

**ABSTRAK**

**UPAYA MENINGKATKAN KEAKTIFAN DAN PRESTASI BELAJAR  
SISWA DALAM PELAJARAN IPS (EKONOMI) MENGGUNAKAN  
METODE *COOPERATIVE LEARNING*  
TIPE *TEAMS GAMES TOURNAMENT* (TGT)**

Penelitian Dilakukan pada Siswa Kelas VIII SMP Maria Immaculata  
Yogyakarta

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2012

Penelitian ini bertujuan untuk mengetahui tingkat keaktifan dan prestasi belajar siswa pada mata pelajaran IPS (Ekonomi) melalui penerapan pembelajaran kooperatif tipe *teams games tournament* (TGT).

Penelitian ini dilaksanakan pada siswa kelas VIII/F SMP Maria Immaculata Yogyakarta. Komponen utama dalam pembelajaran kooperatif tipe TGT adalah presentasi materi, pembagian kelompok, *games*, turnamen dan penghargaan kepada kelompok. Pelaksanaan penelitian tindakan kelas dilakukan dalam satu siklus yang terdiri dari empat tahap yaitu perencanaan, tindakan, observasi dan refleksi. Pengumpulan data dilakukan dengan menggunakan lembar observasi kegiatan guru, lembar observasi kegiatan siswa, lembar observasi kegiatan kelas, instrumen pengamatan kelas, instrumen refleksi. Data yang diperoleh dianalisis menggunakan analisis deskriptif dan analisis komparatif.

Berdasarkan hasil analisis penelitian pada siklus pertama dapat disimpulkan sebagai berikut: penerapan pembelajaran dengan model TGT sudah dapat meningkatkan keaktifan dan prestasi belajar siswa kelas VIII/F. Rata-rata peningkatan keaktifan belajar siswa adalah 18%. Rata-rata peningkatan prestasi belajar siswa adalah 25%.

**ABSTRACT**

**EFFORTS TO IMPROVE STUDENT LEARNING ACTIVITY AND  
ACHIEVEMENT IN SOCIAL AND ECONOMICS STUDY BY APPLYING  
METHOD COOPERATIVE LEARNING TEAMS TOURNAMENT GAMES  
(TGT)**

A Study on the Eighth Grade students of St. Mary Immaculata Junior High School  
Yogyakarta.

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2012

This study aims to know the level of activity and student achievement in social and economics studies through the application of cooperative learning type “Teams Games Tournament” (TGT).

The study was conducted on the eighth grade students of St. Mary Immaculata Junior High School Yogyakarta. The main components of the type of TGT cooperative learning are the presentation of material, small groups, games, tournaments and awards to the group. The Implementation of classroom action research was carried out in one cycle, consisting of four phases: planning, action, observation, and reflection.

The data were collected by using teacher’s observation sheet activities, observation of students’ activity sheets, sheet observation classroom activities, classroom observation instrument, the instrument of reflection. Data were analyzed by using descriptive analysis and comparative analysis. Based on the analysis of research on the first cycle can be summarized as follows: the application of a model of learning with TGT method can increase students’ achievement of the eighth grade. The average increase in active learning of students is 18%. The average increase in student achievement is 25%.