

**ABSTRAK****UPAYA MENINGKATKAN MOTIVASI DAN HASIL BELAJAR IPS  
MELALUI PENERAPAN MODEL PEMBELAJARAN  
COOPERATIVE LEARNING TIPE *JIGSAW***

Studi kasus pada siswa-siswi kelas VIII SMP Karitas Ngaglik

MARGARETA UDUK SERAN  
Universitas Sanata Dharma  
Yogyakarta  
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Penelitian ini bertujuan untuk mengetahui dampak penerapan model pembelajaran kooperatif tipe *Jigsaw* pada peningkatan motivasi dan hasil belajar IPS siswa. Penerapan model pembelajaran ini dilakukan pada mata pelajaran IPS dengan pokok bahasan pelaku ekonomi di masyarakat serta pranata dan penyimpangan sosial. Subyek penelitian ini adalah siswa-siswi kelas VIII SMP Karitas Ngaglik dengan jumlah siswa 18 orang.

Penelitian ini merupakan penelitian tindakan kelas yaitu penelitian yang mengkombinasikan prosedur penelitian dengan tindakan substantif dalam beberapa siklus. Masing-masing variabel diukur dengan instrumen yang berbeda dan dilakukan dalam dua siklus. Motivasi diukur dengan lembar penilaian diri, sedangkan hasil belajar diukur dengan membandingkan nilai ulangan sebelum implementasi tindakan dan sesudah implementasi tindakan. Adapun instrumen yang digunakan dalam penelitian ini adalah lembar observasi, lembar penilaian diri tentang motivasi dan dokumentasi. Lembar observasi terdiri dari dua jenis yakni lembar observasi kegiatan guru dan lembar observasi aktivitas siswa. Lembar penilaian diri memuat lima indikator motivasi yakni minat dan perhatian siswa terhadap pelajaran, semangat melaksanakan tugas, tanggung jawab melaksanakan tugas, rasa senang dan puas terhadap pelajaran, reaksi yang terhadap stimulus. Sedangkan dokumentasi disimpan dalam bentuk rekaman video yang berfungsi sebagai alat bantu untuk mendeskripsikan suasana kelas selama penerapan metode pembelajaran kooperatif tipe *jigsaw*.

Hasil penelitian menunjukkan bahwa penerapan metode pembelajaran kooperatif tipe *jigsaw* meningkatkan motivasi dan hasil belajar siswa. Kesimpulan itu didasarkan pada adanya peningkatan motivasi dan hasil belajar siswa dari kondisi awal serta target yang ditetapkan sebelum implementasi tindakan dengan hasil yang dicapai pada saat implementasi tindakan.

**ABSTRACT****THE EFFORTS IN UPGRADING THE MOTIVATION AND THE  
LEARNING RESULT OF SOCIAL SCIENCES STUDENTS  
BY THE APPLICATION OF *JIGSAW* TYPE THE COOPERATIVE  
LEARNING METHOD**

A Case Study on the 8<sup>th</sup> grade students of Karitas Junior High School

MARGARETA UDUK SERAN  
Sanata Dharma University  
Yogyakarta  
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The aim of this research is to find out the effect of applying *Jigsaw* Type, the cooperative teaching model in upgrading the motivation and the learning result of social sciences students. This teaching model is applied on the subject study of social sciences with the economic agent in the society as the main discussion, and the institution and the social disorder. The subjects of this research are 18 students of the 8<sup>th</sup> grade students of Karitas Junior High School.

This research is a class action research, the research that combines the research procedures with a substantive action in several cycles. Each variable is measured by a different kind of instrument, and it is done in two cycles. The motivation is measured by the self-evaluation sheet, while the learning result is measured by comparing the test scores before and after the implementation. Instruments employed in this research are the observation sheet and the self-evaluation sheet of motivation and documentation. The observation sheet consists of two types: the observation sheet of teachers' activities and observation sheet of students' activities. The self-evaluation sheet contains of five motivation indicators: the students' interest and attention toward the school subjects, students' enthusiasm in doing the task, students' responsibility in finishing the task, the pleasure and the satisfaction toward the school subjects, and the reaction toward the stimulus given. The documentation is recorded in the form of video recording which functions as the instrument to depict the class situation during the application of *Jigsaw* type the cooperative teaching method.

The result of this research shows that the application of the cooperative teaching method increases the students' motivation and their learning result. This conclusion is derived from the fact that describes the increase of students' motivation and their learning result from the beginning of the application, and from the determined target before the action implemented the goal when implementing at the time of the action.