

ABSTRAK

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METODE *THINK PAIR SHARE* UNTUK MENINGKATKAN KEMAMPUAN KOGNITIF MENINGGAT DALAM PELAJARAN BIOLOGI PADA SISWA KELAS IX DI SLH GUNUNG AGUNG LAMPUNG

(xv + 57 halaman; 2 gambar; 10 tabel; 45 lampiran)

Memahami suatu konsep sangat penting dalam proses pembelajaran. Proses kognitif mengingat, menempati tingkat paling dasar dalam taksonomi kognitif sebelum mencapai tingkat memahami. Tahap mengingat menjadi langkah awal yang harus diperhatikan terlebih dahulu, karena kemampuan tersebut akan digunakan untuk memahami suatu konsep. Realitas yang ditemukan pada siswa kelas IX di SLH Gunung Agung Lampung adalah siswa belum mampu mencapai tingkat mengingat dengan optimal. Sebagian besar hasil *post-test* siswa belum mencapai kriteria ketuntasan minimal, siswa sulit menulis dan melafalkan istilah Biologi, dan sering memberikan jawaban yang tidak tepat. Penelitian ini bertujuan untuk mengetahui apakah metode *Think Pair Share* (TPS) dapat meningkatkan kemampuan kognitif mengingat siswa dan untuk menjelaskan bagaimana tahapan metode TPS dalam meningkatkan kemampuan kognitif mengingat siswa.

Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) model Pelton. Penelitian dilaksanakan pada 13 Agustus sampai 31 Oktober 2018, dilakukan dalam satu kali penerapan dan dua kali pengulangan tindakan. Subjek penelitian berjumlah 19 siswa. Instrumen yang digunakan dalam pengumpulan data adalah tes, Rencana Pelaksanaan Pembelajaran (RPP), umpan balik mentor, dan jurnal refleksi. Teknik analisis data dengan perhitungan sederhana dan kualitatif deskriptif.

Hasil penelitian menunjukkan bahwa penerapan metode TPS dapat meningkatkan kemampuan kognitif mengingat siswa dalam proses pembelajaran Biologi. Peningkatan ditunjukkan dari ketuntasan hasil tes siswa dengan bentuk soal kategori mengingat (C1). Penerapan tindakan mencapai 47%, pengulangan I penerapan tindakan mencapai 63%, dan pengulangan II penerapan tindakan mencapai 95%. Penerapan metode TPS diterapkan secara sistematis, yaitu 1) berpikir (*thinking*), 2) berpasangan (*pairing*), dan 3) berbagi (*sharing*). Berdasarkan hasil penelitian, disimpulkan bahwa penerapan metode TPS dapat meningkatkan kemampuan kognitif mengingat pada siswa.

Kata Kunci: kemampuan kognitif mengingat, metode *Think Pair Share*, metode kualitatif deskriptif, Penelitian Tindakan Kelas, PTK Pelton

Referensi: 41 (2005-2018).

ABSTRACT

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THINK PAIR SHARE METHOD TO INCREASE REMEMBERING ABILITY IN COGNITIVE DOMAIN IN BIOLOGY SUBJECT OF GRADE IX STUDENTS IN SLH GUNUNG AGUNG LAMPUNG

(xv + 57 pages; 2 images; 10 tables; 45 appendices)

Understanding concepts is very important in learning. In the cognitive taxonomy, the process of remembering is the basis for understanding. Remembering is the first primary skill to be mastered that will enable students to understand a concept. This is not the reality that the researcher found in grade IX SLH Gunung Agung Lampung. The students there have not reached the optimal remembering stage. The majority of students' post-test result does not reach the minimum criteria, students have difficulties in writing and pronouncing Biological terms. They also give wrong answers when asked. Therefore, this research aims to find out whether Think Pair Share (TPS) method is able to increase the students' remembering cognitive ability and how to apply the TPS method to increase the students' remembering cognitive ability.

The research method used is Pelton's Classroom Research model. This research was done in August 13 until October 31, 2018, which was done in one-time application and two times repetition of application. The subject of this research is 19 students. The instruments used in data collection are tests, lesson plan, mentor's feed back, and journal reflection. The data is analyzed by simple calculation and descriptive qualitative.

The result of this research showed that the application of TPS was able to increase cognitive remembering ability in Biology learning process. The increase was shown by the students' test results with remembering category (C1). The result reached were as follows: in the application of action 47%, in repetition I 63%, and in repetition II 95%. The systematic steps of application for the TPS method were: 1) thinking, 2) pairing, and 3) sharing. Based on the results of this research, it can be concluded that the application of TPS method is able to increase the students' remembering cognitive ability.

Key Word: remembering ability in cognitive domain, Think Pair Share method, qualitative descriptive method, Classroom Action Research, CAR Pelton.

References: 41 (2005-2018).