PENERAPAN POLA PBMP (PEMBERDAYAAN BERPIKIR MELALUI PERTANYAAN) DALAM KOOPERATIF MODEL TWO STAY TWO STRAY UNTUK MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR SISWA KELAS VIII-AMTs SUNAN KALIJAGA PAMEKASAN

Oleh: MUSTATI’AH ( 06330005 )

Biology

Dibuat: 2011-01-20 , dengan 7 file(s).

Keywords: pola PBMP, model Two Stay Two Stray, aktivitas belajar dan hasil belajar

ABSTRACT

Curriculum in Indonesia showed several changes aimed to increase nation educational quality. In education unit level curriculum, there stated that Biology Science aimed to fertile the science attitude of students who honest, objective, open, persistent, critical, and able to cooperate with other. Basically, initial observation in grade VIII-A MTS Sunan Kalijaga Pamekasan stated that students lack of activity in making questions, answering questions or giving their opinion orally, it caused by method used which was expository, which centered to teacher. That’s why there needed learning method to increase activity and students’ study result. The research purpose was to find out the application of Thinking Development through questions in Cooperative Model TSTS to increase students’ activity and study result.

Classroom action research was done in two action cycles and consisted of four phases. Data collection technique used observation sheet and test value each end of cycle. Action successful indicators could be seen from students’ activity and study result from cycle I – II. Research location and time was done in May 17th to June 1st 2010 at MTs Sunan Kalijaga in students of grade VIII-A consisted of 32 students. Data collection technique used observation sheet, individual test and field note. Data analysis for students’ activity observation used percentage of activity criteria, while study result analyzed using study completeness. Study completeness of each students fitted with school study completeness, that was ≥ 65

Result showed: (1) students’ study activity increased from cycle I – II; individual activity percentage was 60.33% increased into 81.91% , group discussion percentage was 67.75% increased into 85.42% and class discussion percentage was 59.89% increased into 74.99%; (2) students’ study result measured from study completeness percentage from cycle I to cycle II had increased. From 62.5% increased into 87.5%. From this research there could be concluded that study using Development thinking through questions pattern in cooperative model TSTS could increase the students’ activity and study. The writer suggest the teacher to apply the method to increase activities and study result.