ABSTRAK

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PENERAPAN *TEAM ASSISTED INDIVIDUALIZATION* UNTUK MENINGKATKAN PEMAHAMAN KONSEP SISWA KELAS XI IPA PADA MATA PELAJARAN KIMIA DI SATU SEKOLAH KRISTEN DI MAKASSAR

(xv + 61 halaman: 4 gambar; 17 tabel; 23 lampiran)

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman konsep siswa. Hal tersebut dilihat dari hasil pengamatan dan hasil tes siswa yang menunjukkan lebih dari 50% siswa masih memiliki pemahaman konsep yang rendah pada pelajaran kimia. Berdasarkan fakta rendahnya pemahaman konsep tersebut, penelitian ini bertujuan untuk mengetahui apakah penerapan *Team Assisted Individualization* (TAI) dapat meningkatkan pemahaman konsep siswa dan mengetahui bagaimana langkah-langkah penerapan *Team Assisted Individualization* (TAI) dalam meningkatkan pemahaman konsep siswa.

Metode penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) model Robert P. Pelton yang dilaksanakan dalam dua kali pelaksanaan tindakan. Subjek penelitian ini adalah 21 siswa kelas XI IPA yang terdiri dari 8 laki-laki dan 13 perempuan. Instrumen yang digunakan dalam mengumpulkan data adalah lembar observasi pelaksanaan pembelajaran, hasil tes siswa, jurnal refleksi peneliti, RPP, dan umpan balik mentor yang dianalisis secara deskriptif kualitatif.

Hasil penelitian menunjukkan penerapan model pembelajaran kooperatif tipe *Team Assisted individualization* (TAI) dapat meningkatkan pemahaman konsep kimia siswa, yaitu kemampuan menyatakan ulang konsep yang dipelajari sebesar 87,1%, menerapkan konsep dalam hitungan matematis sebesar 92%, dan mengaitkan hubungan antar konsep sebesar 91,4%. Penerapan TAI dapat meningkatkan pemahaman konsep kimia siswa dengan menerapkan langkah langkah sebagai berikut: (1) pembagian siswa dalam kelompok; (2) penyampaian tujuan pembelajaran serta memberikan motivasi kepada siswa; (3) penjelasan materi oleh guru; (4) pelaksanaan pembelajaran dalam kelompok; (5) bimbingan kepada siswa dalam kelompok; (6) pelaksanaan tes individu; dan (7) penilaian hasil kerja siswa dalam setiap kelompok.

Kata kunci: *Team Assisted Individualization*, Pemahaman Konsep Kimia

Referensi: 51 (1994-2018)

ABSTRACT

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THE IMPLEMENTATION OF TEAM ASSISTED INDIVIDUALIZATION TO IMPROVE STUDENTS' CONCEPTUAL UNDERSTANDING OF GRADE XI SCIENCE IN CHEMISTRY SUBJECT AT ONE OF CHRISTIAN SCHOOLS IN MAKASSAR

(xv + 61 pages: 4 pictures; 17 tabels; 23 appendices)

This research was based on the students' low conceptual understanding. It could be seen from the observation and students' test result which showed more than 50% students still had low conceptual understanding in chemistry subject. Based on the fact of the students' low conceptual understanding, this research aimed to know did the implementation of Team Assisted Individualization (TAI) could increase the students' conceptual understanding and how the steps of Team Assisted Individualization (TAI) increased the students' conceptual understanding.

The method of this research used Classroom Action Research (CAR) with Robert P. Pelton model which was conducted in two actions. The subjects in this research were 21 students grade XI Science, consisted of 8 male students and 13 female students. The instruments used to collect the data were learning implementation observation sheet, students' test result, journal reflection by researcher, mentor feedback which was analyzed descriptive qualitative.

The result showed the implementation of cooperative learning model type Team Assisted Individualization (TAI) could enhance the students' conceptual understanding in Chemistry subject, which showed the result in retelling the concept that they had learned was 87,1%, in implementing the concept in mathematical calculation was 92%, and in correlating between concept was 91,4%. The implementation of TAI could improve the students' conceptual understanding in Chemistry subject by implementing the steps as follow: (1) dividing the students into groups; (2) delivering the learning goals and giving motivation to the students; (3) explaining the material by the teacher; (4) learning in group; (5) conducting the students in group; (6) doing individual test; and (7) assessing students' work in each goup.

Key words: Team Assisted Individualization, Conceptual Understanding in Chemistry subject

Reference: 51 (1994-2018).