

ABSTRAK

Deavani Aprilya Setiawan (00000018409)

PENERAPAN METODE *DRILL* UNTUK MENINGKATKAN HASIL BELAJAR KOGNITIF SISWA KELAS XII IPS PADA TOPIK BARISAN DAN DERET

(xiv + 64 halaman: 6 gambar; 6 tabel; 24 lampiran)

Hasil belajar menunjukkan sejauh mana pencapaian siswa terhadap tujuan-tujuan pembelajaran. Hasil observasi dan tes yang dilakukan di kelas XII IPS menunjukkan bahwa hasil belajar pada ranah kognitif siswa masih rendah. Hal ini ditunjukkan dari nilai hasil tes dimana jumlah siswa yang mencapai KKM sebanyak 6 dari 14 orang siswa. Hasil pekerjaan siswa menunjukkan adanya beberapa masalah yang berbobot sama seperti masalah komunikasi matematis, ketelitian, prosedural, koneksi dan sebagainya. Siswa perlu diberikan banyak latihan untuk dapat mengasah keterampilan dalam mengerjakan soal-soal matematika. Tujuan penelitian ini yaitu untuk mengetahui ada tidaknya peningkatan hasil belajar kognitif siswa lewat penerapan metode drill dan menjelaskan penerapan metode *drill* yang dapat meningkatkan hasil belajar kognitif siswa kelas XII IPS pada topik barisan dan deret.

Penelitian ini menggunakan model Penelitian Tindakan Kelas model Pelton. Penelitian dilaksanakan tanggal 10-25 Oktober 2018, mengambil sampel 14 orang siswa kelas XII IPS SMAK Tunas Bangsa Gading Serpong. Adapun instrument yang digunakan yakni lembar tes, lembar observasi, umpan balik mentor, RPP dan jurnal refleksi peneliti.

Berdasarkan hasil penelitian, maka dapat disimpulkan bahwa melalui penerapan metode *drill*, terdapat peningkatan hasil belajar kognitif siswa kelas XII IPS pada topik barisan dan deret. Adapun persentase pencapaian semua indikator hasil belajar kognitif siswa pada penerapan I sebesar 73,76% dan pada penerapan kedua sebesar 83,66%. Dengan demikian, dapat dikatakan melalui penerapan metode *drill*, hasil belajar kognitif siswa kelas XII IPS dapat meningkat pada topik barisan dan deret.

Kata Kunci: metode *drill*, hasil belajar kognitif
Referensi: 33 (2005-2018).

ABSTRACT

Deavani Aprilya Setiawan (00000018409)

THE IMPLEMENTATION OF *DRILL* METHOD TO IMPROVE COGNITIVE LEARNING OUTCOMES ON SEQUENCE AND SERIES OF SOCIAL SCIENCE MAJOR GRADE 12 STUDENTS

(xiv + 64 halaman: 6 figures; 6 tables; 24 attachments)

Learning outcomes show the extent to which students are achieving the learning goals. The results of the observation and tests conducted in Social Science major grade 12 showed that the learning outcomes in the students' cognitive domain were still low. It was indicated by the result of the test that there were only 6 out of 14 students who achieved the minimum standard score. The students' work results showed there are some problems in mathematic like mathematic communication problem, accuracy, procedural, connection and etc. Therefore, the students needed to be trained to hone their skills in working on math problems. The aims of this research is to determine whether there is an increase in students' cognitive learning outcomes through the application of drill methods and explain the application of drill methods that can improve students' cognitive learning outcomes in Social Science major grade XII on the topic of sequence and series.

This study uses Pelton's model of Classroom Action Research. This study is aimed to improve the students' cognitive learning outcomes by applying the *drill* method. The research was conducted on October 10-25, 2018. The participants involved were 14 students of Social Science major grade 12. The instruments used were test sheets, observation sheets, mentor feedback, lesson plan, and the researcher's reflection journal.

Based on the results of the study, it can be concluded that by applying the *drill* method, there was an increase in the students' cognitive learning outcomes on sequence and series. The percentage increase in the all students' cognitive outcomes at first implementation is 73,76% and at second implementation is 83,66%. Thus, the application of the *drill* method improved the students' cognitive learning outcomes on sequence and series.

Keywords : *drill* method, cognitive learning outcomes

Reference : 33 (2005-2018).