

ABSTRAK

Fransisca Dwi Kurniasari. (2016). Hubungan Keaktifan dan Motivasi Belajar terhadap Hasil Belajar Siswa pada Pokok Bahasan Keliling dan Luas Jajargenjang dengan Menggunakan Model Pembelajaran Kooperatif Tipe *Jigsaw* II di Kelas VII A SMP Kanisius Muntitan Tahun Ajaran 2015/2016. Skripsi Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan (1) Mengetahui pelaksanaan pembelajaran kooperatif tipe *jigsaw* II di SMP Kanisius Muntitan siswa kelas VII A dalam pokok bahasan keliling dan luas jajargenjang. (2) Mengetahui keaktifan belajar siswa dengan menggunakan pembelajaran kooperatif tipe *jigsaw* II di kelas VII A SMP Kanisius Muntitan dalam penerapan pokok bahasan keliling dan luas jajargenjang. (3) Mengetahui motivasi siswa dengan menggunakan pembelajaran kooperatif tipe *jigsaw* II di kelas VII A SMP Kanisius Muntitan dalam pokok bahasan keliling dan luas jajargenjang. (4) Mengetahui hasil belajar siswa dengan menggunakan pembelajaran kooperatif tipe *jigsaw* II di kelas VII A SMP Kanisius Muntitan dalam pokok bahasan keliling dan luas jajargenjang. (5) Mengetahui seberapa besar hubungan keaktifan belajar dengan hasil belajar siswa dengan menggunakan pembelajaran kooperatif tipe *jigsaw* II di kelas VII A SMP Kanisius Muntitan dalam pokok bahasan keliling dan luas jajargenjang. (6) Mengetahui seberapa besar hubungan motivasi siswa dengan hasil belajar siswa dengan menggunakan pembelajaran kooperatif tipe *jigsaw* II di kelas VII A SMP Kanisius Muntitan dalam pokok bahasan keliling dan luas jajargenjang.

Jenis penelitian dalam penelitian ini menggunakan penelitian deskriptif kualitatif dan kuantitatif. Sampel dari penelitian ini adalah siswa kelas VII A. Instrumen dalam penelitian ini meliputi lembar pengamatan keterlaksanaan Rencana Pelaksanaan (RPP), lembar pengamatan keaktifan siswa, kuesioner motivasi belajar, dan tes hasil belajar. Validitas isi diperoleh melalui uji pakar yaitu dosen pembimbing dan guru mata pelajaran, sedangkan validitas butir diperoleh dengan uji coba. Butir soal yang tidak valid direvisi. Reliabilitas kuesioner motivasi belajar berdasarkan fakta sebesar 0,751895, reliabilitas kuesioner motivasi belajar berdasarkan opini sebesar 0,829002, reliabilitas tes hasil belajar sebesar 0,8105068.

Hasil penelitian ini menunjukkan (1) Pelaksanaan pembelajaran kooperatif tipe *jigsaw* II terlaksana dengan baik dengan persentase 90,74%. (2) Keaktifan belajar siswa dengan menggunakan model pembelajaran kooperatif tipe *jigsaw* II masuk kategori sedang (dengan rata-rata 93,75). (3) Motivasi belajar siswa dengan menggunakan model pembelajaran kooperatif tipe *jigsaw* II masuk kategori sedang (dengan rata-rata 143,75). (4) Hasil belajar siswa dengan menggunakan model pembelajaran kooperatif tipe *jigsaw* II masuk kategori sedang (dengan rata-rata 59,93). (5) ada hubungan antara keaktifan belajar dengan hasil belajar siswa tetapi

tidak signifikan dengan besar kontribusi 4,45%. (6) Ada hubungan secara positif antara motivasi belajar dengan hasil belajar siswa, dengan besar kontribusi 18,84%.

Kata Kunci : *Jigsaw II*, Keaktifan belajar, Motivasi Belajar, Hasil Belajar



ABSTRACT

Fransisca Dwi Kurniasari. (2016). *A Correlation between Effectiveness and Motivation Learning to the Students Learning result with the main topic of Circumference and Area of Parallelogram with the use of Cooperative Learning Model Jigsaw II type in class VII A of SMP Kanisius Muntilan 2015/2016 academic year. A Thesis of Mathematics Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University.*

This research is aimed to find out (1) The implementation of cooperative learning with the use of jigsaw II type in class VII A of SMP Kanisius Muntilan with the main topic of circumference and area of a parallelogram. (2) Students' effectiveness in learning with the use of jigsaw II type in class VII A of SMP Kanisius Muntilan with the main topic of circumference and area of a parallelogram. (3) Students' learning motivation with the use of jigsaw II type in class VII A of SMP Kanisius Muntilan with the main topic of circumference and area of a parallelogram. (4) The learning outcomes of students' learning process with the use of jigsaw II type in class VII A of SMP Kanisius Muntilan with the main topic of circumference and area of a parallelogram. (5) How many percentage the correlation between students' effectiveness in learning with their learning outcomes with the use of jigsaw II type in class VII A of SMP Kanisius Muntilan with the main topic of circumference and area of a parallelogram. (6) How many percentage the correlation between students' motivation in learning and their learning outcomes with the use of jigsaw II type in class VII A of SMP Kanisius Muntilan with the main topic of circumference and area of a parallelogram.

This research was conducted by using descriptive qualitative and quantitative method. The sample in this research was students from class VII A. The instruments in this research were the observation sheet of RPP, the observation sheet of students' effectiveness, a questionnaire of students' learning motivation, and test. The content validity was obtained by expert test which are the supervisor lecturer and Mathematics teacher, meanwhile the validity of the grain was obtained by trials. Items that were not valid were revised. The reliability of students' learning motivation questionnaire based on the fact was 0,751895, the reliability of students' learning motivation questionnaire based on the opinion was 0,829002, the reliability of the test was 0,8105068.

The finding of this research showed (1) The implementation of cooperative learning with the use of Jigsaw II type was conducted with the percentage of 90,74%. (2) Students' effectiveness with the use of cooperative learning model Jigsaw II type was categorized as moderate (with the average of 93,75). (3) Students' learning motivation with the use of cooperative learning Jigsaw II type was categorizes as moderate with the average of 143,75. (4) The learning outcomes with with the use of cooperative learning Jigsaw II type was categorizes as moderate (with the average

of 59,93). (5) There is a relation between the activity of learning and learning outcomes, but no significant with contribution of 4,45%. (6) There is a correlation positif between students' learning motivation and learning outcomes, with the contribution percentage of 18,84%.

Keywords : Jigsaw II, Learning Effectiveness, Learning Motivation, Learning Outcomes

