

ABSTRAK

JOHANNES KELIAT, NIM 8146181010. Pengaruh Model Pembelajaran Kooperatif Dan Motivasi Belajar Terhadap Hasil Belajar IPS Siswa Kelas VII Sekolah Menengah Pertama Santo Xaverius 2 Kabanjahe

Penelitian ini bertujuan untuk: (1) mengetahui pengaruh perbedaan hasil belajar IPS yang diajar dengan *student teams achievement division* dan yang diajar dengan *team assisted individually*, (2) mengetahui pengaruh hasil belajar IPS antara motivasi belajar tinggi dengan motivasi belajar rendah, (3) mengetahui interaksi antara model pembelajaran kooperatif *student teams achievement division* dan *team assisted individually* dengan motivasi belajar terhadap hasil belajar IPS pada materi proses pembentukan muka bumi.

Populasi penelitian ini adalah siswa kelas VII SMP Santo Xaverius 2 Kabanjahe terdiri dari empat kelas dengan jumlah siswa 167 orang. Sampel penelitian ini ditetapkan kelas sampel yaitu kelas VII_A = 20 orang untuk mengikuti pembelajaran dengan menggunakan model pembelajaran *student teams achievement division* dan kelas VII_B = 20 orang untuk mengikuti pembelajaran dengan menggunakan *team assisted individually*. Teknik penarikan sampel dilakukan dengan cluster random sampling. Instrumen penelitian untuk mengukur hasil belajar digunakan tes bentuk pilihan ganda dengan empat pilihan jawaban dengan jumlah soal sebanyak 40 butir. Tes motivasi belajar dilakukan untuk mengelompokkan siswa atas motivasi belajar tinggi dan motivasi belajar rendah. Untuk menjangkau data motivasi belajar dilakukan melalui angket yang telah diuji kepada siswa kelas VII_C SMP Santo Xaverius 2 Kabanjahe. Metode penelitian menggunakan quasi eksperimen dengan disain penelitian faktorial 2 x 2. Teknik analisis data menggunakan ANOVA dua jalur pada taraf signifikan $\alpha = 0,05$.

Hasil penelitian menunjukkan: (1) pengujian hipotesis pertama yang berbunyi hasil belajar IPS siswa yang diajar dengan model pembelajaran kooperatif *student teams achievement division* lebih tinggi daripada hasil belajar IPS siswa yang diajar dengan model pembelajaran kooperatif *team assisted individually* telah terbantahkan dengan perhitungan Anova faktorial 2 x 2 diperoleh $F_{hitung} = 2,338 < F_{tabel} = 4,00$ sehingga pengujian hipotesa menerima H₀₁ dan menolak H₁₁. Dengan demikian dapat ditarik kesimpulan bahwa hasil belajar IPS siswa yang diajar dengan model pembelajaran kooperatif *team assisted individually* lebih tinggi daripada hasil belajar IPS siswa yang diajar dengan model pembelajaran kooperatif *student teams achievement division*. Hal ini juga tampak dari rata-rata hasil belajar IPS siswa yang diajar dengan model pembelajaran kooperatif *team assisted individually* ($\bar{X} = 18,95$) lebih tinggi dari hasil belajar IPS yang diajar dengan model pembelajaran kooperatif *student teams achievement division* ($\bar{X} = 17,2$), (2) hasil belajar IPS siswa yang memiliki motivasi belajar tinggi lebih tinggi daripada siswa yang memiliki motivasi belajar rendah dapat diterima dimana $F_{hitung} = 99,53 > F_{tabel} = 4,00$ maka hipotesis menolak H₀₂ dan menerima H₁₂. Hal ini juga tampak dari rata-rata hasil belajar IPS siswa dengan motivasi belajar tinggi ($\bar{X} = 20,05$) lebih tinggi dari hasil belajar IPS siswa yang diajar dengan motivasi belajar rendah ($\bar{X} = 14,95$), (3) terdapat interaksi antara model pembelajaran kooperatif dan motivasi belajar terhadap hasil belajar IPS siswa $F_{hitung} = 6,41 > F_{tabel} = 4,00$ maka hipotesis menolak H₀₃ dan menerima H₁₃. Hasil uji Schiefie menunjukkan dari enam kombinasi perbandingan rata-rata hasil belajar IPS siswa, terdapat lima dari enam pengujian yang menunjukkan hasil yang signifikan.

ABSTRACT

JOHANNES KELIAT, NIM 8146181010. The Influence of The Learning Model and Motivation of Studying on IPS Student Class of VII Junior High School of Santo Xaverius 2 Kabanjahe.

The objective of this study are (1) to know their performance in IPS of students taught in a learning model with a students teams achievement division (STAD) cooperative type and their performance as students taught with teams assisted individually (TAI) learning model; (2) to know their performance in IPS of students having a highly motivated in studying and their performance in IPS of students having a poorly motivated in studying; (3) to know available or not an interaction between the studying model and their motivation on the performance in IPS as student.

The population of this research is the first year student's of SMP Santo Xaverius 2 Kabanjahe consist of four classes with 167 student's. The sampling of this research is class VII A = 20 student's to follow the learning by using *student teams achievement division* and class VII B = 20 student's to follow the learning by using *teams assisted individually*. To take sampling do by using cluster random sampling. The instrument of this research to measure the result of study by using multiple choice with four choice by the questions are forty. The studying motivation tes was conducted for classifying the students upon a highly studying motivation and poorly studying motivation. The research method adopted is experiment quase with factorial design 2 X 2. The statistic test used namely a descriptive statistic to present the data and continued to the inferential statistic by using ANOVA with two factors with a significance rate $\alpha = 0,05$. It has been conducted an analysis test prior with a normality test and homogeneity test.

The results showed: (1) test the first hypothesis, which reads the results of social studies students taught by cooperative learning model student teams achievement division higher in the social studies students taught by cooperative learning model team assisted individually has been refuted by the calculation of ANOVA factorial 2 x 2 obtained $F_{hitung} = 2.338 < F_{table} = 4.00$ so testing hypotheses accept and reject H11 H01. Thus it can be concluded that the results of social studies students who are taught by a team of cooperative learning model assisted individually higher than the results of social studies students taught by cooperative learning model student teams achievement division. It also appears from the average results of social studies students who are taught by a team of cooperative learning model assisted individually ($\bar{X} = 18.95$) is higher than the results of social studies are taught using cooperative learning model student teams achievement division ($\bar{X} = 17,2$), (2) the results of social studies students who have high motivation to learn is higher than the students who have low learning motivation is acceptable where $F_{hitung} = 99.53 > F_{table} = 4.00$ reject the hypothesis H02 and H12 accept. It also appears from the average results of social studies students with high learning motivation ($\bar{X} = 20.05$) is higher than the results of social studies students taught with low learning motivation ($\bar{X} = 14.95$), (3) there interaction between cooperative learning and motivation to learn the results of social studies students of $F_{hitung} = 6.41 > F_{table} = 4.00$ reject the hypothesis H03 and H13 accept. The test results of six combinations Schiefie showed an average ratio of IPS students' learning outcomes, there are five of the six tests that showed significant gains.