pair Share* (TPS) di dalam proses pembelajaran, (2) perkembangan kemampuan kolaborasi (kerjasama) antar siswa melalui penerapan model pembelajaran TPS, (3) perkembangan motivasi belajar siswa melalui penerapan model pembelajaran TPS, (4) perkembangan prestasi belajar siswa melalui penerapan model pembelajaran kooperatif TPS, (5) kendala-kendala yang menghambat penerapan model pembelajaran TPS di dalam proses pembelajaran serta bagaimana cara mengatasinya. Penelitian ini dilakukan di kelas 2E SD Dian Harapan Daan Mogot. Data dikumpulkan dengan empat macam metode: (1) wawancara terhadap siswa, (2) observasi kelas, (3) catatan lapangan 4) tes.

Hasil penelitian menunjukkan bahwa setelah penerapan model pembelajaran kooperatif *Think Pair Share* dalam kegiatan pembelajaran IPA yang meliputi tiga tahapan kegiatan, yaitu *Think* (berpikir mandiri), *Pair* (berbagi pendapat dengan pasangan), dan *Share* (berbagi pendapat dengan pasangan atau kelompok lain), kemampuan kolaborasi (kerjasama) antar siswa mengalami perkembangan, motivasi dan prestasi belajar siswa juga mengalami perkembangan. Namun demikian, dalam penerapan model pembelajaran kooperatif TPS ini terdapat beberapa kendala, antara lain: keadaan emosi (*mood*) dari setiap siswa yang tidak stabil, waktu, kurangnya variasi media untuk mengajarkan materi pembelajaran, belum adanya kesadaran dari siswa untuk memiliki gaya hidup suka bekerjasama antar siswa. Adapun cara mengatasi kendala-kendala tersebut antara lain: perlunya pengembangan pengetahuan guru tentang psikologi anak, terutama tentang perkembangan kognitif dan perkembangan sosial-emosional anak, keahlian guru untuk mengatur waktu dengan baik, dan penyediaan sarana-prasarana pendukung pembelajaran.

Referensi: 30 (1959 - 2010)

ABSTRACT

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THE IMPLEMENTATION OF *THINK PAIR SHARE* COOPERATIVE LEARNING MODEL TO IMPROVE GRADE TWO STUDENTS' COLLABORATIVE SKILL, MOTIVATION, AND ACADEMIC ACHIEVEMENT IN SD DIAN HARAPAN DAAN MOGOT

(xvi + 119 pages; 13 tables, 4 pictures, 13 appendices)

An effective learning is basically supposed to give meaningful experiences toward students that do not only improve the knowledge and intellectual skills of the students, but also give positive impacts toward the students' behavior that will only happen while they're having interactions with things around them. This research was aimed to describe: (1) the implementation of cooperative learning model *Think Pair Share* (TPS) in the learning process, (2) the development of students' collaborative skill through the implementation of cooperative learning model TPS, (3) the development of student's motivation through the implementation of cooperative learning model TPS, (4) the development of student's academic achievement through the implementation of cooperative learning model TPS, (5) obstacles in implementing the cooperative learning model TPS in the learning process and the solutions. This research was done at 2E class in SD Dian Harapan Daan Mogot. The data were collected by using 4 methods: (1) interview with students, (2) class observation, (3) field notes, (4) test.

The result showed that the implementation of *Think Pair Share* Cooperative Learning Model that had three steps of learning *Think* (independent thinking), *Pair* (discussing in pairs), and *Share* (sharing ideas to other pairs or groups) can improve the students' collaborative skill. The students' motivation and academic achievement were also improving. However, there were some obstacles in implementing the cooperative learning model TPS in the learning process. They were the emotional condition of students that were not stable, time consuming, lack of working together lifestyle. There were some strategies that could be done, such as developing the teacher's competencies in child psychology to know more about a child's cognitive and social-emotional development, teacher's ability in time management, and providing more facilities to support the learning process.

References: 30 (1959 - 2010)