

ABSTRAK

PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *THINK PAIRS SHARE (TPS)* TERHADAP MOTIVASI DAN PRESTASI BELAJAR PESERTA DIDIK KELAS X SMA NEGERI 1 WEDI KLATEN TAHUN PELAJARAN 2017/2018

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Penelitian ini bertujuan untuk mendeskripsikan tentang: (1) perbedaan motivasi dan prestasi belajar sejarah peserta didik sebelum dan setelah diterapkan model pembelajaran *Think Pair Share (TPS)*; (2) perbedaan motivasi dan prestasi belajar sejarah peserta didik yang menerapkan dengan yang tidak menerapkan pembelajaran *Think Pair Share (TPS)*.

Desain penelitian ini adalah desain eksperimental semu (*quasi-experimental designs*) yaitu *the nonequivalent control group design*. Populasi dalam penelitian ini adalah peserta didik SMA Negeri 1 Wedi kelas X IPS tahun pelajaran 2017/2018. Sampel yang digunakan dalam penelitian ini adalah peserta didik kelas X IPS semester ganjil tahun pelajaran 2017/2018 sebanyak 2 kelas yaitu satu kelas sebagai kelas eksperimen dan satu kelas lainnya sebagai kelas kontrol. Teknik pengambilan data dilakukan secara *cluster sampling*. Data motivasi belajar sejarah diambil dengan kuesioner, sedangkan data prestasi belajar sejarah diambil dari tes prestasi belajar sejarah. Instrumen penelitian berupa kuesioner dan tes prestasi belajar sejarah. Teknik analisis data menggunakan uji-t sama subjek dan uji-t beda subjek.

Hasil penelitian ini menunjukkan bahwa (1) perbedaan motivasi dan prestasi sebelum dan setelah menerapkan model pembelajaran kooperatif tipe *Think Pair Share* di kelas eksperimen. Motivasi pada awal sebesar $t_{hitung} 47,102 > t_{tabel} 1,72$ dan motivasi akhir sebesar $t_{hitung} 130,401 > t_{tabel} 1,72$ sedangkan prestasi awal sebesar $t_{hitung} 17,068 > t_{tabel} 1,72$ dan prestasi akhir sebesar $t_{hitung} 34,236 > t_{tabel} 1,72$. (2) perbedaan motivasi dan prestasi belajar kelas kontrol dan kelas eksperimen. Selisih Motivasi belajar pada kelas kontrol sebesar $t_{hitung} 6,994 > t_{tabel} 1,72$ dan Selisih Motivasi belajar pada kelas eksperimen sebesar $t_{hitung} 83,299 > t_{tabel} 1,72$ sedangkan Selisih prestasi belajar pada kelas kontrol sebesar $t_{hitung} 8,439 > t_{tabel} 1,72$ dan Selisih prestasi belajar pada kelas eksperimen sebesar $t_{hitung} 17,168 > t_{tabel} 1,72$.

Kata kunci : Kooperatif, *Think Pair share (TPS)*, motivasi, prestasi

ABSTRACT

THE INFLUENCE OF THINK PAIRS SHARE (TPS) TYPE COOPERATIVE LEARNING MODEL TOWARDS STUDENTS LEARNING MOTIVATION AND ACHIEVEMENT OF CLASS X SMA NEGERI 1 WEDI KLATEN ACADEMIC YEAR 2017/2018

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This research aims to describe : (1) the difference of students' motivation and achievement in learning History before and after Think Pair Share (TPS) learning model is applied; (2) the difference of students' motivation and achievement in learning History with and without Think Pair Share (TPS).

The research used the nonequivalent control group design which belonged to quasi-experimental designs. The research population was the students of class X SMA Negeri 1 Wedi academic year 2017/2018. The samples do the research were 2 classes of class X IPS odd semester academic year 2017/2018. One class was as an experiment class, while the other was as a control class. The data gathering technique of the research was a cluster sampling technique. The data of learning motivation in History was gathered through motivation questionnaires, while the data of learning achievement in History was collected from achievement test of learning History. The research instruments were questionnaires and test of learning History achievement. The research used T-Test same subject and T-Test different subject for the data analysis technique.

The research result showed that (1) the motivation and achievement difference before and after Think Pair Share (TPS) type of cooperative learning model is applied in the experiment class. The pre-test motivation score was $t_{hitung} 47,102 > t_{tabel} 1,72$ and the final motivation score was $t_{hitung} 130,401 > t_{tabel} 1,72$, while the pre-test achievement score was $t_{hitung} 17,068 > t_{tabel} 1,72$ and the final achievement score was $t_{hitung} 34,236 > t_{tabel} 1,72$. (2) the learning achievement and motivation difference of experiment class and control class. The difference of learning motivation score in control class was $t_{hitung} 6,994 > t_{tabel} 1,72$ and the learning motivation score in experiment class was $t_{hitung} 83,299 > t_{tabel} 1,72$, while the difference of learning achievement score in control class was $t_{hitung} 8,439 > t_{tabel} 1,72$ and learning achievement score in experiment class was $t_{hitung} 17,168 > t_{tabel} 1,72$.

Keywords : cooperative, TPS, motivation, achievement