

**ABSTRAK**

**PENINGKATAN MOTIVASI DAN PRESTASI BELAJAR SEJARAH  
DENGAN MENGGUNAKAN MODEL PEMBELAJARAN KOOPERATIF  
TIPE JIGSAW**

Benediktus Brian Prasetianto  
Universitas Sanata Dharma  
Yogyakarta  
2011

Penelitian ini bertujuan untuk: (1) mendeskripsikan peningkatan motivasi belajar sejarah peserta didik dengan menggunakan model pembelajaran kooperatif tipe jigsaw; (2) mendeskripsikan peningkatan prestasi belajar sejarah peserta didik dengan menggunakan model pembelajaran kooperatif tipe jigsaw.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK). Dengan subjek penelitian siswa kelas XI jurusan Bahasa SMA Stella Duce 2 Yogyakarta tahun ajaran 2009/2010 yang berjumlah 25 orang. Metode dalam penelitian ini meliputi; perencanaan tindakan, pelaksanaan, observasi, refleksi, dan evaluasi. Instrumen yang digunakan dalam penelitian ini adalah: (1) instrumen observasi terhadap aktivitas guru, (2) instrumen observasi terhadap aktivitas siswa, (3) instrumen observasi terhadap kondisi kelas, (4) kuesioner motivasi belajar, (5) tes prestasi belajar, (6) instrumen refleksi oleh guru mitra dan siswa, (7) lembar kerja siswa. Teknik analisis data menggunakan analisis deskriptif dan komparatif.

Berdasarkan hasil analisis data dapat disimpulkan bahwa penerapan model pembelajaran kooperatif tipe jigsaw dapat meningkatkan motivasi belajar sejarah siswa. Peningkatan motivasi belajar ditandai dengan meningkatnya nilai rata-rata dan persentase motivasi belajar siswa sebelum penelitian 56,64 kemudian sesudah penelitian 68,72 meningkat sebesar 48,32%. Penerapan model pembelajaran kooperatif tipe jigsaw juga dapat meningkatkan prestasi belajar sejarah siswa. Peningkatan prestasi belajar ditandai dengan meningkatnya nilai rata-rata prestasi belajar pada pra penelitian, siklus I, dan siklus II. Peningkatan nilai rata-rata dari pra penelitian ke siklus I sebesar 24,64%; dari pra penelitian 64,76 dan siklus I 70,92. Peningkatan nilai rata-rata dari siklus I ke siklus II sebesar 35,36%; dari siklus I 70,92 dan siklus II 79,76. Peningkatan prestasi belajar sejarah juga terlihat dari meningkatnya jumlah siswa yang mencapai KKM 70%. Sebelum penerapan model pembelajaran kooperatif tipe jigsaw peserta didik yang nilainya mencapai KKM adalah 11 orang atau 44%, setelah penerapan model pembelajaran kooperatif tipe jigsaw siklus I jumlah peserta didik yang mencapai KKM meningkat sebanyak 3 orang atau 12% sehingga menjadi 14 orang atau 56%. Penerapan model pembelajaran kooperatif tipe jigsaw pada siklus II juga terjadi peningkatan sebanyak 9 orang atau 36% dari siklus I, sehingga menjadi 23 orang atau 92%.

**ABSTRACT**  
**INCREASING MOTIVATION AND LEARNING ACHIEVEMENT IN**  
**STUDYING HISTORY BY APPLYING JIGSAW TYPE COOPERATIVE**  
**LEARNING MODEL**

Benediktus Brian Prasetyanto  
Sanata Dharma University  
Yogyakarta  
2011

This research aims: (1) describing the increase of students' motivation in studying history by applying jigsaw type cooperative learning model; (2) describing the increase of students' achievement in studying history by applying jigsaw type cooperative learning model.

This research is a Class Action Research (CAR). The samples are 25 students of the eleventh grade of language department of Two Stella Duce Senior High School Yogyakarta, 2009/2010 batch. The methods in this study include planning, implementation, observation, reflection, and evaluation. The instruments which were used in this study were: (1) observation on teachers' activities instrument; (2) observation on students' activities instrument; (3) observation on the class condition instrument; (4) learning motivation questionnaire; (5) learning achievement test; (6) reflection by the teacher's partner and students instrument; (7) students' worksheets. Data analysis technique use descriptive and comparative.

Based on the result of data analysis, it can be concluded that the implementation of jigsaw type cooperative learning model is able to increase students' motivation to learn history. The increasing of learning motivation is marked by the increasing of students' learning motivation average from 56.64 before the research becomes 68.72 after the study; the increasing of students learning motivation average is 48.32%. Jigsaw type cooperative learning model implementation is able to increase students' achievement in learning history. It can be seen from the increasing of learning achievement average before research, in cycle I, and cycle II. The average increasing before research to the first cycle is 26.64%, which is from 64.76 before study become 70.92 in cycle I. The average increasing from cycle I to cycle II is 35.36%; 70.92 in cycle I and 79.76 in cycle II. The increasing of achievement to learn history can be seen from the increasing of students amount which reached KKM 70%. The students who passed KKM before jigsaw type cooperative learning model implementation are 11 students or 44%. After the implementation cycle I, the students who passed KKM increases as many as 3 students or 12% so that the total becomes 14 students or 56%. Jigsaw type cooperative learning model implementation cycle II also increases as many as 9 students or 36% from cycle I, which are 23 students or 92% in total.