

ABSTRAK

Rosida Aini (8146182037). Pengaruh Model Pembelajaran Kontekstual Berbasis Kolaboratif dan Motivasi Terhadap Hasil Belajar IPA Siswa Kelas VB SD Dewi Sartika TP. 2015-2016. Tesis Program Studi Pendidikan Dasar Pasca Sarjana Universitas Negeri Medan. 2016.

Penelitian ini bertujuan untuk menganalisis. (1) Pengaruh model pembelajaran kontekstual berbasis kolaboratif dan model *direct instruction* terhadap hasil belajar IPA siswa, (2) Pengaruh tingkat motivasi terhadap hasil belajar IPA siswa. (3) interaksi antara model pembelajaran dengan tingkat motivasi dalam mempengaruhi hasil belajar IPA siswa. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*). Populasi penelitian ini adalah siswa kelas V SD Dewi Sartika Kecamatan Tanjung Beringin Kabupaten Serdang Bedagai. Sampel dalam penelitian ini dipilih secara *cluster random sampling* sebanyak dua kelas. Kelas eksperimen diberi perlakuan pembelajaran dengan model kontekstual berbasis kolaboratif dan kelas kontrol diberi perlakuan pembelajaran *direct instruction*. Instrumen yang digunakan terdiri dari: tes hasil belajar IPA, dan lembar angket motivasi belajar. Analisis data dilakukan dengan menggunakan ANAVA dua jalur. Hasil dari penelitian ini menunjukkan bahwa hasil belajar IPA siswa yang dibelajarkan dengan model pembelajaran kontekstual berbasis kolaboratif berbeda secara signifikan dan lebih baik dibandingkan siswa yang dibelajarkan dengan pembelajaran *direct instruction*. Siswa dengan motivasi tinggi menunjukkan hasil belajar yang lebih tinggi dibanding siswa dengan motivasi rendah. Dalam penelitian ini membuktikan terjadi interaksi antara model pembelajaran dan tingkat motivasi dalam mempengaruhi hasil belajar IPA siswa. Hasil penelitian ini menyarankan bahwa model pembelajaran kontekstual berbasis kolaboratif merupakan solusi dan alternatif pilihan guru dalam meningkatkan hasil belajar IPA siswa.

Kata Kunci : Hasil Belajar, Motivasi, Kontekstual, Kolaboratif



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Rosida Aini (8146182037). Effect of Contextual Learning Model Based Collaborative and Motivation on science learning outcomes at students Grade VB SD Dewi Sartika TP. 2015-2016. Thesis Basic Education Program Post-Graduate Studies, State University of Medan. 2016.

This study aimed to analyze. (1) The influence of science learning outcomes of students that learned with a contextual model based collaborative with students that learned with the direct instruction model, (2) The influence of science learning outcomes of students who have high motivation and the students who have low motivation , (3) the interaction between the learning model with the level of motivation in influencing student in science learning outcomes. This study is a quasi-experimental research (quasi experiment). This study population is the class V SD Dewi Sartika, Tanjung Beringin Serdang Bedagai. The sample in this study selected by cluster random sampling as much as two grades. Class experiment treated with a contextual model based collaborative learning, the control class treated with direct instruction model. The instrument used consisted of: the test results to learn science, and learning motivation questionnaire sheet. Data analysis was performed using ANOVA two lanes. The results of this study indicate that the learning outcomes of students that learned Science with contextual model based collaborative learning is significantly different and better than the students that learned by direct instruction learning. Students with high motivation indicates higher learning outcomes than students with low motivation. In this study shows there is an interaction between the learning model and the level of motivation in influencing student Science learning outcomes. The results of this research suggest that contextual learning model based collaborative is a solutions and alternatives for the teachers to improve student science learning outcomes.

Keywords: learning outcomes, motivation, contextual ,collaborative



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