

## ABSTRACT

### **Improving Students' Learning Activity and Students' Learning Achievement through Cooperative Learning Model STAD Type at Year X Classroom TKJ of SMK Muhammadiyah 1 Pekanbaru**

*Oleh: Budimansyah, (Pend. Matematika PPs. UNP 2012)*

Based on the observation which was done by the researcher in SMK Muhammadiyah 1 Pekanbaru, it was found that learning achievement of the students did not satisfied yet. The students always found difficulties in understanding mathematic learning material, especially in linear equation systems topic. The researcher assumed that the problem occurred because the teachers applied learning models which were not suitable with the learning material. This research was aimed to improve students' learning activity and learning achievement through cooperative learning model STAD type in teaching linear equation systems topic. The formulation of the research problem was about how far does cooperative learning model can improve learning activity and learning achievement of the first year students in SMK Muhammadiyah 1 Pekanbaru.

This research was classroom action research which was done in two cycles in which each cycle consisted of four components, those were planning, action, observation and reflection. The researcher chose the first year students group TKJ (class XTKJ) as the subject of this research. The number of the subject was 39 students. In collecting the data, the researcher used observation sheet and learning achievement test. The data was analyzed using description method.

The result of data analysis showed that the use of cooperative learning model STAD type in teaching linear equation systems topic could improve students' learning activity and learning achievement in SMK Muhammadiyah 1 Pekanbaru. Increased activity from cycle I to cycle II is of students' activities in looking at the teacher's teaches; interacting with friends in the group discussion and noting group discussion result were very well categorized. Helping friends difficulty was well categorized. The activity of asking questions to teacher or friends and answering the teacher's or friend's question were enough categorized. Percentage of the students who has got their learning mastery was 87,18% in end of cycle II.

## ABSTRAK

### **Peningkatan Aktivitas dan Hasil Belajar Matematika Melalui Penerapan Model Pembelajaran Kooperatif Tipe STAD pada Siswa Kelas XTKJ SMK Muhammadiyah 1 Pekanbaru**

*Oleh: Budimansyah, (Pend. Matematika PPs. UNP 2012)*

Hasil belajar matematika di SMK Muhammadiyah 1 Pekanbaru belum memuaskan. Dari pengalaman peneliti selama ini, siswa selalu mengalami kesulitan dalam memahami pokok bahasan sistem persamaan linier. Hal ini disebabkan oleh kurangtepatnya model pembelajaran yang digunakan.

Penelitian ini bertujuan untuk meningkatkan aktivitas dan hasil belajar matematika siswa melalui Model Pembelajaran Kooperatif Tipe STAD dalam pokok bahasan sistem persamaan linier. Rumusan masalah penelitian ini adalah sejauhmana model pembelajaran kooperatif tipe STAD dapat meningkatkan aktivitas dan hasil belajar Matematika siswa kelas XTKJ SMK Muhammadiyah 1 Pekanbaru. Penelitian ini adalah Penelitian Tindakan Kelas (*classroom action research*) yang dilaksanakan dua siklus. Setiap siklus terdiri dari empat tahapan yaitu perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian adalah siswa kelas XTKJ SMK Muhammadiyah 1 Pekanbaru dengan jumlah siswa 39 orang. Data dalam penelitian ini dikumpulkan melalui lembar observasi dan tes hasil belajar. Teknik analisis data yang digunakan adalah analisis deskriptif.

Hasil penelitian menunjukkan bahwa pembelajaran dengan Model Pembelajaran Kooperatif Tipe STAD pada materi sistem persamaan linier dapat meningkatkan aktivitas dan hasil belajar matematika siswa kelas XTKJ SMK Muhammadiyah 1 Pekanbaru. Peningkatan aktivitas dari siklus I ke siklus II yaitu pada indikator aktivitas memperhatikan uraian materi oleh guru, berinteraksi dengan teman dalam diskusi kelompok dan mencatat hasil diskusi kelompok mencapai kategori baik sekali. Aktivitas memberi bantuan kepada teman yang mengalami kesulitan mencapai kategori baik. Aktivitas mengajukan pertanyaan kepada guru/ teman dan memberi jawaban atas pertanyaan guru dan teman juga sudah mencapai kategori yang diharapkan yakni cukup. Persentase hasil belajar siswa yang mencapai KKM 87,18% di akhir siklus II.