

ABSTRAK

Taufiqoh, Ikhfi Ulit. 2019. *Penerapan Two Stay Two Stray untuk meningkatkan kemampuan berpikir kreatif dan pemahaman konsep siswa pada mata pelajaran biologi (pokok bahasan perubahan lingkungan dan daur ulang limbah, kelas X IPA 3 SMA Muhammadiyah 3 Jember tahun ajaran 2016/2017)*. Skripsi, Program Studi Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: (1) Ir. Elfi Herrianto, MP (2) Ika Priantari, S.Si. M.Pd.

Kata Kunci: *Two Stay Two Stray*, pemahaman konsep, berpikir kreatif, perubahan lingkungan dan daur ulang limbah.

Menurut observasi dapat dilihat di kelas X IPA 3 SMA Muhammadiyah 3 Jember, siswa kurang antusias ketika kegiatan belajar mengajar (KBM) berlangsung, terlihat sebagian besar siswa tidak menyimak apa yang diterangkan oleh guru pada saat guru mengajar. Siswa cenderung kurang aktif dan terlibat secara langsung dalam pembelajaran, sehingga pembelajaran terkesan berorientasi kepada guru, dan menyebabkan kemampuan berpikir kreatif dan pemahaman konsep rendah. Salah satu cara untuk mengatasi masalah tersebut dengan menerapkan model pembelajaran *Two Stay Two Stray*. Tujuan dari penelitian ini adalah Untuk mengetahui penerapan *Two Stay Two Stray* dapat meningkatkan kemampuan berpikir kreatif dan pemahaman konsep siswa pada mata pelajaran biologi (pokok bahasan perubahan lingkungan dan daur ulang limbah kelas X IPA 3 SMA Muhammadiyah 3 Jember tahun pelajaran 2016/2017).

Penelitian ini dilaksanakan di SMA Muhammadiyah 3 Jember di kelas X IPA 3 yang dilaksanakan pada tanggal 05 Mei sampai 13 Mei 2017. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus dan setiap siklus terdiri dari 4 tahap: (1) Perencanaan, (2) Pelaksanaan, (3) Observasi, (4) Refleksi. Metode Pengumpulan data didapat melalui observasi, wawancara, tes dan dokumentasi.

Berdasarkan hasil penelitian menunjukkan pada hasil kemampuan berpikir kreatif siklus I ketuntasan klasikal mencapai 63,6% dan pada siklus II mencapai 81,8% mengalami peningkatan sebesar 18,2%. Sedangkan untuk hasil ketuntasan klasikal pemahaman konsep pada siklus I mencapai 60,6% dan pada siklus II mencapai 87,8%, mengalami peningkatan sebesar 18,2%.

ABSTRACT

Taufiqoh, Ikhfi Ulit. 2019. *The application of Two Stay Two Stray to enhance the ability of the creative thinking and an understanding of the concept of students on the subjects of biology (subject change of environment and recycling waste in the natural science grade 10th in 3th Muhammadiyah high school of Jember 2016/2017 school year)* Thesis, Study Program of Biology Education, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Counselor: (1) Ir. Elfien Herrianto, M.P. (2) Ika Priantari, S.Si. M.Pd.

Keywords: *Two Stay Two Stray*, understanding the concept, creative thinking, changes in the environment and recycling waste.

According to the observation can be seen in the natural science grade 10th in 3th Muhammadiyah high school of Jember, students are less enthusiastic when teaching and learning activities seen most students don't pay attention to what is explained by the teacher at the time teachers teaching. Students tend to be less active and engaged directly in learning, so that learning oriented to the teacher was impressed, and resulted in the ability of the creative thinking and an understanding of the concept. One way to resolve the issue by applying the model of learning Two Stay Two Stray. The purpose of this research is to know the application of Two Stay Two Stray can enhance the ability of the creative thinking and an understanding of the concept of students on the subjects of biology (the subject of environmental change and the recycling of waste, in the natural science grade 10th in 3th Muhammadiyah high school of Jember 2016/2017 school year).

This research was held in senior high school 3 of Muhammadiyah Jember in the natural science grade 10th which was on may 05th until may 13th 2017. Type of research used is Class Action Research conducted in 2 cycles and each cycle consists of 4 stages : (1) planning, (2) implementation of Observation, (3), (4) Reflection. The method of collection of data obtained through observation, interviews, tests, and documentation.

According to the results showed that the outcomes of creative thinking cycle I classical completeness reached 63.6% and cycle II 81.8% increased 18.2%. As for the results of the classical completeness understanding of the concept of cycle I reach 60.6% in cycle II reached 87.8%, experiencing an increase of 18.2%.