

ABSTRAK

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PENERAPAN METODE *THINK PAIR SHARE* UNTUK PEMAHAMAN KONSEP SISWA TENTANG KONVERSI SKALA SUHU KELAS VII PADA SALAH SATU SEKOLAH KRISTEN DI AMBON

(xiv + 1-56 halaman: 1 gambar; 12 tabel; 15 lampiran)

Pemahaman konsep merupakan tingkat lanjut setelah mengetahui. Idealnya siswa harus mampu memahami konsep untuk dapat melanjutkan materi yang akan dipelajari, namun beberapa siswa kelas VII di salah satu sekolah di Ambon mengalami masalah dalam hal ini. Ketika diberikan tes pertama, siswa hanya mampu pada tahap memahami (C1). Pada tes kedua, hasil siswa menunjukkan bahwa hanya 11 siswa yang lulus dari 26 siswa

Penelitian ini bertujuan untuk mengetahui apakah penerapan metode TPS (*Think Pair Share*) dapat meningkatkan pemahaman konsep konversi skala suhu kelas VII dan bagaimana penerapan langkah-langkah metode TPS meningkatkan pemahaman konsep konversi skala suhu kelas VII di salah satu Sekolah Kristen di Ambon. Peneliti menggunakan metode Penelitian Tindakan Kelas (PTK) model Pelton. Penelitian dilakukan pada tanggal 28 Agustus 2018 hingga 01 November 2018 dengan satu kali penerapan. Penelitian dilaksanakan di salah satu sekolah Kristen di Ambon, di kelas VII yang terdiri dari 26 siswa sebagai subjek penelitian. Instrumen yang digunakan dalam penelitian ini adalah observasi mentor, lembar angket siswa untuk mengukur umpan balik penerapan metode *Think Pair Share* (TPS), dan lembar tes untuk mengukur peningkatan pemahaman konsep siswa.

Berdasarkan hasil dan analisis data, peneliti menyimpulkan bahwa penerapan metode *Think Pair Share* (TPS) dapat meningkatkan pemahaman konsep siswa pada materi konversi skala suhu dengan menerapkan (1) guru menyampaikan tujuan dan materi pembelajaran, (2) mengajukan permasalahan, (3) meminta siswa untuk berpasangan dan berdiskusi, (4) membagikan hasil diskusi, (5) menjelaskan permasalahan.

Kata Kunci : Pemahaman konsep, metode *Think Pair Share* (TPS), Penelitian Tindakan Kelas (PTK), Konversi Skala Suhu

Referensi : 38 (2004-2017).

ABSTRACT

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THE IMPLEMENTATION OF THINK PAIR SHARE TO ENHANCE STUDENTS' CONCEPTUAL UNDERSTANDING ABOUT TEMPERATURE SCALE CONVERSION CLASS VII IN A CHRISTIAN SCHOOL IN AMBON

(xiv + 1-56 pages: 1 figures; 12 tables; 15 appendices)

Conceptual understanding is a continuum of knowing. As a ideal condition, students had to able to understand concept and continued the material that would be learnt, but some of students of class VII in a Christian school in Ambon had trouble about it. When students were given first test, they just could pass the level of understanding (C1). In the second test, students' result showed that only 11 of 26 students who pass the test.

The aim of this research was to know whether the implementation of TPS (think pair share) method could enhance students' conceptual understanding about temperature scale conversion class VII and how did the implementation of steps of TPS method enhance students' conceptual understanding about about temperature scale conversion class VII in a Christian school in Ambon. The researcher used Classroom Action Research (CAR) Pelton's model as the research method. This research was conducted from August, 28th – November, 1st, 2018 with once implementation. The research was conducted in a Christian school in Ambon, in Class VII that consisting of 26 students as the subject of the research. The instruments used were mentor observation, students' questionnaire sheets to measure the feedback of the implementation of Think Pair Share (TPS) and test sheets to measure the enhancing of students' conceptual understanding.

Based on result and data analysis, the researcher concluded that the implementation of Think Pair Share (TPS) could enhance students conceptual in topic lesson temperature conversion scale trough implementing the steps that the teacher were (1) presenting lesson objectives and the material (2) proposing a problem, (3) asking students to make pairs and discuss, (4) giving the discussion result, and (5) explaining the problem.

Key words: Conceptual Understanding, Think Pair Share (TPS), Classroom Action Research (CAR), and temperature scale conversion

References: 38 (2004-2017).