

PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *THINK PAIR SHARE* DENGAN METODE PRAKTIKUM DALAM PEMBELAJARAN IPA FISIKA KELAS VIII B SMPN 7 JEMBER TAHUN PELAJARAN 2012/2013

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Abstract

The objectives of this study were (1) to describe an increase in activity of a class VIII student B SMPN 7 Jember during the learning of physics through the implementation of cooperative learning model type Think Pair Share with practical methods, (2) describe an increase in mastery learning outcomes physics class students VIII B SMPN 7 Jember after participating in learning physics through the implementation of cooperative learning model type Think Pair Share with a practical method. This type of research used in this study is action research conducted with the aim of improving the quality of instructional practices in the classroom. The subject of research is the students VIII B SMPN 7 Jember Academic Year 2012/2013. Data collection methods used in this study were observation, interviews, documentation and testing. Analysis of data from this study indicate that (1) the application of cooperative learning model type Think Pair Share with practical methods to improve learning activity class VIII B SMPN 7 Jember school year 2012/2013 during follow learning physics, (2) implementation of cooperative learning model types think Pair Share with practical methods to improve learning outcomes completeness physics class VIII B SMPN 7 Jember school year 2012/2013 after attending a physics lesson

Kata kunci: *Think Pair Share*, metode praktikum, aktivitas belajar, ketuntasan hasil belajar

PENDAHULUAN

Ilmu fisika merupakan salah satu bagian dari ilmu pengetahuan alam (IPA) yang menguraikan dan menjelaskan hukum alam serta kejadiannya menurut gambaran pikiran manusia (Imroni, 2010:1). Ilmu fisika merupakan ilmu yang bersifat empiris, artinya setiap hal yang dipelajari dalam fisika didasarkan pada hasil pengamatan

tentang gejala alam (Sears dan Zemansky, 1993:1).

Pembelajaran fisika merupakan suatu proses belajar mengajar yang bertujuan untuk memberikan bekal pengetahuan dalam keterampilan proses, meningkatkan kreatifitas dan sikap ilmiah pada siswa. Dengan demikian siswa dapat memperoleh pengetahuan, ketrampilan dan sikap ilmiah mengenai gejala atau fenomena alam, sehingga siswa dapat