

ABSTRACT

Ariyana, Devi Risna. 2010. *The effectiveness of Cooperative Learning Model of Assisted Team Assisted Individualization Type of Chemo-Edutainment media aided on Subject Redok Reaction Class X*, Final Project, Chemistry Departement, Mathematic and Sains Faculty, Semarang State University. Leader Lecture I: Dra. Titi Wahyukaeni S, M.Pd., Leader Lecture II: Dr. Supartono, M.S.

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Chemistry subjects are subjects that are considered difficult by most students. Student difficulties in learning in a material depends on how teachers teach. Teachers can change students' fear of chemistry lessons with delivering course material via an interesting way so that would make the students feel happy, which was then able to raise the motivation and activeness of students in participating in learning. Therefore, the researchers apply the cooperative learning model of *Team Assisted Individualization* type of *Chemo-Edutainment* media aided in the learning of chemistry. The purpose of this study is to know the effectiveness of cooperative learning model type of *Team Assisted Individualization* type of *Chemo-Edutainment* media aided in the learning of chemistry and increase student motivation. The population in this study is the second semester of tenth grade students of SMA Negeri 1 Gubug 2009/2010 school year. Determination of the sample by *cluster random sampling* technique was obtained for two classes namely class XB sampled as the experimental group received treatment using the cooperative learning model of *Team Assisted Individualization* type of *Chemo-Edutainment* media aided and XC as the control group who received conventional treatment using the learning model. The research data was obtained with the method of documentation, tests, questionnaires, and observation. The result showed that the test results obtained by the average estimate of the average learning outcomes the experimental group between 77.42 - 82.70 and control group between 67.89 -72.76 and from test results of the estimated proportion of students who achieved mastery learning in groups experiments ranged between 82.02% -99.40%, while in controls ranged from 69.76% -93.03%. Based on test results obtained by the percentage of mastery learning for mastery learning classical experimental group amounted to 90.70% and 79.07% for the control group. From the observation of the domains of affective and psychomotor domains obtained an average rating of students in the experimental group ≥ 65 . Average grade students' motivation for the experiment after treatment 76.22%, while the control class at 63.60%. Increased motivation to learn a higher class of experiment that is equal to 8.68% compared to the control class at 3.97%. It concluded that the cooperative learning model of *Team Assisted Individualization* type of *Chemo-Edutainment* media aided effectively in teaching chemistry and can increase student motivation.