

ABSTRAK

PENERAPAN MODEL *ACTIVE LEARNING* TIPE *ACTIVE DEBATE* UNTUK
MENINGKATKAN MOTIVASI, PARTISIPASI DAN PRESTASI BELAJAR
MATA PELAJARAN EKONOMI SISWA KELAS X-5 SMA KOLESE DE
BRITTO YOGYAKARTA TAHUN AJARAN 2008/2009
(Sebuah Penelitian Tindakan Kelas)

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Tujuan penelitian ini adalah untuk menganalisis apakah ada peningkatan motivasi, partisipasi dan prestasi belajar siswa dengan menerapkan model *Active Learning Tipe Active Debate*. Jenis penelitian ini adalah penelitian tindakan kelas (*Action Classroom Research*), yaitu penelitian tindakan yang dilakukan dengan tujuan memperbaiki mutu praktik pembelajaran di kelas. Penelitian ini dilaksanakan di SMA Kolese de Britto Yogyakarta pada bulan Januari-Februari 2009. Subjek dalam penelitian ini yaitu siswa kelas X-5 sedangkan objek penelitian adalah motivasi, partisipasi, dan prestasi belajar siswa melalui penerapan model *Active Learning Tipe Active Debate*.

Masing-masing variabel dalam penelitian ini diukur dengan menggunakan instrumen yang berbeda. Motivasi belajar diukur dengan menggunakan kuesioner, partisipasi diukur melalui observasi, sedangkan prestasi belajar diukur menggunakan nilai ulangan harian. Target keberhasilan motivasi adalah 75% dari jumlah keseluruhan siswa kelas X-5 (36 siswa) memiliki tingkat motivasi sangat tinggi. Target keberhasilan partisipasi yaitu 80% siswa dari keseluruhan siswa kelas X-5 (36 siswa) berpartisipasi dalam proses pembelajaran. Target keberhasilan prestasi yaitu 92% siswa dari jumlah keseluruhan kelas X-5 (36 siswa) mengalami ketuntasan belajar.

Hasil dari penelitian ini adalah sebagai berikut: (1) model *Active Learning Tipe Active Debate* meningkatkan motivasi belajar siswa: sebelum implementasi hanya 25 siswa (70%) yang memiliki tingkat motivasi sangat tinggi, dan setelah implementasi tindakan menjadi 30 siswa (83%); (2) model *Active Learning Tipe Active Debate* meningkatkan partisipasi belajar siswa, sebelum implementasi hanya 27 siswa (75%) yang berpartisipasi dalam proses pembelajaran, setelah implementasi tindakan siswa yang berpartisipasi menjadi 29 siswa (81%); (3) model *Active Learning Tipe Active Debate* meningkatkan prestasi belajar siswa, sebelum implementasi siswa yang tuntas belajar sebanyak 32 siswa (88,89%), dan sesudah implementasi tindakan 36 siswa (100%) mengalami ketuntasan dalam belajar.

ABSTRACT

**THE APPLICATION OF ACTIVE LEARNING TYPE OF ACTIVE DEBATE,
IN ORDER TO INCREASE MOTIVATION, PARTICIPATION AND
LEARNING ACHIEVEMENT IN STUDYING ECONOMICS**

A Case study of the Tenth Grade Students of Kolese de Britto Senior High School
Yogyakarta in 2008/2009 School Year

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The aim of this research is to analyze whether there is improvement of student's motivation, participation and learning achievement by applying Active Learning Type of Active Debate. This is a classroom action research, a research of this action which is done in order to improve learning practice in class. This research was done in Kolese de Britto Senior High School Yogyakarta in January–February 2009. The subjects of this research are the tenth grade students, whereas the objects of this research are learning motivation, participation and learning achievement which apply Active Learning type of Active Debate.

Each variable is measured by using different instruments. Motivation is measured by using questionnaire; participation is measured by using observation; and learning achievement is measured by using examination's mark. The target of motivation success is 75% which indicates that the students out of 36 students have very high learning motivations. The target of the participation's success is 80% from 36 students. The target of the achievement's success is 92% from 36 students get the learning success.

This result shows that: (1) Active Learning Type of Active Debate improves student's motivation; before the implementation there was only 25 students (70%) who got a very high motivation index and after the implementation became 30 students (83%); (2) Active Learning Type of Active Debate improves student's participation; before the implementations there were only 27 students (75%) participating in the learning process, after the implementations became 29 students (81%); (3) Active Learning Type of Active Debate improves the student's learning achievement, before the implementation the students who got learning success were 32 students (88,89%), and after implementation the students who got learning success became 36 students (100%).