

ABSTRAK

Wafa Agniatullaila 2024. **Penerapan Model Pembelajaran Kooperatif Menggunakan Metode Demonstrasi Berbantu Alat Peraga Untuk Meningkatkan Hasil Belajar Kognitif Peserta Didik (Studi Eksperimen Pada Mata Pelajaran Geografi Materi Hidrologi Kelas X di SMA Negeri 10 Kota Tasikmalaya).** Jurusan Pendidikan Geografi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi.

Latar Belakang penelitian ini adalah kurangnya hasil belajar kognitif peserta didik kelas X di SMA Negeri 10 Tasikmalaya yang diketahui masih belum terlaksananya implementasi Kurikulum Merdeka dikarenakan dalam proses pembelajaran masih kurang interaktif yang dibuktikan dengan proses pembelajaran yang tidak menggunakan metode demonstrasi dan jarang menggunakan alat peraga. Permasalahan yang dibahas dalam penelitian ini adalah bagaimana penerapan model pembelajaran kooperatif menggunakan metode demonstrasi berbantu alat peraga serta bagaimana pengaruh penerapan model pembelajaran kooperatif menggunakan metode demonstrasi berbantu alat peraga terhadap peningkatan hasil belajar kognitif peserta didik pada mata pelajaran geografi materi hidrologi kelas X di SMAN 10 Kota Tasikmalaya?. Penelitian ini menggunakan metode kuantitatif dengan pendekatan quasi eksperimen yang didukung dengan penggunaan teknik pengumpulan data berupa observasi, wawancara, dokumentasi, studi literatur, dan tes. Sampel yang digunakan dalam penelitian ini sebanyak 68 peserta didik dengan teknik pengambilan berupa *purposive sampling*. Teknik pengolahan data dalam penelitian ini berupa deskriptif kuantitatif dengan analisis statistik berupa t-test. Berdasarkan hasil penelitian di lapangan diketahui bahwa (1) langkah-langkah pelaksanaan pembelajaran kooperatif menggunakan metode demonstrasi berbantu alat peraga yaitu terbagi 3 (tiga) tahapan yaitu pendahuluan, kegiatan inti, dan penutup. Dalam kegiatan inti terdapat 6 (enam) fase yang dimulai dari menyampaikan tujuan serta mempersiapkan peserta didik, menyajikan informasi, mengatur peserta didik dalam beberapa kelompok kecil, bekerja sama dalam kelompok, evaluasi, dan memberikan *reward*. 3 (tiga) tahapan yaitu pendahuluan, kegiatan inti, dan penutup serta (2) berdasarkan perhitungan yaitu $t_{hitung} 5,166 > t_{tabel} 0,2869$ dan nilai signifikansi $0,000 < 0,05$ sesuai dengan pengambilan keputusan uji independent sampel t-test maka H_0 ditolak dan H_a diterima, maka dapat disimpulkan bahwa penerapan model pembelajaran kooperatif menggunakan metode demonstrasi berbantu alat peraga berpengaruh terhadap peningkatan hasil belajar kognitif pada mata pelajaran geografi materi hidrosfer di kelas X SMAN 10 Tasikmalaya.

Kata Kunci: Model Pembelajaran, Kooperatif, Demonstrasi, Alat Peraga.

ABSTRACT

Wafa Agniatullaila 2024. *Application of Cooperative Learning Models Using Demonstration Methods Aided by Props to Improve Students Cognitive Learning Outcomes (Experimental Study on Geography Subjects in Hydrology Class X at SMA Negeri 10 Tasikmalaya City)*. Department of Geography Education. Faculty of Teacher Training and Education. Siliwangi University.

The background of this study is the lack of cognitive learning outcomes of class X students at SMA Negeri 10 Tasikmalaya, which is known to have not yet implemented the implementation of the Merdeka Curriculum because the learning process is still less interactive as evidenced by the learning process that does not use the demonstration method and rarely uses teaching aids. The problems discussed in this study are how is the application of cooperative learning models using the demonstration method assisted by props and how does the application of cooperative learning models using the demonstration method assisted by props affect the improvement of students' cognitive learning outcomes in geography subjects in class X hydrology material at SMAN 10 Tasikmalaya City? This research uses quantitative methods with a quasi-experimental approach supported by the use of data collection techniques in the form of observation, interviews, documentation, literature studies, and tests. The sample used in this study was 68 students with purposive sampling technique. Data processing techniques in this study are descriptive quantitative with statistical analysis in the form of t-test. Based on the results of research in the field, it is known that (1) the steps of implementing cooperative learning using the demonstration method assisted by props are divided into 3 (three) stages, namely introduction, core activities, and closing. In the core activities there are 6 (six) phases starting from conveying objectives and preparing students, presenting information, organizing students into several small groups, working together in groups, evaluating, and giving rewards. (2) based on the calculation, namely $t \text{ count } 5.166 > t \text{ table } 0.2869$ and a significance value of $0.000 < 0.05$ in accordance with the independent sample t-test decision making, H_0 is rejected and H_a is accepted, it can be concluded that the application of cooperative learning models using demonstration methods assisted by props has an effect on improving cognitive learning outcomes in geography subjects on hydrosphere material in class X SMAN 10 Tasikmalaya.

Keywords: Learning Model, Cooperative, Demonstration, Props.