

ABSTRAK

PENINGKATAN PARTISIPASI DAN MOTIVASI SISWA MELALUI PENERAPAN METODE PEMBELAJARAN KOOPERATIF TIPE *TEAMS GAMES TOURNAMENTS (TGT)* DALAM MATA PELAJARAN EKONOMI

Studi kasus Siswa kelas XC SMA Stella Duce 2 Yogyakarta

Andika Wahyu Kartikasari
Universitas Sanata Dharma
2009

Penelitian ini bertujuan untuk mengetahui dampak penerapan metode kooperatif tipe *TGT* pada pembelajaran ekonomi untuk peningkatan partisipasi dan motivasi siswa.

Penelitian ini dilaksanakan pada siswa kelas XC, SMA Stella Duce 2, Yogyakarta. Pelaksanaan penelitian tindakan kelas ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari empat tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Pengumpulan data dilakukan dengan menggunakan instrumen observasi keterlibatan belajar siswa di kelas, lembar observasi kegiatan guru, lembar observasi kegiatan siswa, lembar observasi kegiatan kelas, lembar kegiatan guru dalam proses pembelajaran, lembar instrumen pengamatan kelas, lembar observasi kegiatan siswa dalam kelompok, dan instrumen refleksi. Data yang diperoleh dianalisis dengan menggunakan analisis deskriptif dan analisis komparatif.

Ditinjau dari aspek partisipasi siswa, hasil penelitian menyatakan bahwa komponen mencatat materi sudah baik (siklus I : 100%; siklus II : 100%); komponen bertanya pada guru tentang materi sudah baik (siklus I : 11%; siklus II : 11%); komponen menjawab pertanyaan guru sudah baik (siklus I : 11%; siklus II : 38%), komponen berpendapat sudah baik (siklus I : 19%; siklus II : 38%); komponen mengerjakan soal latihan sudah baik (siklus I : 69%; siklus II : 77%); komponen bertanya pada teman sewaktu mengalami kesulitan sudah baik (siklus I : 88%; siklus II : 96%); komponen membantu teman sewaktu mengalami kesulitan sudah baik (siklus I : 15%; siklus II : 77%); komponen mendiskusikan hasil kerja sudah baik (siklus I : 100%; siklus II : 100%).

Ditinjau dari aspek motivasi siswa, hasil penelitian menyatakan bahwa komponen hasrat dan keinginan berhasil sudah baik (siklus I : 3; siklus II : 3,1); komponen dorongan dan kebutuhan dalam belajar sudah baik (siklus I : 2,6; siklus II : 2,6); komponen harapan dan cita-cita masa depan sudah baik (siklus I : 2,7; siklus II : 2,7); komponen penghargaan dalam belajar sudah baik (siklus I : 2,8; siklus II : 3); komponen kegiatan yang menarik dalam belajar sudah baik (siklus I : 3,25; siklus II : 3,1); komponen lingkungan belajar yang kondusif sudah baik (siklus I : 2,51; siklus II : 2,54).

ABSTRACT**THE IMPROVEMENT OF PARTICIPATION AND STUDENTS' MOTIVATION BY APPLYING COOPERATIVE LEARNING METHOD OF TEAMS GAMES TOURNAMENTS (TGT) IN ECONOMICS LESSON
A Case Study on the Tenth Class Students of Stella Duce 2 Senior High School
Yogyakarta**

Andika Wahyu Kartikasari
Sanata Dharma University
2009

The research aims to find out the effects of applying cooperative method of TGT on Economics lesson in order to increase students' participation and motivation.

This research was conducted on first grade of Stella Duce 2 Senior High School Yogyakarta. This research is a class action research which was conducted based on 2 cycles in which each cycle consists of four steps: planning, realization, observation, and reflection. The data was collected by using a student's class participation observation instrument, teacher's activity observation sheet, student's observations sheet, class activity observation sheet, teacher's activity on learning process sheet, class observation instrument sheet, student's activity on group observation sheet, and reflection instrument. The data were analyzed by using descriptive and comparative analysis.

Based on student's participation aspects, the result of the research showed that the ability to take a note from the material is already good (cycle I: 100%, cycle II: 100%); the component of asking the teacher about the material is also good (cycle I: 11%, cycle II: 11%); component of answering question is also good (cycle I: 11%, cycle II: 38%); component of stating opinion is also good (cycle I: 19%, cycle II: 38%); component of doing the task is also good (cycle I: 69%, cycle II: 77%); component of asking when facing difficulty is also good (cycle I: 88%, cycle II: 96%); component of helping friends when facing difficulty is also good (cycle I: 15%, cycle II: 77%); component of discussing work result is also good (cycle I: 100%, cycle II: 100%).

Based on student's motivation aspects, the result shows that component of the will and passion of being successful is good (cycle I: 3; cycle II: 3,1); component of motivation and need in studying is good (cycle I: 2,6; cycle II: 2,6); component of hopes and expectation for future is good (cycle I: 2,7; cycle II: 2,7); component of respecting the study process is good (cycle I: 2,8; cycle II: 3); component of interesting activity on learning is good (cycle I: 3,25; cycle II: 3,1); and component of conducive learning environment is also good (cycle I: 2,51; cycle II: 2,54).