

ABSTRAK

MUHAMMAD HIDAYAT: Keefektifan Model *Cooperative Learning* Tipe *Numbered Heads Together* (NHT) dan *Concept Mapping* terhadap Kemampuan Kerjasama dan Peningkatan Penguasaan Konsep Peserta Didik SMA pada Topik Pencemaran Lingkungan. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013.

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh: 1) model *Cooperative Learning* tipe *Numbered Heads Together* (NHT) terhadap kemampuan kerjasama dan penguasaan konsep peserta didik 2) *concept mapping* terhadap kemampuan kerjasama dan penguasaan konsep peserta didik 3) kombinasi antara model *Cooperative Learning* tipe NHT dan *Concept Mapping* terhadap kemampuan kerjasama peserta didik dan 4) kombinasi antara model *Cooperative Learning* tipe NHT dan *concept mapping* terhadap penguasaan konsep peserta didik SMA Negeri 1 Kota Tidore Kepulauan.

Penelitian ini merupakan jenis penelitian eksperimen semu yang menggunakan desain *Nonrandomized Control Group Pretest-Posttest* dengan tiga variasi perlakuan dan satu kontrol. Populasi dalam penelitian ini adalah seluruh peserta didik kelas X yang berjumlah 206 orang yang terbagi menjadi enam kelompok belajar. Empat kelompok belajar yang dijadikan sampel yaitu peserta didik kelas X₁ dengan perlakuan strategi *concept mapping*, X₂ dengan perlakuan kombinasi antara model *Cooperative Learning* tipe NHT dan *concept mapping*, X₃ dengan perlakuan tanpa *Cooperative Learning* tipe NHT dan *concept mapping* (konvensional), dan X₆ dengan perlakuan model *Cooperative Learning* tipe NHT. Pengumpulan data dilakukan dengan: a) melakukan penilaian performansi untuk mengukur kemampuan kerjasama dan b) metode tes yang dilakukan melalui *pretest* dan *posttest* untuk mengukur penguasaan konsep.

Hasil penelitian adalah sebagai berikut. 1) Model *Cooperative Learning* tipe NHT berpengaruh terhadap kemampuan kerjasama peserta didik dengan nilai rata-rata kemampuan kerjasama yaitu 32,3143 (sangat tinggi), tetapi tidak berpengaruh terhadap penguasaan konsep peserta didik dengan rata-rata *pretest* yaitu 61,1429 (tinggi) dan *posttest* 71,2857 (tinggi). 2) *Concept mapping* tidak berpengaruh terhadap kemampuan kerjasama peserta didik dan penguasaan konsep peserta didik dengan rata-rata *pretest* 62,9167 (tinggi) dan *posttest* 71,2500 (tinggi). 3) Kombinasi antara model *Cooperative Learning* tipe NHT dan *concept mapping* berpengaruh terhadap kemampuan kerjasama peserta didik, dengan nilai rata-rata kemampuan kerjasama peserta didik, yaitu 33,2812 (sangat tinggi). 4) Kombinasi antara model *Cooperative Learning* tipe NHT dan *concept mapping* berpengaruh terhadap penguasaan konsep peserta didik dengan nilai *pretest* 62,1875 (tinggi) setelah *posttest* menjadi 76,5625 (sangat tinggi).

Kata kunci: NHT, *concept mapping*, kerjasama, penguasaan konsep.

ABSTRACT

MUHAMMAD HIDAYAT: *The Effectiveness of Cooperative Learning Model of Numbered Heads Together (NHT) Type and Concept Mapping on the Cooperation and Capabilities and the Improvement of the Concept Mastery of High School Students on Topics of Environmental Pollution.* **Thesis. Yogyakarta: Graduate School, State University of Yogyakarta, 2013.**

The study aims to determine the effect of: 1) cooperative learning model of numbered heads together (NHT) type on the cooperation ability and mastery of concepts of the students, 2) concept mapping on the cooperation ability and the mastery of concepts of the students, 3) the combination of cooperative learning of NHT type and concept mapping on the cooperation ability of the students, and 4) the combination of cooperative learning of NHT type and concept mapping on the mastery concept of the students of SMA N I Tidore.

This research is a quasi experimental study designed using the nonrandomized control group pretest-posttest with three variations of the treatment and the control. The population in this study was all students of class X totalling 206 students divided into six study groups. Four groups were established as the sample, i.e. X_1 learning concept mapping, X_2 learning using cooperative learning model of NHT type and the concept mapping, X_3 learning using the conventional method, and X_6 learning using the cooperative learning of NHT type. The data were collected by a) assessing performance to measure the cooperation ability and b) test method conducted through pretest and posttest to measure the mastery of the concept.

The results are as follows. 1) Cooperative learning model of NHT type affects the students' ability to work, with the average score of 32.3143 (very high), but it has no effect on the students' concept mastery, with the average pretest score of 61.1429 (high) and posttest score of 71.2857 (high). 2) Concept mapping does not affect the students' collaboration ability and their concept mastery, with the average pretest score of 62.9167 (high) and posttest score of 71.2500 (high). 3) The combination of the cooperative learning model of NHT type and concept mapping affects the cooperation ability, with the average score of 33.2812 (very high). 4) The combination of the cooperative learning models of NHT type and concept mapping affects the concept mastery, with the score of 62.1875 (high) and the posttest score of 76.5625 (very high).

Keywords: *NHT. concept mapping. cooperation. mastery of concepts.*