

ABSTRAK

Dian Nugraheni. 2016. Pengaruh Sikap dan Motivasi Belajar terhadap Hasil Belajar Matematika pada Pokok Bahasan Keliling dan Luas Persegipanjang dan Persegi Menggunakan Model Pembelajaran Kooperatif Tipe *Teams Games Tournament* (TGT) Di Kelas VII C SMP Pangudi Luhur I Klaten Tahun Ajaran 2015/2016. Skripsi. Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mengetahui (1) keterlaksanaan proses model pembelajaran kooperatif tipe TGT pada pembelajaran matematika (2) sikap belajar, motivasi belajar, dan hasil belajar siswa (3) pengaruh model pembelajaran kooperatif tipe TGT terhadap hasil belajar siswa (4) pengaruh sikap belajar terhadap hasil belajar siswa (5) pengaruh motivasi belajar terhadap hasil belajar siswa.

Penelitian ini menggunakan metode deskriptif kualitatif-kuantitatif. Subyek penelitian ini adalah siswa kelas VII C SMP Pangudi Luhur I Klaten Tahun Ajaran 2015/2016. Instrumen pada penelitian ini meliputi lembar pengamatan keterlaksanaan RPP, kuesioner sikap dan motivasi belajar, serta tes hasil belajar. Validitas isi diperoleh dengan melakukan uji pakar yaitu dosen pembimbing dan guru mata pelajaran matematika. Validitas butir soal diperoleh dengan uji coba instrumen. Butir soal yang tidak valid kemudian dikonsultasikan kepada dosen pembimbing untuk direvisi. Reliabilitas untuk instrumen sikap belajar berdasarkan fakta $r = 0,716$ dan berdasarkan opini $r = 0,704$, untuk instrumen motivasi belajar berdasarkan fakta $r = 0,740$ dan berdasarkan opini $r = 0,774$, sedangkan untuk instrumen tes hasil belajar $r = 0,452$.

Dari hasil analisis diperoleh hasil bahwa (1) penerapan model pembelajaran kooperatif tipe TGT telah terlaksana dengan baik dengan keterlaksanaan RPP sebesar 98,29% (2) sikap belajar siswa kelas VII C SMP Pangudi Luhur I Klaten tergolong sedang (3) motivasi belajar siswa kelas VII C SMP Pangudi Luhur I Klaten tergolong tinggi (4) hasil belajar siswa kelas VII C SMP Pangudi Luhur I Klaten tergolong sedang (5) model pembelajaran kooperatif tipe TGT berpengaruh terhadap hasil belajar siswa, terlihat dari rata-rata nilai *pre-test* yaitu 67,73 meningkat menjadi 78,25 pada tes hasil belajar (6) sikap belajar dan hasil belajar tidak berpengaruh secara signifikan (7) motivasi belajar dan hasil belajar tidak berpengaruh secara signifikan.

Kata kunci : sikap belajar, motivasi belajar, hasil belajar, model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT)

ABSTRACT

Dian Nugraheni. 2016. The influence of Student's Learning Attitude and Student's Motivation toward the Learning Achievement on The Topic of Rectangles and Squares Using Cooperative Learning Type Teams Games Tournament (TGT) in Grade VIIC of SMP Pangudi Luhur I Klaten Academic Year 2015/2016. Thesis. Mathematics Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

This research has purposes to find out (1) the achievement of mathematics learning using cooperative learning type TGT (2) learning attitude, learning motivation, and student's learning result (3) the influence of cooperative learning type TGT toward student's learning result (4) the influence of student's learning attitude toward student's learning result (5) the influence of student's learning motivation toward student's learning result.

The researcher used qualitative and quantitative descriptive method. The subject of this study are the students in class VIIC of SMP Pangudi Luhur I Klaten academic year 2015/2016. This research used some instruments such as observation sheets of Lesson Plan (RPP), attitude questionnaire sheets, motivation questionnaire sheets, and learning achievement test. The content validity is achieved from the lecturer and the teacher of the subject. The validity of the question is achieved by testing it and if the questions are invalid there will be a revision. The questions reliability of student's learning attitude for fact $r = 0,716$ and for opinion $r = 0,704$, and the questions reliability of student's motivation for fact $r = 0,740$ and for opinion $r = 0,774$, while learning outcomes $r = 0,452$.

Based on the analysis it is found that (1) the implementation of cooperative learning type TGT has run well with average percentage of Lesson Plan is about 98,29% (2) student's learning attitude can be included in the category of medium (3) student's motivation can be included in the category of high (4) student's learning result can be included in the category of medium (5) there is an influence between cooperative learning type TGT toward student's learning result. It is shown by the average of the pre- test score from 67,73 increased to 78,25 on learning achievement test (6) there is no significant correlation between student's learning attitude and student's learning result (7) there is no significant correlation between student's motivation and student's learning result.

Keywords : learning attitude, student's motivation, cooperative learning model type Teams Games Tournament (TGT)