

ABSTRAK

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Penerapan Pembelajaran Kooperatif Tipe *Peer Tutoring* untuk Meningkatkan Hasil Belajar Kognitif Siswa Kelas XI Pada Pelajaran Matematika di Salah Satu Sekolah di Makassar

(xiv + 134 halaman: 5 gambar; 16 tabel; 28 lampiran)

Berdasarkan hasil observasi selama tiga minggu dan hasil *pre-test* yang dilaksanakan pada pelajaran matematika, menunjukkan bahwa masih banyak siswa yang mendapatkan nilai di bawah KKM. Tujuan penelitian ini ialah meningkatkan hasil belajar kognitif siswa dengan menerapkan pembelajaran kooperatif tipe *peer tutoring*.

Penelitian yang digunakan adalah penelitian tindakan kelas (PTK) model Pelton, yang berlangsung selama dua tindakan. Penelitian dilaksanakan pada tanggal 18 Juli 2018 hingga 03 Oktober 2018 terhadap 15 siswa sebagai subyek penelitian, di salah satu Sekolah di Makassar. Adapun instrumen yang digunakan selama penelitian ialah lembar tes (tes formatif), lembar *checklist* observasi mentor, lembar *checklist* kuesioner siswa, dan jurnal refleksi.

Hasil penelitian menunjukkan peningkatan hasil belajar siswa kelas XI pada mata pelajaran Matematika oleh seluruh obyek penelitian yaitu rata-rata kelas menjadi 89. Hasil penelitian kelas juga menunjukkan bahwa karakteristik metode *peer tutoring* dan aktivitas menggunakan metode *peer tutoring* yang memungkinkan siswa belajar secara kooperatif bersama teman sebaya, sehingga membuat siswa lebih mengerti dalam belajar Matematika. Maka dapat disimpulkan bahwa penerapan pembelajaran kooperatif tipe *peer tutoring* dapat meningkatkan hasil belajar kognitif siswa kelas XI pada pelajaran Matematika di salah satu Sekolah di Makassar.

Kata Kunci: Penerapan pembelajaran kooperatif tipe *peer tutoring*, meningkatkan hasil belajar kognitif, siswa, mata pelajaran Matematika.

Referensi: 39 (1978-2018).

ABSTRACT

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The Implementation of Cooperative Learning which is Peer Tutoring Type for Increasing Cognitive Result of 11th Grade Students in Mathematics in One of Makassar's Schools

(xiv + 134 pages: 5 figures; 16 tables; 28 appendices)

Based on observation result in 3 weeks and pre-test result which held in Mathematics, it shows that there is a lot of students who have low score which is under standard. The purpose of this research is to increase students' cognitive level with applying peer tutoring type of cooperative learning.

The research that is used is action class research, Pelton model, which happen on 2 actions. The research was held on July 18th, 2018 until October 3rd 2018 on 15 students as subject, in one of Makassar's schools. The instruments that are used on research are test sheet (formative test), mentor observation checklist sheet, student questionnaire checklist sheet, and reflection journal.

The result of the research shows escalation on study result of 11th grade students in Mathematics by all of the research objects which is the average of class become 89. The result of the class research also shows that characteristics of peer tutoring method and activities using peer tutoring method enable the students to learn cooperatively with peer friends, so that the students become more understand in studying Mathematics. Then we can conclude that the implementation of cooperative learning which is peer tutoring type can raise 11th grade students' cognitive result in Mathematics in one of Makassar's schools.

The Key Words: The implementation of cooperative learning which is peer tutoring type, raise student's cognitive result, Mathematics subject.

Reference: 39 (1978-2018).