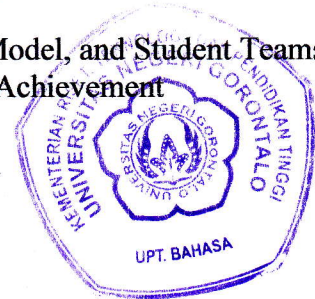


ABSTRACT

Adam Luku, 2015. The influence of implementation of integrated model of Think Pair Share (TPS) and Student Teams Achievement Division (STAD) Types of Cooperative Learning on the Students' Learning Achievement in Heat and Heat Transfer Topic in SMP Negeri 1 Tilongkabila. Bachelor Study Program of Physics Education, Department of Phisycs, Faculty of Mathematics and Natural Science, State University of Gorontalo. Principal Supervisor is Prof. Dr. Enos Taruh, M.Pd., and Co-supervisor is Muhammad Yusuf, S.Si, M.Si.

The research aims at finding out the differences on students' learning achievement on those taught using the Integrated Model of Think Pair Share (TPS) and Student Teams Achievement Division (STAD) Types of Cooperative Learning and those taught using the direct learning model. Based on the hypothesis test, it is found that the average students' learning achievement in experiment class is ($\bar{X}_1 = 60,25$) higher than the control class ($\bar{X}_2 = 57,34$). The statistical test on significance level of $\alpha = 0.05$ and $dk = (n_1 + n_2 - 2) = 48$ hence the $t_{count} = 3,163$ and the $t_{table} = 2,021$. Due to the $t_{count} > t_{table}$ or $3,163 > 2,021$, hence, the H_0 was rejected and H_1 was accepted. Therefore, it can be concluded that there is a difference between learning achievement of the students taught using Integrated Model of Think Pair Share (TPS) and Student Teams Achievement Division (STAD) Types of Cooperative Learning and those taught using the direct learning model. In which the integration of Think Pair Share (TPS) and Student Teams Achievement Division (STAD) Types of Cooperative Learning yield a higher learning achievement of students than the direct learning model.

Keywords: Think Pair Share of Cooperative Learning Model, and Student Teams Achievement Division, Students' Learning Achievement



ABSTRAK

Adam Luku. 2015. *Pengaruh penerapan integrasi model pembelajaran kooperatif tipe Think Pair Share (TPS) dan model pembelajaran Student Teams Achievement Divisions (STAD) terhadap hasil belajar siswa pada materi kalor dan perpindahannya di SMP N 1 Tilongkabila.* Program Studi S1 Pendidikan Fisika, Jurusan Fisika, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Gorontalo. Pembimbing I Prof. Dr. Enos Taruh, M.Pd dan Pembimbing II Muhammad Yusuf, S.Si, M.Si

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar siswa yang dibelajarkan dengan menggunakan integrasi model pembelajaran kooperatif tipe *Think Pair Share (TPS)* dan model pembelajaran *Student Teams Achievement Division (STAD)* dengan hasil belajar siswa yang dibelajarkan dengan menggunakan model pembelajaran langsung. Berdasarkan hasil pengujian hipotesis diperoleh nilai rata-rata hasil belajar siswa pada kelas eksperimen ($\bar{X}_1 = 60,25$) lebih tinggi dari pada kelas kontrol ($\bar{X}_2 = 57,34$). Dengan uji statistik pada taraf nyata $\alpha = 0,05$ dan $dk = (n_1 + n_2 - 2) = 48$ diperoleh nilai $t_{hitung} > t_{tabel}$ yakni $3,163 > 2,021$ maka H_0 ditolak dan menerima H_1 . Dengan demikian dapat disimpulkan bahwa terdapat perbedaan antara hasil belajar siswa pada kelas yang menggunakan integrasi model pembelajaran kooperatif tipe *Think Pair Share* dan *STAD* dengan kelas yang menggunakan model pembelajaran langsung. Dimana hasil belajar siswa dengan pengintegrasian model pembelajaran kooperatif tipe *Think Pair Share* dan *STAD* lebih tinggi dari hasil belajar siswa yang menggunakan model pembelajaran langsung.

Kata Kunci: Model Pembelajaran Kooperatif Tipe *Think Pair Share*, *Student Teams Achievement Division*, Hasil Belajar Siswa