

**PENERAPAN MODEL KOOPERATIF *GROUP INVESTIGATION*
BERBANTUAN MULTIMEDIA INTERAKTIF DALAM
MENINGKATKAN KEMAMPUAN PEMAHAMAN KONSEP SISWA**

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ABSTRAK

Penelitian ini bertujuan untuk 1) Mengetahui pengembangan multimedia interaktif model tutorial sebagai alat bantu dalam penerapan model pembelajaran kooperatif *group investigation*, 2) Mengetahui apakah peningkatan kemampuan pemahaman konsep siswa yang menggunakan model pembelajaran kooperatif *group investigation* berbantuan multimedia interaktif lebih baik dibandingkan dengan siswa yang menggunakan pembelajaran konvensional dan 3) Mengetahui respon siswa terhadap penerapan model pembelajaran kooperatif *group investigation* berbantuan multimedia interaktif. Metode penelitian yang digunakan adalah *quasi experimental* dengan *non equivalent control group, pretest posttest design*. Sampel penelitian yang digunakan dalam penelitian ini adalah siswa kelas XI RPL 1 dan siswa XI RPL 2 di SMK Muhammadiyah 2 Bandung. Penelitian ini dilakukan di semester ganjil Tahun Ajaran 2013/2014. Instrumen penelitian yang digunakan berupa test dan non test. Instrumen test yang digunakan berupa soal pretest dan soal posttest, sedangkan untuk instrumen non test berupa angket dan lembar observasi. Dari penelitian ini diketahui bahwa peningkatan kemampuan pemahaman konsep siswa yang mendapatkan perlakuan berupa penerapan model pembelajaran kooperatif *group investigation* berbantuan multimedia interaktif lebih baik dibandingkan siswa yang mendapatkan perlakuan pembelajaran konvensional. Dari hasil pengujian data posttest menggunakan uji t dengan $\alpha = 0,01$ diketahui $t_{hitung} > +t_{tabel}$, dimana $3,122 > 2,663$, hal ini menunjukkan bahwa H_0 ditolak dan H_1 diterima. Selain itu untuk melihat seberapa besar peningkatan kemampuan pemahaman konsep siswa dilakukan uji gain ternormalisasi. Perhitungan uji gain ternormalisasi menunjukkan bahwa kelas eksperimen memperoleh nilai 0,6 sedangkan untuk kelas kontrol memperoleh nilai 0,5. Walaupun gain kelas eksperimen maupun kelas kontrol sama-sama termasuk dalam kriteria sedang, namun terlihat bahwa nilai gain kelas eksperimen lebih tinggi dibandingkan dengan nilai gain kelas kontrol. Hal ini menunjukkan bahwa peningkatan kemampuan pemahaman konsep siswa kelas eksperimen lebih baik dibandingkan peningkatan kemampuan pemahaman konsep kelas kontrol.

Kata Kunci: *group investigation*, multimedia interaktif, kemampuan pemahaman konsep.

APPLICATION OF THE INTERACTIVE MULTIMEDIA-AIDED GROUP INVESTIGATION COOPERATIVE MODEL IN IMPROVING STUDENT'S CONCEPTUAL COMPREHENSION CAPABILITY

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ABSTRACT

This research has purpose to : 1) know about tutorial interactive multimedia model as an aide in application of the group investigation cooperative learning model, 2) examine whether improvement of the student's conceptual comprehension capability that use an interactive multimedia-aided group investigation cooperative learning model is better compared with student with conventional learning model and 3) understand student response toward application of the interactive multimedia-aided group investigation cooperative learning model. The method of research used is the quasi-experimental method by non equivalent control group, pre- and post-test designs. Samples taken in this research comprise of the RPL 1's and RPL's XIth grade students in SMK Muhammadiyah 2 Bandung. This research was conducted in 2013/2014 Academic Year uneven semester. Meanwhile, its instruments are test and non-test. The test instrument applied consisted of pre- and post-test problems and its non-test instrument includes questionnaires and observational sheets. From this research, it is obtained that student's conceptual comprehension capability treated by interactive multimedia-aided group investigation cooperative learning model is better compared with student who obtain treatment in conventional learning one. From output of the post-test data testing by using t-test with $\alpha = 0.01$ it is obtained that $t_{count} > t_{table}$ where $3.122 > 2.663$, this instance showed that H_0 is rejected and H_1 accepted. In addition, seeing how extent is the improvement of student's conceptual comprehension capability, thus it is performed a normalized gain test. Such normalized gain test calculation demonstrated that experimental classroom get value as 0.6 meanwhile control classroom gets 0.5. Although gains obtained by experimental and control classroom are included into middle criteria, however it is seen gain obtained by experimental classroom is higher relative with control classroom's gain. It means that improvement in experimental classroom's student conceptual comprehension capability is better than control classroom's conceptual comprehension capability improvement.

Keywords : group investigation, interactive multimedia, conceptual comprehension capability.