ABSTRAK

Lusia Widya Kristianti. 2017. Pengaruh Model Pembelajaran Jigsaw terhadap Kebiasaan Belajar Siswa dan Hasil Belajar Matematika materi Statistika pada Siswa Kelas XI SMK Negeri 2 Depok Sleman Yogyakarta Tahun Ajaran 2016/2017. Skripsi Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk melihat pengaruh penggunaan model pembelajaran Jigsaw terhadap kebiasaan belajar siswa dan hasil belajar Matematika materi Statistika pada siswa kelas XI SMK Negeri 2 Depok. Metode penelitian yang digunakan adalah penelitian eksperimental. Desain penelitiannya adalah eksperimental semu dengan bentuk desainnya *Nonequivalent Control Group Design.* Subyek dalam penelitian ini adalah siswa kelas XI SMK Negeri 2 Depok, Sleman, Yogyakarta. Instrumen yang digunakan antara lain lembar keterlaksanaan model pembelajaran Jigsaw, Rencana Pelaksanaan Pembelajaran (RPP), angket kebiasaan belajar, dan tes hasil belajar siswa.

Hasil penelitian menunjukkan rata-rata nilai hasil belajar kelas eksperimen adalah 58.41 dengan simpangan baku 22.51 dan rata-rata nilai hasil belajar kelas kontrol adalah 74.78 dengan simpangan bakunya 15.96. Sedangkan rata-rata skor angket kebiasaan kelas eksperimen adalah 74.88 dengan simpangan baku 11.83 dan rata-rata skor angket kebiasaan belajar kelas kontrol adalah 74.91 dengan simpangan bakunya 10.38.

Hasil perhitungan data menggunakan uji *z* menunjukkan bahwa pada angket tidak terdapat perbedaan antara kebiasaan belajar siswa di kelas eksperimen dan kelas kontrol, serta penggunaan model pembelajaran Jigsaw berpengaruh terhadap hasil belajar siswa. Namun berdasarkan rata-rata nilai hasil belajar siswa, nampak jika rata-rata nilai kelas kontrol lebih besar dari rata-rata nilai kelas eksperimen. Sehingga dapat disimpulkan bahwa pengaruh yang diberikan oleh model pembelajaran Jigsaw adalah pengaruh negatif.

Kata kunci: hasil belajar, kebiasaan belajar, model pembelajaran Jigsaw.

ABSTRACT

Lusia Widya Kristianti. 2017. The Influence of Jigsaw Learning Models towards Students' Learning Habits and Mathematics Learning Achievement of Statistics chapters for Students of Grade XI Vocational High School 2 Depok Sleman Yogyakarta Academic Year 2016/2017. Thesis of Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.

The aim of this research was to see the influence of the use of Jigsaw learning models on students' learning habits and mathematics learning achievement of statistics chapter for students of grade Vocational High School 2 Depok. The research method was an experimental research. The research design was a quasi-experimental with Nonequivalent Control Group Design for the design form. The subjects of this research were students of grade XI Vocational High School 2 Depok, Sleman, Yogyakarta. The instruments of this research were the implementation of the Jigsaw learning models, learning implementation plans, the questionnaire of learning habits, and the test of the students' learning achievement.

The results of the research showed that the average of learning achievement of experiment class was 58.41 with standard deviation was 22.51 and the average of learning achievement of control class was 74.78 with standard deviation was 15.96. While, the mean of questionnaire score of learning habits of experimental class was 74.88 with standard deviation was 11.83 and the mean of questionnaire score of learning habits of control class learning habit was 74.91 with standard deviation was 10.38.

The results of data calculation using the z test showed that in the questionnaire there is no difference between the students' learning habits in the experimental class and control class, and the Jigsaw learning models has an effect on the students' learning achievement. However, based on the average of students' learning achievement that the average of control class is greater than the average of the experimental class. It can be concluded that the influence given by the Jigsaw learning models was a negative influence.

Keywords: Jigsaw learning models, learning achievement, learning habits.