ABSTRAK

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PENERAPAN METODE CERAMAH BERVARIASI UNTUK MENINGKATKAN HASIL BELAJAR KOGNITIF SISWA PADA MATA PELAJARAN IPS KELAS II SEKOLAH DASAR

(xv + 1-50 halaman: 2 gambar; 9 tabel; 18 lampiran)

Guru berperan penting dalam merancang sebuah kegiatan pembelajaran. Dalam melakukan tugas tersebut, terdapat beberapa pertimbangan yang harus dipikirkan guru dengan matang misalnya kemampuan kognitif, gaya belajar, penilaian dan sebagainya. Tujuan penelitian ini adalah untuk meningkatkan hasil belajar kognitif siswa dengan menerapkan metode ceramah bervariasi. Setelah diberikan tes, nilai rata-rata hasil belajar kognitif siswa sebesar 68,84. Hal ini berarti terdapat siswa yang belum mencapai hasil belajar kognitif yang maksimal sehingga perlu ditingkatkan agar tercapainya tujuan pembelajaran.

Model penelitian yang digunakan yaitu Penelitian Tindakan Kelas rancangan Robert P. Pelton. Penerapan tindakan dilakukan sebanyak dua kali dengan menggunakan instrumen data berupa RPP, umpan balik guru mentor, jurnal refleksi peneliti, serta lembar tes siswa. Penelitian ini dianalisis secara deskriptif untuk menjelaskan hasil temuan yang ada.

Berdasarkan hasil penelitian ditemukan bahwa metode ceramah bervariasi dapat meningkatkan hasil belajar kognitif siswa. Pada penerapan pertama, nilai rata-rata kelas mengalami peningkatan yaitu menjadi 76,92 dan pada penerapan kedua meningkat menjadi 82,30. Dalam penerapannya, metode ceramah divariasikan dengan metode lain seperti diskusi dan tanya jawab.

Kata Kunci: Ceramah, Diskusi, Hasil Belajar Kognitif, Tanya Jawab,
Referensi: 43 (2002-2018)

ABSTRACT

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THE IMPLEMENTATION OF VARIED DIRECT TEACHING METHOD TO INCREASING STUDENTS' COGNITIVE LEARNING RESULTS ON SOCIAL SCIENCE SUBJECT GRADE II ELEMENTARY SCHOOL

(xv + 1-50 halaman: 2 gambar; 9 tabel; 18 lampiran)

The role of teachers is important in designed a learning activity. When teachers made it, there are some aspects which considered maturely by them such as cognitive ability, learning style, assessment and so on. The purpose of this research is to increasing students' cognitive learning results, using varied direct teaching method. The average of students' outcome after did their test is 68,84 which mean there are some students' not yet attained the maximum learning results. Therefore, students' learning results need to increase so could attain the goal of learning.

The model of this research is Classroom Action Research which designed by Robert P. Pelton. The action application conducted in two times and used lesson plans, feedback mentor, reflection journal researcher and also student test sheet as their instruments. This research analyzed in a descriptive to explained the results. According to the results, it was found that direct teaching method with the varied content presentation strategy can improve students' cognitive learning results. The students' cognitive learning result having an increase in class average grades became 76,92 and improved became 82,30 in second application. In the application, direct teaching method is varied by another method such as discussion method and question answer method.

Key Words: Cognitive Learning Results, Direct Teaching, Discussion, Question Answer.

Reference: 43 (2002-2018)