**ABSTRAK**

SERTIN ALLOLAYUK. *Perbandingan Keefektifan Model Pembelajaran Kooperatif Tipe STAD dengan Pendekatan Probing-Prompting dan Pendekatan Reciprocal Teaching pada Pembelajaran Matematika Siswa Kelas X SMA Negeri 1 Poso Kota Selatan*. (Dibimbing oleh Awi Dassa dan Asdar).

Jenis penelitian ini adalah penelitian eksperimen dengan *randomized two group design, post test only*,yang bertujuan untuk : (1) mengetahui bagaimana aktivitas belajar siswa selama mengikuti model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting,* (2) mengetahui bagaimana aktivitas belajar siswa selama mengikuti model pembelajaran kooperatif tipe *STAD* dengan pendekatan *reciprocal teaching,* (3) mengetahui bagaimana respon siswa yang diajar dengan menerapkan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting,* (4)mengetahui bagaimana respon siswa yang diajar dengan menerapkan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *reciprocal teaching,* (5) mengetahui hasil belajar matematika siswa setelah diajar dengan menerapkan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting,* (6) mengetahui hasil belajar matematika siswa setelah diajar dengan menerapkan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *reciprocal teaching,* (7) mengetahui bagaimana keefektifan penerapan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting,* (8) mengetahui bagaimana keefektifan penerapan model pembelajaran kooperaatif tipe *STAD* dengan pendekatan *reciprocal teaching,* (9) mengetahui bagaimana perbandingan keefektifan penerapan model pembelajaran kooperatif *STAD* dengan pendekatan *probing-prompting* dan pendekatan *reciprocal teaching*, (10) mengetahui apakah ada perbedaan hasil belajar antara siswa setelah diajar dengan menerapkan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting* dan pendekatan *reciprocal teaching*.

Hasil penelitian ini menunjukkan bahwa : (1) siswa aktif mengikuti pembelajaran yang menerapkan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting*, (2) siswa aktif mengikuti pembelajaran yang menerapkan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *reciprocal teaching*, (3) siswa memberikan respon positif terhadap penerapan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting*, (4) siswa memberikan respon sangat positif terhadap penerapan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *reciprocal teaching*, (5) dalam penerapan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting* 78,12% siswa mencapai kriteria ketuntasan minimal dengan nilai rata-rata 73,13 dari nilai ideal 100, (6) dalam penerapan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *reciprocal teaching* 84,37% siswa mencapai kriteria ketuntasan minimal dengan nilai rata-rata 75,63 dari nilai ideal 100 (7) model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting* cukup efektif untuk diterapkan dalam pembelajaran, (8) model pembelajaran kooperaatif tipe *STAD* dengan pendekatan *reciprocal teaching* efektif untuk diterapkan dalam pembelajaran, (9) penerapan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *reciprocal teaching* lebih efektif dibandingkan dengan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting,* (10) tidak ada perbedaan hasil belajar antara siswa setelah diajar dengan menerapkan model pembelajaran kooperatif tipe *STAD* dengan pendekatan *probing-prompting* dan pendekatan *reciprocal teaching*.

ABSTRACT

**SERTIN ALLOLAYUK.** *Comparison of the Effectiveness of Cooperative Learning Model of STAD Type between Probing-Prompting Approach and Reciprocal Teaching Approach on Mathematics Learning to Grade X Students at SMA Negeri 1 Poso Kota Selatan* (supervised by Awi Dassa and Asdar).

The study was an experiment research which employed randomized two group design, post test only. The study aimed at examining (1) the students’ learning activities at they were taught using cooperative learning model of *STAD* type through *probing-prompting* approach, (2) the students’ learning activities at they were taught using cooperative learning model of *STAD* type through *reciprocal teaching* approach, (3) the students’ response as they were taught using cooperative learning model of *STAD* type through *probing-prompting* approach, (4) the students’ response as they were taught using cooperative learning model of *STAD* type through *reciprocal teaching* approach, (5) the students’ learning outcomes in learning Mathematics after being taught using cooperative learning model of *STAD* type through *probing-prompting* approach, (6) the students’ learning outcomes in learning Mathematics after being taught using cooperative learning model of *STAD* type through *reciprocal teaching* approach, (7) the effectiveness of the implemantation of cooperative learning model of *STAD* type throught *probing-prompting* approach, (8) the effectiveness of the implemantation of cooperative learning model of *STAD* type throught *reciprocal teaching* approach, (9) the comparison of the effectiveness of cooperative learning model of *STAD* type between *probing-prompting* approach and *reciprocal teaching* approach, and (10) whether there were differences between students who were taught by implementing cooperative learning model of *STAD* type through *probing-prompting* approach and *reciprocal teaching* approach.

The result of the study revealed that (1) the students were active in the learning process when cooperative learning model of *STAD* type through *probing-prompting* approach was implemented, (2) the students were active in the learning process when cooperative learning model of *STAD* type through *reciprocal teaching* approach was implemented, (3) the students gave positive response on the implementation of cooperative learning model of *STAD* type through *probing-prompting* approach, (4) the students gave extremely positive response on the implementation of cooperative learning model of *STAD* type through *reciprocal teaching* approach, (5) on the implementation of cooperative learning model of *STAD* type through *probing-prompting* approach, 78.12% students achieved minimum completeness criteria by the mean score 73.13 out off 100 ideal score, (6) on the implementation of cooperative learning model of *STAD* type through *reciprocal teaching* approach, 84.37% students achieved minimum completeness criteria by the mean score 75.63 out off 100 ideal score, (7) the cooperative learning model of *STAD* type through *probing-prompting* approach was fairly effective to be implemented in learning, (8) the cooperative learning model of *STAD* type through *reciprocal teaching* approach was effective to be implemented in learning, (9) the implementation of cooperative learning model of *STAD* type through *reciprocal teaching* approach was effective than the cooperative learning model of *STAD* type through *probing-prompting* approach, (10) there was no difference of learning outcomes between students who were taught using cooperative learning model of *STAD* type through *probing-prompting* approach and *reciprocal teaching* approach.