

ABSTRAK

Juliana. 2015. Pengaruh Model Pembelajaran Kooperatif Tipe *Student Team Achievement Division* (STAD) Yang Dipadu Dengan Metode Inkuiri Terbimbing Terhadap Kemampuan Pemahaman Konsep Siswa Pada Materi Momentum, Impuls Dan Tumbukan di SMK Negeri 1 Suwawa, Kab. Bone Bolango. Program Studi S1 Pendidikan Fisika, Jurusan Fisika, Fakultas Matematika dan IPA, Universitas Negeri Gorontalo. **Pembimbing I Prof. Dr. H Yoseph Paramata M.Pd dan Pembimbing II Supartin M.Pd**

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan pemahaman konsep siswa yang diajar dengan menggunakan model pembelajaran kooperatif tipe *Student Teams Achievement Division* (STAD) yang dipadu dengan metode Inkuiri Terbimbing dengan yang diajar menggunakan model pembelajaran kooperatif tipe *Student Teams Achievement Division* (STAD) yang dipadu dengan metode pembelajaran diskusi kelompok pada pembelajaran fisika. Hipotesis penelitian adalah terdapat perbedaan kemampuan pemahaman konsep siswa pada pelajaran fisika menggunakan model kooperatif tipe *Student Teams Achievement Division* (STAD) yang dipadu dengan metode Inkuiri Terbimbing dengan kemampuan pemahaman konsep siswa pada pelajaran fisika menggunakan model kooperatif tipe *Student Teams Achievement Division* (STAD) yang dipadu dengan metode pembelajaran diskusi kelompok di SMK Negeri 1 Suwawa. Metode yang digunakan dalam penelitian ini adalah *True Eksperimental Design* dengan *Pretest-Posttest Control Group Design*. Design dan pengambilan sampel dalam penelitian ini dilakukan secara *cluster random sampling*, sampel dalam penelitian berjumlah 63 orang dan telah diuji homogenitas varian dan uji kesamaan dua rata-rata.

Penelitian ini menggunakan instrumen tes esai. Dari hasil pengolahan data pemahaman konsep diperoleh selisih skor untuk tiap indikator pemahaman konsep yaitu untuk aspek translasi sebesar 10,66%, aspek ekstrapolasi sebesar 3,34% dan aspek interpretasi sebesar 2,83%. Secara statistik data rata-rata skor kemajuan pemahaman konsep siswa pada kelas eksperimen dan kelas kontrol diuji perbedaannya dengan menggunakan teknik parametrik. Berdasarkan kriteria pengujian yang digunakan diperoleh bahwa terdapat perbedaan pemahaman konsep siswa antara kelas eksperimen dan kelas kontrol dengan selisih skor sebesar 4,83. Berdasarkan kriteria pengujian hipotesis maka diperoleh $t_{hitung} > t_{tabel}$ yaitu $4,78 > t_{tabel} = 1,9996$ yang berarti menerima hipotesis H_1 . Demikian terdapat perbedaan antara penggunaan model pembelajaran kooperatif tipe *Student Teams Achievement Division* (STAD) yang dipadu dengan metode Inkuiri Terbimbing dengan penggunaan model kooperatif tipe *Student Teams Achievement Division* (STAD) yang dipadu dengan metode pembelajaran diskusi kelompok di SMK Negeri 1 Suwawa.

Kata Kunci: Model pembelajaran kooperatif *Student Teams Achievement Division* (STAD), Metode Inkuiri Terbimbing, Pemahaman Konsep Siswa.

ABSTRACT

Juliana. 2015. The Influence of Cooperative Learning Model Type Student Team Achievement Division (STAD) combined with the Guided Inquiry Method toward the Students' Mastery of Concept in Momentum, Impulse, and Impact's Topic at SMK N 1 Suwawa, District of Bone Bolango. Study Program of Physics Education, Department of Physics, Faculty of Mathematics and Natural Sciences, State University of Gorontalo. **The Principal supervisor was Prof. Dr.H. Yoseph Paramata, M.Pd and Co-supervisor was Supartin, M.Pd.**

This research was designed to find out whether there was a difference between the students' learning achievement that was taught using the cooperative learning type Student Team Achievement Division (STAD) combined with Guided Inquiry method and the students' learning achievement that was taught using the cooperative learning type Student Team Achievement Division (STAD) combined with group discussion method on Physics subject. The hypothesis of this research was that there was a difference in students' understanding on the physics subject concept that was taught using the cooperative learning type Student Team Achievement Division (STAD) combined with Guided Inquiry method and students' understanding on the physics subject concept that was taught using the cooperative learning type Student Team Achievement Division (STAD) combined with group discussion method at SMK N 1 Suwawa. The method applied in this research was True Experimental Design with Pre-test and Post-test control group design. The sampling for this research was carried out through the cluster random sampling in which the samples of this research were 63 students which was tested using the homogeneity variant test and the similarity of two average test.

This research used essay test instrument. Based on the data processing on the mastery of concept, it was revealed that the score difference for each indicators of concept mastery namely translation aspect was 10.66%, extrapolation aspect was 3.34%, and interpretation aspect was 2.83%. Statistically, the differentiations of average data of the progress on concept mastery in experiment and control class were tested using parametric test. Based on the testing criteria, it was found that the differences of concept mastery between experiment class and the control class was 4,83%. Based on the testing of hypothesis criteria it was revealed that the $t_{count} > t_{table}$ in which the t_{count} $4.78 > t_{table} 1.9996$ which also means that the hypothesis H_1 is accepted. Therefore, it was concluded that there was a difference between the usage of cooperative learning type Student Team Achievement Division (STAD) combined with guided inquiry method and the usage of the cooperative learning type Student Team Achievement Division (STAD) combined with group discussion method at SMK N 1 Suwawa.

Keywords: Cooperative Learning Model of Student Team Achievement Division (STAD), Guided Inquiry Method, and Students' Mastery of Concept.

