

KEEFEKTIVAN PENGGUNAAN MODEL PEMBELAJARAN *ACTIVE LEARNING TIPE INDEX CARD MATCH* DITINJAU DARI AKTIVITAS DAN HASIL BELAJAR KOGNITIF IPA SISWA KELAS VII SMPN 5 KLATEN TAHUN PELAJARAN 2014/2015

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) efektivitas penggunaan model pembelajaran *Active Learning Tipe Index Card Match* terhadap aktivitas siswa kelas VII di SMP N 5 Klaten, (2) efektivitas penggunaan model pembelajaran *Active Learning Tipe Index Card* terhadap hasil belajar kognitif siswa kelas VII di SMP N 5 Klaten.

Penelitian ini merupakan penelitian quasi eksperimen dengan desain *Pretest-Posttest Control Group Design*. Populasi yang digunakan dalam penelitian ini yaitu peserta didik kelas VII A, VII B, VII C, VII D, VII E, VII F, VII G dan VII H SMP Negeri 5 Klaten dengan jumlah 256 peserta didik. Pengambilan sampel menggunakan teknik *cluster random sampling*. Sampel dalam penelitian ini adalah kelas VII A dan VII B dengan jumlah 72 peserta didik. Pengumpulan data dilakukan menggunakan lembar observasi dan tes. Lembar observasi digunakan untuk mengukur aktivitas siswa, sedangkan teknik tes digunakan untuk mengukur hasil belajar kognitif IPA melalui soal *pretest dan posttest*. Teknik analisis data pada penelitian ini menggunakan uji normalitas dan uji homogenitas untuk uji prasyarat hipotesis, kemudian hipotesis penelitian dianalisis menggunakan *Independent Sample T-test* dengan aplikasi SPSS versi 16.0, perhitungan *gain score* dan *effect size*.

Hasil penelitian menunjukkan adanya perbedaan aktivitas dan hasil belajar kognitif antara model pembelajaran *Active Learning Tipe Index Card* dengan model pembelajaran konvensional (ceramah) yang ditunjukkan dengan *significancy two-tailed* pada tabel $t < 0,05$. Ditinjau dari aktivitas, model pembelajaran *Active Learning Tipe Index Card* lebih efektif daripada model pembelajaran konvensional (ceramah). Rata-rata *gain score* pada kelas eksperimen lebih besar daripada kelas kontrol ($0,576417 > 0,129111$) sedangkan ditinjau dari hasil belajar, model pembelajaran *Active Learning Tipe Index Card* lebih efektif daripada model pembelajaran konvensional (ceramah). Rata-rata *gain score* pada kelas eksperimen lebih besar daripada kelas kontrol ($0,69594 > 0,34528$). Untuk ukuran efek yang diberikan model *Active Learning Tipe Index Card* pada kedua kelas dalam peningkatan aktivitas dan hasil belajar kognitif termasuk dalam kategori besar. Dari penjelasan di atas dapat disimpulkan bahwa penggunaan model pembelajaran *Active Learning Tipe Index Card* efektif ditinjau dari aktivitas dan hasil belajar kognitif IPA.

Kata kunci: *Active Learning Tipe Index Card*, aktivitas siswa dan hasil belajar kognitif.

**THE EFFECTIVENESS OF USING ACTIVE LEARNING TYPE INDEX CARD
MATCH CONSIDERED FROM THE RESULT AND OBSERVATIONS OF
SCIENCE STUDENTS OF SMPN 5 KLATEN COGNITIVE LEARNING IN THE
ACADEMIC YEAR OF 2014/ 2015**

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ABSTRACT

This research is aimed to know: (1) the effectiveness of using the Active Learning Type Index Card Match model to the activities of SMPN 5 Klaten grade VII students, (2) the effectiveness of using the Active Learning Type Index Card Match to the result of science cognitive learning students of SMPN 5 Klaten.

This research is a quasi experiment research with the pre-test and post-test control group design. The populations of the research were the students of SMP N 5 Klaten grade VII A – VII H with total number of students is 256. Using the cluster random sampling technique, the researcher took class VII A and VII B as the research sample in number for 72 students. The data was gathered from observation sheet and test. Observation sheet was used for measuring the students' activities while the test technique was used for measuring the result of IPA cognitive learning in pre-test and post – test sheet. For research data analysis technique, the researcher used normality test and homogeneity test as the hypothesis prerequisite. Then, the research hypothesis is analyzed with Independent Sample T-test using the SPSS application 16.0 version, the gain score and effect size accounting.

The research result was showing the activities and cognitive learning differentiations between Active Learning Type Index Card teaching model and conventional learning model which is showed by the two-tailed significance in $t_{t\text{ale}} < 0.05$. Being considered from the activities, the Active Learning Type Index Card teaching and learning model was more effective than the conventional teaching and learning model. The mean gain score of experiment class was higher than the control class ($0.576417 > 0.129111$). While considered from the learning result, Active Learning Type Index Card model was more effective than the conventional model. The mean gain score in the experiment class was higher than the control class ($0.69594 > 0.34528$). For the effect size gave by Active Learning Type Index Card, in increasing the cognitive learning result and activities both classes were included in the big category. It can be summarized that the use of Active Learning Type Index Card model was effective considered from the result of observation and science cognitive learning.

Keywords: Active Learning Type Index Card, students activity and cognitive learning result