

ABSTRACT

Irsan Brutu. The implementation of GI (Group Investigation) Cooperative Learning Model to Improve Motivation and Achievement of Physics Learning in Class VIII MTs Negeri Langsa Academic Year 2014/2015. Thesis of Medan. Physics Education Study Program Postgraduate School State University of Medan, 2015.

The purpose of this research was to know: (1) Is there any improvement of students' learning achievement after the implementation of group investigation cooperative learning model to students Class VIII MTs Negeri Langsa Academic Year 2014/2015. (2) Is there any improvement of students' learning motivation after the implementation of group investigation cooperative learning model to students Class VIII MTs Negeri Langsa Academic Year 2014/2015. (3) is there any improvement of students' response after the implementation of group investigation cooperative learning model to students Class VIII MTs Negeri Langsa Academic Year 2014/2015. The implemented research method was Class Action Research (CAR) with two learning cycles where each cycle consist of some stages namely planning, implementing, observing, and reflecting. The result of data analysis showed that by implementation of group investigation cooperative learning model, there was the improvement of learning motivation, achievement, and response of students Class VIII MTs Negeri Langsa. In cycle I was obtained the improvement of score average of achievement test of learning outcomes was 33.18, the mastery percentage was 66.66% and the improvement of value the achievement test of learning outcomes was in *high* category (the average of N-normalized gain was 100%). In cycle II. There was the significant improvement where 87.87% obtained the grade above the standard grade (the average of N-normalized gain was 31%). The motivation improvement before treatment was 56.12 (sufficient criteria) improve in cycle I, 70.18 (good criteria) and improve in cycle II to 80.24 (very good criteria). The improvement of response in cycle I at meeting I was 46.87 (sufficient criteria) at meeting II was 59,37 (good criteria) and at meeting III was 68.75 (good criteria), in cycle II at meeting IV was 75.00 (good criteria) at meeting V was 87.50 (very good criteria) and at meeting was VI, 93,75 (very good criteria).

Keywords : Group Investigation, Learning motivation, Learning achievement, Teaching and learning activities.



ABSTRAK

Irsan Brutu. Penerapan Model Kooperatif Tipe *GI* (Group Investigation) Untuk Meningkatkan Motivasi Dan Prestasi Belajar Fisika Pada Kelas VIII MTs Negeri Langsa Tahun Ajaran 2014/2015. Tesis Medan. Program Studi Pendidikan Fisika Pascasarjana Universitas Negeri Medan, 2015.

Penelitian ini bertujuan untuk mengetahui : (1) Apakah ada peningkatan prestasi belajar siswa setelah diterapkannya pembelajaran model kooperatif tipe *group investigation* pada siswa kelas VIII MTs Negeri Langsa Tahun Pelajaran 2014/2015. (2) Apakah ada peningkatan motivasi belajar siswa setelah diterapkan pembelajaran model kooperatif tipe *Group Investigation* pada siswa kelas VIII MTs Negeri Langsa Tahun Pelajaran 2014/2015. (3) Apakah ada Peningkatan respon siswa setelah diterapkan pembelajaran model kooperatif tipe *Group Investigation* pada siswa kelas VIII MTs Negeri Langsa Tahun Pelajaran 2014/2015. Metode Penelitian yang diterapkan adalah penelitian tindakan kelas (PTK) melalui dua siklus pembelajaran setiap siklus terdiri dari tahapan perencanaan, pelaksanaan, mengobservasi dan refleksi. Hasil analisis data menunjukkan bahwa melalui penerapan model kooperatif tipe *group investigation* ada peningkatan motivasi, prestasi dan respon belajar siswa kelas VIII MTs Negeri Langsa. Pada Siklus I diperoleh peningkatan rata-rata skor tes prestasi hasil belajar sebesar 33,18 poin, persentase ketuntasan sebesar 66,66% dan peningkatan nilai tes prestasi hasil belajar berkategori tinggi (rata-rata *N-gain* ternormalisasi 100%). Pada siklus II terjadi peningkatan yang signifikan ada 87,87% yang memperoleh nilai diatas KKM (rata-rata *N-gain* ternormalisasi 31%). Peningkatan motivasi PraSiklus 56,12 (kriteria cukup) meningkat pada Siklus I, 70,18 (kriteria baik) dan meningkat lagi pada Siklus II menjadi 80,24 (kriteria sangat baik). Peningkatan respon pada siklus I pertemuan I, 46,87 (kriteria cukup) pertemuan II, 59,37 (kriteria baik) dan pertemuan III, 68,75 (kriteria baik), pada siklus II pertemuan IV, 75,00 (kriteria baik) pertemuan V, 87,50 (kriteria sangat baik) dan pertemuan VI, 93,75 (kriteria sangat baik).

Kata kunci : *Group Investigation*, Motivasi belajar, Prestasi belajar, Aktivitas belajar mengajar.