

ABSTRAK

PERBEDAAN PRESTASI BELAJAR IPS SISWA KELAS V SEKOLAH DASAR ATAS PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *JIGSAW II*

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Penelitian ini dilaksanakan karena dalam proses pembelajaran IPS di kelas V Sekolah Dasar masih banyak ditemui guru yang mengajar menggunakan model pembelajaran konvensional, guru mendominasi kegiatan pembelajaran dengan ceramah dan tanya jawab. Tujuan penelitian ini adalah untuk mengetahui perbedaan prestasi belajar IPS siswa kelas V Sekolah Dasar dengan penerapan model pembelajaran kooperatif tipe *Jigsaw II* pada materi menghargai jasa-jasa tokoh dalam persiapan kemerdekaan Indonesia.

Jenis penelitian ini adalah *quasi experimental tipe nonequivalent control group design*. Populasi penelitian adalah siswa kelas V SD Negeri Tegalrejo 2, sampel kelompok eksperimen adalah kelas VA dengan jumlah 30 siswa dan sampel kelompok kontrol adalah kelas VB dengan jumlah 26 siswa. Instrumen penelitian menggunakan soal tes untuk mengukur variabel prestasi belajar. Instrumen penelitian menggunakan 20 soal pilihan ganda yang valid dan reliabel. Uji validitas dan uji reliabilitas instrumen menggunakan bantuan program *SPSS 20 for windows*. Uji validitas menggunakan korelasi *Point Biserial* dengan taraf signifikansi 0,05 dan nilai r tabel 0,361. Uji reliabilitas menggunakan rumus *Alpha Cronbach* dengan koefisien reliabilitas sebesar 0,898 yang termasuk kualifikasi sangat tinggi. Teknik pengumpulan data menggunakan soal *pretest* dan soal *posttest* pada kelompok eksperimen dan kelompok kontrol. Analisis data menggunakan bantuan program *SPSS 20 for windows* dengan *Independent t-test*.

Hasil penelitian menunjukkan adanya perbedaan prestasi belajar IPS siswa sekolah dasar secara signifikan dengan penerapan model pembelajaran kooperatif tipe *Jigsaw II*. Hal tersebut terbukti dari nilai signifikansi (*2tailed*) sebesar 0,00 (atau $< 0,05$). Sehingga penerapan model pembelajaran kooperatif tipe *Jigsaw II* lebih efektif dibandingkan model pembelajaran konvensional.

Kata kunci : model pembelajaran kooperatif tipe *Jigsaw II*, prestasi belajar

ABSTRACT

**THE DIFFERENCE IN THE SOCIAL SUBJECT ACHIEVEMENT OF THE
FIFTH GRADE ELEMENTARY STUDENTS BY IMPLEMENTING
COOPERATIVE LEARNING MODEL JIGSAW II TYPE**

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This research was conducted because in the learning process of social science (IPS) in the 5th grade, conventional learning method were still used often, teachers tend to dominate the learning activity by giving explanation and conducting question-answer session. The purpose of this research was to find out the difference in the social subject achievement of the fifth grade elementary students by implementing cooperative learning model Jigsaw II type in the material of appreciating the figures in the preparation of the independence of Indonesia.

This research was a quasi-experimental research nonequivalent control group design type. The population was the fifth grade students of SD Negeri Tegarejo 2 (Tegarejo 2 Public Elementary School). The sample of the experimental group was VA class consisting of 30 students and the sample of control group was VB class consisting of 28 students. The research instrument used was a test consisting of 20 valid and reliable multiple choice questions to measure the achievement variable. The validity and reliability tests of the instrument were conducted using SPSS 20 for windows program. The validity test was conducted using the Point Biserial correlation with the 0.05 significance level and the 0.361 r table score. Alpha Cronbach was used for reliability test with the reliability coefficient of 0.898 which was very high. The data was gathered using pretest and posttest for the experimental group and control group. The data was analyzed using SPSS 20 for windows program with Independent t-test.

The result of the research showed that there was the significant difference in the social subject achievement of the elementary students with the implementation of cooperative learning model Jigsaw II type. It was proven by the significance score (2tailed) of 0.00 (or < 0.05). It could be concluded that the implementation of cooperative learning model Jigsaw II type was more effective than the conventional learning model.

Keywords: cooperative learning model Jigsaw II type, learning achievement