

PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE NHT (Numbered Heads Together) DENGAN PENDEKATAN KONTEKSTUAL UNTUK MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR BIOLOGI SISWA SMA “EMPAT LIMA” PACET-MOJOKERTO

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ABSTRACT

Biology natural science learning in SMA "Empat Lima" High School of Pacet – Mojokerto showed where in learning the students lack of activeness in asking, answering and revealing their opinion. Students also lazy and not comfortable to take note the lesson, the students also depend on their clever friends while observing experiment, and some students didn't listen their friends opinion when their friend making presentation in front of the class. So what students presented would be unclear, and the question stated was indirect. The low ability of students in activity caused the students unable to develop thinking into wider directly. It caused our students hard to understand material they learned, they tended to memorize concepts without understanding the concept.

Cooperative learning model NHT type is one learning strategy where each students given number and formed into one group. NHT learning strategy focused on students' activity in processing, searching, and reporting information and several learning sources to be presented. Each group in this learning hoped to cooperate and has responsibility in themselves or their group. NHT Learning also developed cooperation among students.

The research was classroom action research, qualitative. Research design consisted of planning, action, observing, and reflecting. The research was done in two cycles by four time meeting. The next target was class X consisted on 15 students. Data collection technique found from observation and evaluation and analyzed in descriptive way. The research aimed to develop students' activity and students learning about biology concept by NHT learning.

The research showed that the average students' activity in asking from cycle I to cycle II increased, from 54.7% in cycle I to 80% into cycle II, there also students' activity in answering question from cycle I to cycle II had increased, that was from 25.4% from 52% in cycle I into 77.4% at cycle II, while in taking note from cycle I to cycle II increased for 18.7% and in watching or monitoring the experiment, increased to 25.3% also in reading, increased for 18.6%. While for students' understanding after average classical completeness action every cycle was increased, that was cycle I from 46.7% into 80% in cycle II.