

## ABSTRAK

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### **PENERAPAN METODE *STUDENT FACILITATOR AND EXPLAINING* UNTUK MENINGKATKAN HASIL BELAJAR KOGNITIF DI SALAH SATU SMA KRISTEN DI LAMPUNG TIMUR**

(xvi + 73 halaman: 1 gambar; 15 tabel; 30 lampiran)

Setiap pembelajaran yang sudah direncanakan dengan baik, guru akan selalu menemukan kekurangan pada pelaksanaannya. Salah satunya adalah siswa yang mengalami kesulitan selama proses belajar mengajar. Siswa kelas XII IPA dapat mengikuti penjelasan guru dan mengerjakan tugas dengan bimbingan guru. Tetapi, ketika diberi tes mandiri, hanya sembilan persen ketuntasan KKM dari seluruh siswa. Mereka mengalami hasil belajar kognitif Matematika yang rendah berdasarkan hasil pengamatan, wawancara, dan tes tertulis siswa yang peneliti lakukan. Hasil belajar kognitif merupakan hal yang penting karena dapat menunjukkan sejauh mana siswa mencapai tujuan pembelajaran secara kognitif yang ditentukan. Hasil belajar kognitif yang rendah dapat dilihat dari setiap nilai siswa yang tidak mencapai KKM. Oleh sebab itu, penelitian ini dilaksanakan untuk meningkatkan hasil belajar kognitif siswa kelas XII IPA melalui penerapan metode *student facilitator and explaining* di salah satu SMA Kristen di Lampung Timur.

Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) dengan model Pelton. Penelitian berlangsung dari tanggal 18 hingga 27 September 2017 dengan melaksanakan dua kali tindakan. Instrumen yang digunakan dalam penelitian ini adalah rencana pelaksanaan pembelajaran (RPP), umpan balik mentor, jurnal refleksi, lembar tes, angket, dan pengamatan. Berdasarkan analisis data, dapat disimpulkan bahwa penerapan *student facilitator and explaining* dapat meningkatkan hasil belajar kognitif siswa. Hal ini dapat dilihat dari hasil tes siswa yang meningkat pada tindakan pertama yaitu 55% dan pada tindakan kedua 91% dengan nilai yang melampaui KKM.

Kata kunci: hasil belajar kognitif, metode *student facilitator and explaining*.

Referensi: 36 (1991-2018).

## **ABSTRACT**

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### **THE IMPLEMENTATION OF STUDENT FACILITATOR AND EXPLAINING METHOD TO IMPROVE STUDENTS' COGNITIVE LEARNING OUTCOMES AT ONE OF THE CHRISTIAN HIGH SCHOOLS IN EAST LAMPUNG**

(xvi + 73 pages: 1 image; 15 tables; 30 appendices)

The teacher will always find weaknesses during teaching and learning process even when the lesson already planned well. One of the weaknesses is students experience difficulties during teaching and learning process. Grade XII Science can follow the teacher's explanation and do their task with the teacher's guidance. But, when they had their own test, only ninth percent passed the passing grade. According to the researcher's observation, interview, and the written tests of the students, it can be found that Grade XII Science students had low cognitive learning outcome in Mathematics' class. Cognitive learning outcome is important because it shows students' achievement towards each learning goal that already specified by the teacher. Low cognitive learning outcome of the students can be seen from their score that did not reach the passing grade. Therefore, this research was conducted to improve Grade XII Science students' cognitive learning outcome through the implementation of the student facilitator and explaining method at one of the Christian High Schools in East Lampung.

The research method used by the researcher was classroom action research (CAR) with the Pelton model. The research was conducted on September 18, 2017 until September 27, 2017 with two times of plan activation. The instruments used in this research were lesson plan, mentor feedback, reflection journal, test, questionnaire, and observation sheet. Based on data analysis, it can be concluded that the implementation of student facilitator and explaining can improve students' cognitive learning outcomes. This method can made students' score exceeded the passing grade. It can be seen from the results of students' tests that increase from the first plan activation which was 55% to 91 % in the second plan activation.

**Keywords:** cognitive learning outcome, student facilitator and explaining method.  
**References:** 36 (1991-2018).