

## ABSTRAK

**Eka Sopiattunnisa. 1162090030. 2022.** *Penerapan model pembelajaran group to grotup exchange untuk meningkatkan hasil belajar kognitif siswa pada pembelajaran Tematik (Penelitian Tindakan Kelas di Kelas V-D MI Salafiyah Kabupaten Bandung)* penelitian ini dilatarbelakangi dengan ditemukannya permasalahan pada hasil belajar kognitif siswa di kelas V-D MI Salafiyah Kabupaten Bandung, pada pembelajaran tematik belum mencapai nilai KKM. Hal ini terjadi karena pembelajaran masih berpusat pada guru (*teacher center*), terdapat beberapa siswa yang hanya diam dan mendengarkan penjelasan guru tanpa ada aktivitas kegiatan belajar yang dilakukan siswa. Sehingga siswa merasa bosan dan hasil belajar kognitif yang dihasilkan rendah. tujuan penelitian ini untuk mengetahui: 1) hasil belajar siswa sebelum diterapkan model *group to grotup exchange*, 2) proses penerapan model *group to grotup exchange* pada setiap siklus, 3) hasil belajar kognitif siswa pada pembelajarn tematik setelah penerapan model *group to grotup exchange*. Penelitian ini didasarkan pada pemikiran bahwa hasil belajar kognitif siswa ditentukan oleh banyak faktor salah satunya dengan penerapan model pembelajaran yang baik dan tepat, seperti model *group to grotup exchange*. Berdasarkan asumsi tersebut maka hipotesis yang diajukan adalah Penerapan model pembelajaran *Group to Group Exchange* (GGE) diduga dapat meningkatkan hasil belajar kognitif peserta didik pada pembelajaran tematik di kelas V MI Salafiyah. Metode penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) dengan melalui II siklus dan pada setiap siklusnya terdiri dari perencanaan, pelaksanaan, pengamatan dan refleksi. Teknik pengumpulan data dilakukan dengan tes dan observasi. Dilengkapi dengan instrumen seperti RPP, lembar evaluasi, lembar observasi guru dan siswa. Analisis deskripti untuk data kualitatif dan analisis statistik untuk data kuantitatif. Berdasarkan analisis data diperoleh simpulan bahwa 1) hasil belajar kognitif siswa sebelum diterapkan model *group to grotup exchange* memperoleh nilai rata-rata 59 dan ketuntasan belajar klasikal sebanyak 12%. 2) penerapan model *group to grotup exchange* berjalan dengan lancar sesuai dengan tahapannya. Adapun keterlaksanaan aktivitas siswa pada siklus I tindakan I sebesar 59%, pada siklus I tindakan II sebesar 68%, pada siklus II tindakan I sebesar 79%, dan siklus II tindakan II meningkat sebesar 89%. Sedangkan keterlaksanaan aktivitas guru pada siklus I tindakan I sebesar 58%, pada siklus I tindakan II sebesar 71%, pada siklus II tindakan I sebesar 78% dan siklus II tindakan II meningkat sebesar 88%. 3) hasil belajar kognitif siswa setelah diterapkan model *group to grotup exchange* mengalami peningkatan. Pada siklus I tindakan I rata-rata nilai siswa 66,32 dengan presentase ketuntasan belajar 28%, pada siklus I tindakan II rata-rata nilai siswa 69,8 dengan presentase ketuntasan belajar 48%, pada siklus II tindakan I rata-rata nilai siswa 80,12 dengan presentase ketuntasan belajar 72%, pada siklus II tindakan II 82,16 dengan presentase ketuntasan belajar 80%. Dengan demikian penelitian PTK ini telah selesai dilaksanakan dengan tujuan yang diharapkan.

## ABSTRACT

**Eka Sopiattunnisa. 1162090030. 2022.** The application of the group to group exchange learning model to improve students' cognitive learning outcomes in thematic learning (Classroom Action Research in Class V-D MI Salafiyah Bandung Regency) this research is motivated by the discovery of problems in students' cognitive learning outcomes in class V-D MI Salafiyah Bandung Regency, in thematic learning have not reached the KKM value. This happens because learning is still centered on the teacher (teacher center), there are some students who are just silent and listen to the teacher's explanation without any learning activities carried out by students. So that students feel bored and the resulting low cognitive learning outcomes. The purpose of this study was to determine: 1) student learning outcomes before applying the group to group exchange model, 2) the process of applying the group to group exchange model in each cycle, 3) students' cognitive learning outcomes in thematic learning after the application of the group to group exchange model. This research is based on the idea that students' cognitive learning outcomes are determined by many factors, one of which is the application of good and appropriate learning models, such as the group to group exchange model. Based on these assumptions, the hypothesis proposed is that the application of the Group to Group Exchange (GGE) learning model is thought to be able to improve students' cognitive learning outcomes in thematic learning in class V MI Salafiyah. This research method uses Classroom Action Research (CAR) by going through two cycles and in each cycle consisting of planning, implementation, observation and reflection. Data collection techniques were carried out by tests and observations. Equipped with instruments such as lesson plans, evaluation sheets, teacher and student observation sheets. Descriptive analysis for qualitative data and statistical analysis for quantitative data. Based on the data analysis, it was concluded that 1) the students' cognitive learning outcomes prior to the application of the group to group exchange model obtained an average value of 59 and classical learning completeness as much as 12%. 2) the implementation of the group to group exchange model runs smoothly according to the stages. The implementation of student activities in the first cycle of action I was 59%, in the first cycle of action II was 68%, in the second cycle of action I was 79%, and the second cycle of action II increased by 89%. While the implementation of teacher activities in the first cycle of action I was 58%, in the first cycle of action II it was 71%, in the second cycle of action I it was 78% and the second cycle of action II increased by 88%. 3) students' cognitive learning outcomes after applying the group to group exchange model have increased. In the first cycle of action I the average value of students was 66.32 with a percentage of learning completeness 28%, in the first cycle of action II the average value of students was 69.8 with a percentage of learning completeness of 48%, in the second cycle of action I the average value of students 80.12 with a percentage of learning completeness 72%, in the second cycle of action II 82.16 with a percentage of learning completeness 80%. Thus, this CAR research has been completed with the expected objectives.