

ABSTRAK
PENINGKATAN MINAT DAN PRESTASI BELAJAR SEJARAH
MELALUI PENERAPAN MODEL PEMBELAJARAN JIGSAW PADA
SISWA KELAS X MIPA I SMA N 2 NGAGLIK YOGYAKARTA.

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Penelitian ini bertujuan untuk mendiskripsikan: (1) peningkatan minat belajar sejarah siswa selama penerapan model pembelajaran Jigsaw dan (2) peningkatan prestasi belajar sejarah setelah penerapan model pembelajaran Jigsaw.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) model Kemmis and Mc Taggart yang dilaksanakan dalam dua siklus. Metode penelitian meliputi perencanaan, tindakan, observasi, dan refleksi. Subjek dalam penelitian ini adalah siswa kelas X MIPA I SMA N 2 Ngaglik Yogyakarta yang melibatkan 30 siswa. Obyek penelitian adalah minat dan prestasi belajar sejarah siswa melalui model pembelajaran Jigsaw. Instrumen yang digunakan dalam penelitian ini meliputi: (1) lembar observasi, (2) lembar kerja siswa, (3) kuesioner, dan (4) tes. Analisis data dengan menggunakan teknik analisis deskriptif komparatif dengan prosentase.

Hasil penelitian menunjukkan bahwa (1) terjadi peningkatan minat belajar sejarah siswa selama penerapan model pembelajaran Jigsaw. Hal ini ditunjukkan dengan skor rata-rata minat belajar sejarah siswa pada pra siklus sebesar 178 (71%). Pada siklus II meningkat menjadi 191 (76%). (2) peningkatan juga terjadi pada prestasi belajar sejarah siswa setelah penerapan model pembelajaran Jigsaw. Hal ini ditunjukkan dengan rata-rata pra siklus sebesar 72% meningkat pada siklus I menjadi 74% dan pada siklus II meningkat lagi menjadi 86%. Dari segi KKM yang ditetapkan 75, pra siklus yang mencapai KKM sebesar 46,66%, pada siklus I meningkat menjadi 56,66%, dan siklus II meningkat menjadi 90%.

Kata kunci: Minat Belajar, Prestasi Belajar dan Pembelajaran Jigsaw

ABSTRACT**THE IMPROVEMENT OF STUDENTS' INTEREST AND LEARNING ACHIEVEMENT IN HISTORY THROUGH JIGSAW LEARNING MODEL IN GRADE X MIPA 1 SMAN 2 NGAGLIK YOGYAKARTA**

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This research aims to describe: (1) the improvement of students' interest in learning history through jigsaw learning model and (2) the improvement of students' learning achievements in history after the implementation of jigsaw learning model.

The research was a classroom action research model Kemmis and Mc Taggart model. The research methodology were planning, taking action, observing and reflecting. The subject of the research was 30 student grade X MIPA 1 in SMAN 2 Ngaglik, Yogyakarta. Meanwhile the objects of research were student interest and learning achievement in History through jigsaw learning model. The instrument used in this research were (1) observation sheet, (2) students worksheet, (3) questionnaires, and (4) test. The data analysis used descriptive comparative analysis technique with percentage.

The result of the research show that (1) there is an improvement related to students' to study history during the implemtation of Jigsaw learning model. It was broven by the average score of students' interest to learn history in the pre-cycle which was 178 (71%) in cycle 2, the score was increased to 191 (76%). (2) the improvement also occured in students achievement in learning history after the implementation of Jigsaw learning model. It broven by the average score in pre-cycle which was 72%, and increased to 74% in cycle 1, and again, increased to 86% in cycle 2. The minimum criteria of Mastery Learning for History was set to be 75. In pre-cycle, 46,66% of the students passng the score increased to 56,66% in cycle 1, and became 90% in cycle 2.

Keywords: Learning Interest, Learning Achievements, and Jigsaw Learning Model.