

## ABSTRAK

Wicin Sparingga (00000018631)

### **PENERAPAN METODE *THINK PAIR SHARE* UNTUK MENINGKATKAN HASIL BELAJAR KOGNITIF PADA PELAJARAN SOSIOLOGI SISWA KELAS XI IPS DI SMAK TUNAS BANGSA SERPONG**

(xii + 50 halaman: 7 gambar; 4 tabel: 20 lampiran)

Hasil tes tulis siswa yang diberikan oleh peneliti menunjukkan hasil belajar kognitif yang dimiliki belum mencapai tujuan pembelajaran. Hal ini dikarenakan kurang dari 50% siswa di kelas yaitu hanya empat orang dari 13 siswa yang mencapai nilai KKM yaitu 75. Hasil belajar kognitif sangat penting bagi jalannya pembelajaran karena menunjukkan perubahan pemahaman siswa setelah pembelajaran berlangsung. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan hasil belajar kognitif siswa melalui penerapan metode *think pair share* dan mengetahui langkah-langkah penerapan metode *think pair share* dalam meningkatkan hasil belajar kognitif siswa.

Metode penelitian yang digunakan adalah penelitian tindakan kelas model Pelton. Penelitian dilaksanakan pada 27 September - 11 Oktober 2018 sebanyak dua penerapan dengan responden 13 orang siswa kelas XI IPS. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi *checkllist* mentor, jurnal refleksi, lembar tes siswa, dan umpan balik mentor.

Berdasarkan hasil dari penelitian maka dapat disimpulkan bahwa penerapan metode *think pair share* dapat meningkatkan hasil belajar kognitif siswa. Hal itu dapat dilihat dari presentase kenaikan indikator 1 sebesar 38%, indikator 4 sebesar 16%, dan indikator 5 sebesar 7%. Pada tindakan pertama rata-rata nilai kelas sebesar 75, dan tindakan kedua sebesar 86. Penerapan metode *think pair share* dilakukan dalam tiga langkah yaitu *thinking*, *pairing*, dan *sharing*.

Kata Kunci: Metode *think pair share*, Hasil belajar kognitif

Referensi: 43 (2005-2018).

## ABSTRACT

Wicin Sparingga (00000018631)

### **THE IMPLEMENTATION OF THINK PAIR SHARE METHOD TO IMPROVE GRADE XI SOCIAL STUDENTS' COGNITIVE ACHIEVEMENT IN SOCIOLOGY LESSON IN TUNAS BANGSA CHRISTIAN HIGH SCHOOL**

(xii + 50 page: 7 pictures; 4 tables; 20 appendices)

The results of the students' written test given by the researcher showed that their cognitive achievement had not yet achieved the learning objectives. This was because there are four students out of 13 students who did not reach the KKM score, 75. Cognitive achievement is very important in the teaching and learning process because it shows the changes in students' understanding after the learning taken place. The purpose of this study is to improve students' cognitive achievement through the implementation of the think pair share method and to know whether by implementing the steps of think pair share method in improving students' cognitive achievement.

The research method used was Pelton's model classroom action research. The study was conducted on September 27 - October 11, 2018 with two implementations with 13 students of grade XI Social. The instruments used in this study were observation sheets, mentor checklist, reflection journals, student test sheets, and mentor's feedback.

Based on the data results, it can be concluded that the implementation of think pair share method can improve students' cognitive achievement. This can be seen from the percentage of the improvement in indicator 1 is 38%, indicator 4 is 16%, and indicator 5 is 7%. On the first implementation the average score was 75, and the second implementation was 86. The implementation of the think pair share method was conducted in three steps which are thinking, pairing, and sharing.

**Key words:** Think Pair Share Method, Cognitive Achievements, Classroom Action Research.

**References:** 43 (2005-2018).