

## ABSTRAK

PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *TEAM GAMES TOURNAMENT* (TGT) TERHADAP KEAKTIFAN DAN HASIL BELAJAR SISWA KELAS XI MIPA DI SMA NEGERI 1 DEPOK PADA MATERI JARINGAN TUMBUHAN

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Keaktifan belajar siswa di SMA Negeri 1 Depok rendah dan hasil belajar masih di bawah KKM ( $<75$ ). Keaktifan belajar siswa mempengaruhi hasil belajar. Model yang digunakan guru masih ceramah aktif dan gaya belajar siswa yaitu suka berinteraksi dengan teman sekelas, sehingga sangat dibutuhkan penerapan model pembelajaran yang tepat dan sesuai dengan gaya belajar siswa. Penelitian ini bertujuan (1) Untuk mengetahui pengaruh signifikan penggunaan model pembelajaran kooperatif tipe *Team Games Tournament* (TGT) terhadap keaktifan belajar siswa kelas XI MIPA di SMA Negeri 1 Depok pada materi Jaringan Tumbuhan (2) Untuk mengetahui pengaruh signifikan penggunaan model pembelajaran Kooperatif tipe *Team Games Tournament* (TGT) terhadap hasil belajar siswa kelas XI MIPA di SMA Negeri 1 Depok pada materi Jaringan Tumbuhan.

Penelitian ini merupakan *quasi eksperimen* (eksperimen semu), *Non-equivalent Control Group Design*. Terdapat kelompok kontrol dan kelompok eksperimen. Kelompok eksperimen diterapkan model pembelajaran kooperatif tipe *Team Games Tournament* (TGT) dan kelompok kontrol diterapkan model pembelajaran konvensional dengan metode ceramah. Instrumen pengumpulan data berupa lembar observasi dan tes. Uji analisis untuk mengetahui pengaruh signifikan penggunaan model pembelajaran kooperatif tipe *Team Games Tournament* (TGT) terhadap keaktifan dan hasil belajar siswa menggunakan uji analisis *independent sample T-test*. Hasil penelitian menunjukkan hasil uji *independent sample t-test* pada hasil belajar akhir atau post-test diperoleh  $t_{hitung} > t_{tabel}$  yaitu  $4.913 > 1,670$ . maka  $H_0$  ditolak dan  $H_a$  diterima. Nilai signifikansi hasil post-test  $.000 < 0,05$ , maka  $H_0$  ditolak dan  $H_a$  diterima. Hal ini menyatakan bahwa terdapat perbedaan yang signifikan antara hasil post-test kelas eksperimen dengan kelas kontrol. Lalu hasil uji *independent sample t-test* pada keaktifan siswa diperoleh hasil bahwa  $t_{hitung} > t_{tabel}$  yaitu  $14.588 > 1,670$ , maka  $H_0$  ditolak dan  $H_a$  diterima. Nilai signifikansi  $t$   $.000 < 0,05$ , maka  $H_0$  ditolak dan  $H_a$  diterima. Hal ini menyatakan bahwa terdapat perbedaan yang signifikan keaktifan siswa antara kelas kontrol dan kelas eksperimen. Maka disimpulkan terdapat pengaruh signifikan penggunaan model pembelajaran kooperatif tipe *Team Games Tournament* (TGT) terhadap hasil dan keaktifan belajar siswa Kelas XI MIPA Di SMA Negeri 1 Depok Pada Materi Jaringan Tumbuhan.

**Kata Kunci:** *Team Games Tournament*, Keaktifan Belajar, Hasil Belajar Siswa, Jaringan Tumbuhan

**ABSTRACT**

**THE EFFECT OF COOPERATIVE LEARNING MODEL OF TEAM GAMES TOURNAMENT (TGT) TYPE ON STUDENTS' ACTIVITY AND LEARNING OUTCOMES OF GRADE XI MIPA AT STATE HIGH SCHOOL 1 DEPOK ON PLANT TISSUE MATERIAL**

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*The learning activity of students at SMA Negeri 1 Depok is low and the learning outcomes are still below the KKM (<75). The capacities of student learning affect learning outcomes. The model used by teachers is still active lectures and students' learning styles, namely liking to interact with classmates, so it is very necessary to apply the right learning model and in accordance with students' learning styles. This study aims to (1) To determine the significant effect of using the Team Games Tournament (TGT) type cooperative learning model on the learning activity of grade XI MIPA students at State High School 1 Depok on Plant Tissue material (2) To determine the significant effect of using the Team Games Tournament (TGT) type cooperative learning model on the learning outcomes of grade XI MIPA students at State High School 1 Depok on Plant Tissue material.*

*This research is a quasi-experiment with a Non-equivalent Control Group Design. There is a control group and an experimental group. The experimental group applied the Team Games Tournament (TGT) type cooperative learning model and the control group applied the conventional learning model with the lecture method. Data collection instruments in the form of observation sheets and tests. Test analysis to determine the significant effect of using the Team Games Tournament (TGT) type cooperative learning model on student activeness and learning outcomes using an independent sample T-test analysis test. The results showed that the results of the independent sample t-test on the final learning results or post-test obtained  $t \text{ count} > t \text{ table}$ , which is  $4,913 > 1,670$ . then  $H_0$  is rejected and  $H_a$  is accepted. The significance value of the post-test result of  $.000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. This states that there is a significant difference between the post-test results of the experimental class and the control class. Then the results of the independent sample t-test on the activeness of the second meeting students obtained the results that  $t \text{ count} > t \text{ table}$  which is  $14,588 > 1,670$ , then  $H_0$  was rejected and  $H_a$  was accepted. The significance value of  $t .000 < 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. This states that there is a significant difference in student activeness between the control class and the experimental class. So it was concluded that there was a significant effect of using the Team Games Tournament (TGT) type cooperative learning model on the results and learning activity of Class XI MIPA in State High School 1 Depok on plant tissue material.*

**Keywords:** *Team Games Tournament, Learning Activity, Student Learning Outcomes, Plant Tissue Material.*