

ABSTRAK

Kartika Sari Santoso (01669190027)

THE IMPLEMENTATION OF COOPERATIVE LEARNING STRATEGY THROUGH PROBLEM SOLVING ACTIVITY TO IMPROVE CURIOSITY AND CONFIDENCE IN YEAR 4 MATHEMATICS CLASS IN PRIMARY SCHOOL XYZ IN JAKARTA BARAT

(xiv + 90 halaman: 9 diagram; 17 tabel; 5 lampiran)

Rasa ingin tahu dan percaya diri siswa adalah dua elemen penting dalam pendidikan karena dapat berpengaruh pada keberhasilan siswa, baik di masa sekolah maupun setelah lulus dari sekolah. Namun pada kenyataannya, hasil observasi di kelas menunjukkan adanya siswa yang ditemukan kurang memiliki rasa ingin tahu dan percaya diri pada kelas matematika. Penelitian ini bertujuan untuk menganalisis implementasi *cooperative learning* melalui aktivitas pemecahan masalah untuk meningkatkan dua elemen tersebut. Tiga siklus penelitian tindakan kelas (PTK) dilakukan dengan melibatkan sembilan orang siswa kelas empat dan seorang guru matematika sebagai kolaborator. Instrumen pengumpulan data yang digunakan adalah lembar observasi siswa beserta dokumentasi dan catatan guru dan kolaborator. Hasil penelitian menunjukkan peningkatan pada tingkat rasa ingin tahu dan percaya diri siswa setelah implementasi *cooperative learning* melalui aktivitas pemecahan masalah pada pokok bahasan matematika penyajian dan interpretasi data melalui diagram batang, diagram pohon, dan *Carroll diagram*. Tingkat rasa ingin tahu siswa meningkat dari 50% pada siklus 1 menjadi 79% pada siklus 3. Tingkat percaya diri siswa meningkat dari 47% pada siklus 1 menjadi 80% pada siklus 3.

Kata kunci: *cooperative learning*, rasa ingin tahu, rasa percaya diri, matematika, penelitian tindakan kelas.

Referensi: 42 (1994 – 2021)

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(xiv + 90 pages: 9 figures; 17 tables; 5 appendices)

Students' curiosity and confidence are two important elements in educational field as it can possibly affect students' success within school years and after they graduated from school. Yet in reality, some students were observed to show lack of curiosity and confidence in mathematics class. This study intended to analyze the implementation of cooperative learning strategy through problem solving activity to improve those two elements in mathematics class. Three cycles of classroom action research were conducted repeatedly to achieve the targeted purpose. It involved nine year-four students as the respondents of the study and one mathematics teacher as the collaborator. Data was gathered through the observation conducted by the researcher and collaborator. The instruments used were student-observation form and researcher and collaborator's anecdotal notes and documentation. The results showed that there was a significant increase of the students' level of curiosity and confidence after the implementation of cooperative learning strategy through problem solving activity in the mathematical unit of handling and interpreting data in bar charts, tree diagrams, and Carroll diagrams. Students' level of curiosity raised from 50% in cycle 1 to 79% in cycle 3, whereas level of confidence raised from 47% in cycle 1 to 80% in cycle 3.

Keywords: cooperative learning, curiosity, confidence, mathematics, classroom action research.

References: 42 (1994 – 2021)