

**ABSTRAK**  
**EFEKTIVITAS PENGGUNAAN MEDIA PERMAINAN ULAR TANGGA**  
**UNTUK MENINGKATKAN MOTIVASI DAN PRESTASI BELAJAR**  
**SISWA PADA MATA PELAJARAN EKONOMI**  
Studi Eksperimen pada Siswa Kelas XI IPS SMA Pangudi Luhur Sedayu

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2017

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media permainan ular tangga dalam meningkatkan motivasi dan prestasi belajar siswa. Pengujian dilakukan melalui eksperimen pada kelas eksperimen dan selanjutnya dibandingkan dengan kelas kontrol. Penelitian ini dilaksanakan pada siswa kelas XI IPS SMA Pangudi Luhur Sedayu. Pengumpulan data dilakukan melalui kuesioner dan tes. Data yang diperoleh dianalisis dengan menggunakan analisis deskriptif dan analisis komparatif dengan uji t.

Berdasarkan hasil analisis deskriptif, diketahui bahwa setelah menggunakan media permainan ular tangga, motivasi belajar siswa kelas eksperimen mengalami kenaikan rata-rata skor 5,55, sedangkan motivasi belajar siswa kelas kontrol mengalami penurunan rata-rata skor 3,3. Prestasi belajar pada kelas eksperimen mengalami peningkatan rata-rata skor 15,18 sedangkan prestasi belajar kelas kontrol mengalami penurunan rata-rata skor 11,11.

Berdasarkan analisis komparatif, pada kelas eksperimen dan kelas kontrol (*Sig.2-tailed* sebesar 0,333). Ada perbedaan yang signifikan antara motivasi belajar sesudah perlakuan pada kelas eksperimen dan kelas kontrol (*Sig.2-tailed* sebesar 0,001). Terdapat perbedaan yang signifikan antara motivasi belajar sebelum dan sesudah perlakuan pada kelas eksperimen (*Sig.2-tailed* sebesar 0,000). Terdapat perbedaan yang signifikan antara motivasi belajar sebelum dan sesudah perlakuan pada kelas kontrol (*Sig.2-tailed* sebesar 0,038). Terdapat perbedaan yang signifikan antara selisih motivasi belajar antara kelas kontrol dan kelas eksperimen (*Sig.2-tailed* sebesar 0,000).

Tidak terdapat perbedaan prestasi belajar awal sebelum perlakuan pada kelas eksperimen dan kelas kontrol (*Sig.2-tailed* sebesar 0,107). Terdapat perbedaan prestasi belajar sebelum dan sesudah perlakuan pada kelas kontrol (*Sig.2-tailed* sebesar 0,000). Terdapat perbedaan yang signifikan prestasi belajar sebelum dan sesudah perlakuan pada kelas eksperimen (*Sig.2-tailed* sebesar 0,000). Terdapat perbedaan prestasi belajar sesudah perlakuan pada kelas kontrol dan kelas eksperimen (*Sig.2-tailed* sebesar 0,000). Terdapat perbedaan yang signifikan selisih prestasi belajar antara kelas kontrol dan kelas eksperimen (*Sig.2-tailed* sebesar 0,000). Berdasarkan hasil uji tersebut menunjukkan bahwa media permainan ular tangga efektif untuk meningkatkan motivasi dan prestasi belajar siswa pada mata pelajaran ekonomi.

**ABSTRACT****THE EFFECTIVENESS OF APPLYING THE MEDIA OF LADDER  
SNAKE GAME FOR IMPROVING STUDENTS LEARNING  
MOTIVATION AND ACHIEVEMENT IN ECONOMICS**

An Experimental Research on the Eleventh Grade Students of Social Sciences  
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2017

This research aims to know the effectiveness of applying the media of the ladder snake game in improving motivation and learning achievements of students. Testing is done through experiments on experimental class and compared by the control class. This research was carried out on the eleventh grade students of the social and science departement of SMA Pangudi Luhur Sedayu. Data collection was done by questionnaires and tests. The data were analyzed by using descriptive analysis and comparative analysis with the t-test.

Based on the results of the descriptive analysis, it can be noted that after using the media of ladder snake game, learning motivation of students of class experiments increase with average score is 5.55, while the learning motivation of students classroom control declines to the average score of 3.3. Achievements of study on experimental class increase in an average score of 15.18 while learning achievement of the grade control class has decreased in the average score of 11.11.

Based on comparative analysis, on the class of experimental and control classes (Sig 2-tailed of 0.333), there is a significant difference between learning motivation after treatment on experimental class and grade control (Sig 2-tailed amounting to 0.001). There is a significant difference between the motivation of learning before and after treatment in the classroom experiment (Sig 2-tailed of 0.000). There is a significant difference between the motivation of learning before and after the treatment on the control class (Sig 2-tailed of 0.038). There is a significant difference between the difference between learning motivation and the classroom control experiment (Sig 2-tailed of 0.000).

There is no difference in the learning achievements before the treatment on experimental class and grade control (Sig 2-tailed of 0.107). There is a difference of achievement learning before and after the treatment on the control class (Sig 2-tailed of 0.000). There is a significant difference of achievement learning before and after treatment in the classroom experiment (Sig 2-tailed of 0.000). There is a difference of achievement learning after the treatment on the control class and a class experiment (Sig 2-tailed of 0.000). There is a significant difference between the learning achievements of the difference between the control and experimental classes (Sig 2-tailed of 0.000). Based on the results of these tests indicate that the media snake game ladder is effective for increasing motivation and learning achievements of students on economic subjects.