LEMBAR PENGESAHAN

Skripsi Yang Berjudul Penerapan Model Pembelajaran Kooperatif Tipe *Number Heads Together* (NHT) Pada Pembelajaran IPA Di Kelas V SDN 1 Mopuya Kecamatan Dumoga Utara Kabupaten Bolaang Mongondow

Oleh Fitria Wulandari

Telah dipertahankan di depan dewan penguji

Hari / Tanggal : **Jumat, 7 Agustus 2015**

Waktu : **09.00 s/d Selesai**

Penguji

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ABSTRAK

Fitria Wulandari. 2015. Penerapan Model Pembelajaran Kooperatif Tipe *Numbered Heads Together* (NHT) Pada Pembelajaran IPA Di KelasV SDN 1 Mopuya Kabupaten Bolaang Mongondow. Skripsi. Jurusan Pendidikan Guru Sekolah Dasar. Fakultas Ilmu Pendidikan. Universitas Negeri Gorontalo.Pembimbing I, Meylan Saleh S.Pd, M.Pd dan Pembimbing II.Gamar Abdullah S.Si, M.Pd

Permasalahan dalam penelitian ini adalah Bagaimanakah Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (NHT) Pada Pembelajaran IPA di KelasV SDN 1 Mopuya Kabupaten Bolaang Mongondow?.Tujuan penelitianini adalah Untuk Mendeskripsikan Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (NHT) PadaPembelajaran IPA di KelasV SDN 1 MopuyaKabupatenBolaang Mongondow. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan deskriptif dengan jenis penelitian kualitatif. Penelitianinimenggunakantehnik pengumpulan data melalui observasi, wawancara, dandokumentasi.

Dari hasil penelitian guru memahami serta menerapkan model pembelajaran numbered heads together pada pembelajaran IPA dengan baik karena model pembelajaran numbered heads together sering di terapkanoleh guru.
Berdasarkan hasil penelitian dan pembahasan dapat disimpulkan bahwa penerapan model pembelajaran kooperatiftipe NHT pada pembelajaran IPA di kelas V SDN 1 Mopuya Kabupaten Bolaang Mongondow telah diterapkan sesuai dengan langkah-langkah model pembelajaran kooperatif tipe Numbered Heads Together hal ini terlihat dari : a). Tahap persiapan, b). Tahap pembentukan kelompok, dalam tahap ini guru kelas V membagi siswa menjadi beberapa kelompok yang beranggotakan 3-5 orang siswa. c). Guru mengharuskan tiap kelompok harus memiliki buku panduan untuk memudahkan siswa dalam menyelesaikan LKS. d). Diskusi masalah, e). Kemudian guru memanggil nomor anggota atau pemberian jawaban. f). Dan terakhir guru bersama siswa bersama-samamenyimpulkan jawaban akhir dari semua pertanyaan.

Kata Kunci: Penerapan Model NHT, Pembelajaran IPA.

ABSTRACT

Fitria Wulandari. 2015. Implementation of Numbered Head Together Type of Cooperative Learning Model in Natural Science (IPA) Learning at the Grade V Students of SDN 1 Mopuya, District of Bolaang Mongondow. Skripsi. Department of Elementary School Teacher Education, Faculty of Education, State University of Gorontalo. Principal Supervisor was Meylan Saleh, S. Pd., M. Pd., and Co-supervisor was Gamar Abdullah, S. Si., M. Pd.

The problem in this research is how was the implementation of Numbered Head Together type of Cooperative Learning Model in IPA learning at the grade V students of SDN 1 Mopuya, District of Bolaang Mongondow. The objective of this research was to describe the implementation of numbered head together type of cooperative learning model in IPA learning at the grade V students of SDN 1 Mopuya, District of Bolaang Mongondow. This research used qualitative descriptive approach. The data collection method for this research was observation, interview, and documentation.

Based on the research findings, it was clear that the teacher understands and implements the numbered head together type of cooperative learning model very well. This was evident within the learning process, students were happy during the learning process.

Based on the research findings and discussion it was concluded that the implementation of numbered head together type of cooperative learning model in IPA at the grade V students of SDN 1 Mopuya of Bolaang Mongondow District had been appropriately implemented according to the step of numbered head together type of cooperative learning model that consists of: a) preparation stage, b). group formation stage, in this stage the teacher divided the students into a group of 3 to 5 students. C). the teacher assigned each group to have guideline book to enable to students to accomplish the tasks in students' activity sheet (LKS). D). problem discussion, e). then the teacher called out the number of group member or give answer. F). and finally, the teacher together with the students concluded the final answers of all questions. In addition, the teacher had also prepare the general guideline for numbered head together type of cooperative learning model within the learning process and within the learning process, students were motivated, during the learning process, the teacher did not find students who experienced difficulty in learning and finally, the teacher gave the evaluation through LKS and gave appreciation to the best group. At the end of the learning process, the teacher gave homework to the students.

Keywords: Implementation of Numbered Head Together, IPA Learning

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