

## ABSTRAK

**Abdi Hakiki Sihotang.** 8156182001. Pengaruh Model Pembelajaran Time Token dan Talking Stick terhadap Peningkatan Minat dan Hasil Belajar IPS Siswa Kelas V SDN 107458 Dolok Masihul Serdang Bedagai. Tesis Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan, 2017.

Tujuan penelitian ini adalah untuk menganalisis: (1) hasil belajar IPS siswa kelas V yang diajar dengan model pembelajaran time token dan talking stick; (2) hasil belajar IPS siswa kelas V yang mempunyai minat belajar tinggi dan minat belajar rendah; dan (3) Interaksi antara model pembelajaran dengan minat belajar terhadap hasil belajar IPS. Penelitian ini merupakan eksperimen semu dengan desain faktorial 2x2. Populasi dalam penelitian ini adalah seluruh siswa kelas V di SDN 107458 Dolok Masihul, dan sampelnya dipilih secara *total sampling* sebanyak 60 siswa. Instrumen yang digunakan yaitu tes hasil belajar IPS dan angket minat belajar. Analisis data menggunakan anava dua jalur. Hasil penelitian menunjukkan bahwa: (1) hasil belajar IPS dengan model pembelajaran Time Token lebih baik daripada model pembelajaran Talking Stick; (2) hasil belajar IPS dengan minat belajar tinggi lebih baik daripada minat belajar rendah; dan (3) terdapat interaksi antara model pembelajaran dengan minat belajar terhadap hasil belajar IPS siswa. Hasil penelitian ini menyarankan bahwa model pembelajaran time token merupakan solusi pembelajaran dalam meningkatkan hasil belajar IPS siswa, dan guru juga diharapkan dapat meningkatkan minat belajar siswa karena minat belajar juga mempengaruhi hasil belajar IPS.

Kata Kunci: hasil belajar IPS, minat belajar, *time token*, *talking stick*



## ABSTRACT

**Abdi Hakiki Sihotang**, 8156182001. The Effect of time token and talking stick models towards interest to learn and social learning outcomes of fifth grade students at SDN 107458 Dolok Masihul Serdang Bedagai. A Thesis of Basic Education Program, Post Graduate School, State University Of Medan, 2017.

This study aims to analyze: (1) social learning outcomes of fifth grade students who learning with time token and talking stick models; (2) social learning outcomes of fifth grade students whom highly and lowly interest to learn; (3) the interaction between learning models and interest to learn towards social learning outcomes. This study was a quasy experiment with factorial 2x2 design. The population in this study is fifth grade students of SDN 107458 Dolok Masihul, and the sample was chosen by total sampling as sixty students. The instruments used is social learning outcomes test and interest questionnaire. Data analysis used is two-way anava. The results showed that: (1) ) social learning outcomes with the time token models is better than talking stick models; (2) social learning outcomes with the highly interest to learn is better than lowly interest to learn; and (3) there is interaction between learning models and interest to learn towards social learning outcomes. This study suggested that time token models was a solution to improving social learning outcomes, and the teachers are also expected to improving interest of students because the interest to learn also to impact the social learning outcomes.

Keywords: social learning outcomes, interest to learn, time token, talking stick.

