

PENINGKATAN HASIL BELAJAR SISWA
TENTANG MATERI ENERGI BUNYI
MELALUI MODEL PEMBELAJARAN
TEAM ASSISTED INDIVIDUALIZATION

Abstrak

Hasil belajar idealnya mencakup kognitif, afektif, dan psikomotor. Hal tersebut telah ditegaskan oleh Pamungkas (2012, hlm. 5) yang menyatakan “hasil belajar dikatakan sempurna apabila memenuhi tiga aspek ranah yakni kognitif, afektif, psikomotorik”. Kenyatannya di lapangan, guru hanya melihat perkembangan hasil belajar kognitif siswa, sedangkan hasil belajar afektif dan psikomotor tidak diperhatikan perkembangannya. Di sisi lain, tak dapat dipungkiri terkadang hasil belajar siswa tidak sesuai dengan yang diharapkan. Atau bahkan kurang memenuhi kriteria ketuntasan minimal (KKM) yang telah ditetapkan. Rendahnya hasil belajar siswa bisa disebabkan oleh penggunaan metode atau model pembelajaran yang kurang sesuai dengan karakteristik anak, serta kurang memfasilitasi siswa untuk berhasil dalam belajar. Untuk itu, peneliti tertarik melakukan penelitian dengan mengambil judul “Peningkatan Hasil Belajar Melalui Model Pembelajaran *Team Assisted Individualization* pada Materi Energi Bunyi”. Penelitian ini menggunakan metode penelitian tindakan kelas, dimana PTK ini bertujuan untuk memperbaiki proses pembelajaran. Penelitian dilakukan secara bersiklus dan berulang-ulang, meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Dari hasil pelaksanaan siklus I, didapatkan data bahwa hasil belajar siswa (kognitif, afektif, dan psikomotor) telah mengalami peningkatan jika dibandingkan dengan hasil saat pra-tindakan. Pada pra-tindakan rata-rata nilai kognitif mencapai 62,7%, kemudian meningkat di siklus I menjadi 80,6%, dan di siklus II meningkat menjadi 82%. Rata-rata nilai afektif yang diperoleh saat pra-tindakan yaitu 76,2%, kemudian meningkat di siklus I menjadi 81%, dan di siklus II rata-rata afektif meningkat menjadi 88%. Begitu pula dengan aspek psikomotor, persentase rata-rata pada pra-tindakan mencapai 74,3%, meningkat di siklus I menjadi 76,4%, dan di siklus II mencapai 85,1%. Dari hasil pelaksanaan penelitian, dapat disimpulkan bahwa penggunaan model pembelajaran *Team Assisted Individualization* terbukti dapat meningkatkan hasil belajar siswa pada materi energi bunyi.

Kata Kunci : model *team assisted individualization*, hasil belajar siswa

IMPROVING OF STUDENT LEARNING'S OUTCOMES
AT SOUNDS OF ENERGY'S CHAPTER THROUGH
TEAM ASSISTED INDIVIDUALIZATION'S LEARNING MODEL

Abstract

Ideally learning outcomes include cognitive , affective , and psychomotor . This has been confirmed by Pamungkas (2012 , p. 5) which states " learning outcomes said to be perfect if it meets the three aspects of the realm of cognitive, affective , psychomotor ". But in the reality, the teacher just was saw the development of students' cognitive learning outcomes, whereas affective and psychomotor learning outcomes were not considered development. On the other hand, sometimes undeniably student learning outcomes are not as expected. Or even less meet the minimum completeness criteria (KKM) has been determined. The low student learning outcomes could be caused by the use of methods or models of learning are not in accordance with the characteristics of the student, as well as less facilitating students to succeed in learning. Because of it, researchers are interested in doing research to take the title " Improving Students Learning's Outcomes Through Team Assisted Individualization's Learning Model at Sounds of Energy's Chapter ". This research used class action research method, where this method was intended to improve the process of learning . The research was conducted in a cyclical and repetitive, covering the planning, action, observation , and reflection. From the results of the implementation of the first cycle , the data obtained that the student learning outcomes (cognitive, affective, and psychomotor) has increased compared with the results of the pre-action. In the pre-action mean cognitive scores reached 62,7 % , then increased in the first cycle to 80,6 % , and in the second cycle increased to 82% . The average value obtained affective when pre-action that is 76.2% , then increased in the first cycle to 8 % , and in the second cycle of affective average increased to 88% . Similarly, the psychomotor aspects, the average percentage of the pre-action reached 74,3% , an increase in the first cycle to 76,4% , and in the second cycle reaches 85,1% . From the results of the implementation of the research , it can be concluded that the use of Team Assisted Individualization learning model is proven to increase student learning outcomes in sound energy's chapter.

Keywords : *team assisted individualization's model*, learning student's outcomes