

Yulia Seftiani. PGSD. (2017). “Efektivitas Model *Cooperative Learning* Tipe *Think Pair Share* Terhadap Kemampuan Berpikir Kreatif Matematik Siswa Sekolah Dasar”.

ABSTRAK

Alasan diadakan penelitian ini ialah adanya kendala-kendala yang terjadi saat proses pembelajaran sedang berlangsung didalam kelas. Kendala itu antara lain: pembelajaran masih terfokus pada guru, maksudnya siswa sangat ketergantungan pada guru. Kendala selanjutnya yaitu tak menggunakannya media pembelajaran., padahal media pembelajaran bisa membuat siswa lebih aktif dan memunculkan ide-ide pertanyaan pada benak siswa. Dan yang terakhir, kendalanya ialah aktivitas pembelajaran yang itu-itu saja, maksudnya pembelajaran disampaikan hanya dengan metode konvensional (ceramah), sehingga mebuat siswa cepat bosan. Disinilah peneliti mencoba menggunakan model *Cooperative Learning* tipe *Think Pair Share* pada materi konsep bangun ruang kubus dan balok, dengan belajar secara kelompok siswa diharapkan bisa lebih berani mengeluarkan isi pemikirannya, tidak ketergantungan pada guru, dan lebih aktif dalam pembelajaran. Metode penelitian ini adalah kuasi eksperimen. Populasi penelitian 51 siswa dan sampel pada masing-masing kelas penelitian 22 siswa. Instrumennya tes dan *non-test* (wawancara, angket skala sikap, lembar observasi, dan jurnal harian siswa). Hasil dari penelitian ini yaitu manghasilkan hasil *posttest* bahwa kelas eksperimen dengan model *Cooperative Learning* tipe *Think Pair Share* lebih unggul dibanding kelas metode konvensional, dilihat pada uji-t bahwa H_0 diterima, yang memiliki artian adanya perbedaan hasil *posttest* antara kelas eksperimen dan kontrol. Diperkuat dengan hasil N-Gain bahwa skor pada pretes dan *posttest* kelas eksperimen memiliki interpretasi N-Gain sedang. Sedangkan pada kelas kontrol hasil N-Gainnya interpretasi rendah. Hal tersebut menandakan peningkatan skor pretest dan *posttest* pada kelas eksperimen lebih baik dsri pada kelas kontrol. Dan juga sikap siswa baik dalam penggunaan model *cooperative learning* tipe *think pair share* yang dapat dilihat pada analisis instrument non tes pada kelas eksperimen. Dengan demikian model *Cooperative Learning* tipe *Think Pair Share* efektif digunakan terhadap kemampuan berpikir kreatif matematik siswa Sekolah Dasar. Sehingga dapat direkomendasikan kepada guru-guru Sekolah Dasar bahwa model *Cooperative Learning* tipe *Think Pair Share* baik digunakan pada mata pelajaran matematika untuk siswa kelas IV.

Kata Kunci: Think Pair Share, berpikir kreatif.

Yulia Seftiani. PGSD. (2017). “The Efectivity Of Cooperative Learning Type Think Pair Share Into Creative Math Skills Of Elementary Students”.

ABSTRACT

Problems found during teaching and learning are used as the background of this research. The first problem is the teacher-centered learning process. Most of the students were passive. This is unfortunate since they should have high curiosity in learning to be able to learn effectively. The next problem is related to the lack of learning media for the teacher to use in delivering the learning materials. Elementary students are in a concrete operational stage. It means they need real object to facilitate their learning and understanding. The use of media will help students to be active students and to activate their ideas. The last problem is the monotonous learning activity. The teacher tends to use lecturing as the teaching method. As a result, the students easily get bored. Based on those problems, the researcher chose one model of cooperative learning, think pair share, as the basic concept in teaching materials about cube and rectangular prism. By learning in groups, students will be confident in expressing their ideas and be active during teaching process. The research was a quasi-experiment research. The study involved 51 students from two classes. Each class had 22 students. The study used test and non-test (interview, observation sheet, attitude scale, and student's daily journal). The result of this research indicates that the experiment class is better than conventional class. It is based on t-test result where H_0 was accepted. It means that there is a significant posttest result between experiment class and conventional class. N-Gain score for pretest and posttest in experiment class was middle interpretation of N-Gain. meanwhile, N-Gain for control class was low. Therefore, it can be concluded that think pair share model is an effective model to help students activate their creative thinking in math class. The teacher may use cooperative learning think pair share to teach math in class IV.

Keywords: Think Pair Share, Creative Thinking.