

ABSTRAK

Nanda. R. 2016. *Peningkatan Motivasi, Keaktifan Belajar Siswa, Hasil Belajar Kognitif Dan Keterampilan Berpikir Kritis Siswa Melalui Think Pair Share (Tps) Dengan Metode Tutor Sebaya (Pokok Bahasan Sistem Reproduksi Kelas Xi Ipa-2 Di Sman 1 Glenmore)*. Skripsi, Program Studi Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember.

Pembimbing : (1) Ika Priantri, S.Si, M.Pd. (2) Ir. Elfien Herrianto, M.P.

Kata Kunci : Motivasi, keaktifan belajar, hasil belajar kognitif, keterampilan berpikir kritis, *Think Pair Share*, tutor sebaya.

Pembelajaran Biologi di SMAN 1 Glenmore masih belum menunjukkan hasil yang memuaskan. Masalah utama dalam pembelajaran di SMAN 1 Glenmore adalah motivasi sebesar 45% dengan kriteria kurang baik, keaktifan belajar siswa sebesar 48% dengan kriteria kurang baik, yang mempengaruhi rendahnya hasil belajar kognitif sebesar 55% dan keterampilan berpikir kritis siswa sebesar 40%. Rendahnya persentase masalah tersebut disebabkan antara lain : (1) kurangnya keterlibatan siswa secara langsung, (2) siswa masih belum percaya diri untuk mengemukakan pendapatnya, (3) siswa merasa pembelajaran yang dilaksanakan membosankan, (4) guru jarang menggunakan media saat pembelajaran berlangsung, (5) guru masih sering menggunakan metode ceramah.

Jenis penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang meliputi 4 tahap yaitu (1) perencanaan, (2) pelaksanaan, (3) observasi, (4) refleksi. Pengumpulan data di dapat melalui 5 cara: (1) observasi. (2) wawancara, (3) angket, (4) tes dan (5) dokumentasi. Jika pada siklus I permasalahan yang ada persentase belum meningkat maka kegiatan pembelajaran dilanjutkan pada siklus II.

Berdasarkan hasil penelitian yang diperoleh motivasi, keaktifan, hasil belajar kognitif dan keterampilan berpikir kritis siswa meningkat selama menggunakan model pembelajaran *Think Pair Share* dengan metode tutor sebaya. Dimana pada siklus I persentase motivasi sebesar 69% dan pada siklus II naik menjadi 85%. Pada siklus I keaktifan belajar siswa sebesar 50% dan pada siklus II naik menjadi 76%. Pada siklus I hasil belajar kognitif siswa sebesar 65% dan pada siklus II naik menjadi 86%. Pada siklus I keterampilan berpikir kritis siswa sebesar 65% dan pada siklus II naik menjadi 86%.

Kesimpulan penelitian ini adalah model pembelajaran *Think Pair Share* dengan metode tutor sebagai terbukti dapat menjadi pilihan dalam pembelajaran Biologi untuk meningkatkan motivasi, keaktifan, hasil belajar kognitif dan keterampilan berpikir kritis siswa.

ABSTRACT

Nanda. R. 2016. *Improving Student's Motivation, Learn Actively, Cognitive Results Of Study And Critical Thinking Skill Through Think Pair Share With Peer Tutor Method (Topic Reproductive System Class Xi Ipa-2 Di Sman 1 Glenmore)*. Thesis, Department of Educational Sciences, the Faculty of Education, University of Muhammadiyah Jember.

Supervisor: (1) Ika Priantari, S.Si, M.Pd. (2) Ir. Elfien Herrianto, M.P.

Keywords: Motivation, active learning, the cognitive learning, critical thinking skills, Think Pair Share, peer tutors.

Based on observations conducted in SMAN 1 Glenmore learning Biology at SMAN 1 Glenmore still have not shown satisfactory results. The main problem in learning in SMAN 1 Glenmore is motivation of 45% with less good criteria, the liveliness of student learning of 48% with less good criteria, which affected the low cognitive learning results of 55% and the critical thinking skills of students by 40%.. The low percentage of these problems are caused, among others: (1) the lack of involvement of students directly, (2) the student is still not confident to express their opinions, (3) students are learning undertaken boring, (4) teachers rarely use the media when learning took place, (5) The teacher is still often use the lecture method.

This type of research used in this research is the Classroom Action Research (CAR), which includes four stages: (1) planning, (2) implementation, (3) observation, (4) reflection. The data collection can be via 5 ways: (1) Observation. (2) interview, (3) Questionnaire, (4) test and (5) documentation. If in the first cycle of the problem has not been increased, the percentage of instructional activities continued in the second cycle.

Based on the research results obtained motivation, activeness, the cognitive learning and critical thinking skills of students increased during use learning model Think Pair Share with peer tutoring methods. Where the first cycle of motivation percentage of 69% and the second cycle increased to 85%. In the first cycle students' learning activeness by 50% and the second cycle increased to 76%. In the first cycle of students' cognitive learning outcomes by 65% and the second cycle increased to 86%. In the first cycle of students' critical thinking skills by 65% and the second cycle increased to 86%.

The conclusion of this study is a model pembelajaran Think Pair Share with peer tutors methods proven to be a choice in learning biology to improve motivation, activeness, the cognitive learning and critical thinking skills of students.