

ABSTRAK

Utari Nur Wulandari (NIM. 8214081013). Pengaruh Model Pembelajaran Kooperatif dan Motivasi Belajar terhadap Keterampilan Membaca Siswa di Kelas V SD Negeri 101883 Kecamatan Tanjung Morawa Kabupaten Deli Serdang. Program Studi Pendidikan Dasar. Program Pascasarjana Universitas Negeri Medan. 2021.

Penelitian ini bertujuan untuk: (1) Mendeskripsikan keterampilan membaca siswa yang diajarkan dengan model pembelajaran *Cooperative Integrated Reading and Composition* dibandingkan dengan model pembelajaran konvensional; (2) Mendeskripsikan keterampilan membaca siswa yang memiliki motivasi tinggi dibandingkan dengan yang memiliki motivasi rendah; dan (3) Mengidentifikasi interaksi model pembelajaran dan motivasi belajar dalam mempengaruhi keterampilan membaca siswa. Populasi dalam penelitian ini adalah siswa kelas V SD Negeri 101883 Kecamatan Tanjung Morawasebanyak 54 orang. Pengumpulan data dalam penelitian ini melalui kuesioner motivasi belajar dan instrumen tes keterampilan membaca. Pengujian hipotesis dilakukan dengan uji Two Way Anova. Hasil Penelitian menunjukkan bahwa: (1) Keterampilan membaca siswa yang diajarkan dengan model pembelajaran *cooperative integrated reading and composition* lebih tinggi dibandingkan dengan model pembelajaran konvensional ($F_{hitung} = 21,164$ dan nilai sig. $0,000 > 0,05$); (2) Keterampilan membaca siswa yang memiliki motivasi tinggi lebih tinggi dibandingkan dengan yang memiliki motivasi rendah ($F_{hitung} = 6,756$ dan nilai sig. $0,012 > 0,05$); dan (3) Interaksi antara model pembelajaran dan motivasi belajar dalam mempengaruhi keterampilan membaca siswa ($F_{hitung} = 7,054$ dan nilai sig. $0,011 > 0,05$).

Kata Kunci : Hasil belajar, Model kooperatif, Motivasi belajar.



ABSTRACT

Utari Nur Wulandari (NIM. 8214081013). The Effect of Cooperative Learning Models and Learning Motivation on Student Reading Skills in Class V SD Negeri 101883 Tanjung Morawa District DeliSerdang Regency. Basic Education Study Program. Postgraduate Program, State University of Medan. 2021

This study aims to: (1) Describe the reading skills of students taught with Cooperative Integrated Reading and Composition learning models compared to conventional learning models; (2) Describe the reading skills of students who have high motivation compared to those who have low motivation; and (3) Identifying the interaction of learning models and learning motivation in influencing students' reading skills. The population in this study were 54 grade students of SD Negeri 101883 in Tanjung Morawa Subdistrict as many as 54 people. Collecting data in this study through learning motivation questionnaires and reading skills test instruments. Hypothesis testing is done by the Two Way Anova test. The results showed that: (1) Students' reading skills taught with cooperative learning models integrated reading and composition were higher than those of conventional learning models ($F_{count} = 21,164$ and $sig. 0,000 > 0,05$); (2) The reading skills of students who have high motivation are higher than those who have low motivation ($F_{count} = 6,756$ and $sig. 0,012 > 0,05$); and (3) Interaction between learning models and learning motivation in influencing students' reading skills ($F_{count} = 7,054$ and $sig. 0,011 > 0,05$).

Keywords: Cooperative model, learning motivation, learning outcomes

