ABSTRAK

EFEKTIFITAS PENGGUNAAN MEDIA PERMAINAN KARTU REMI UNTUK MENINGKATKAN MOTIVASI BELAJAR DAN PRESTASI BELAJAR SISWA PADA MATA PELAJARAN EKONOMI

Studi Eksperimen pada Siswa Kelas X IPS SMA Negeri 1 Sewon

Thimotius Pawolung Mawokasa
Universitas Sanata Dharma
2017

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan media permainan kartu remi dalam meningkatkan motivasi belajar dan prestasi belajar siswa. Pengujian dilakukan melalui eksperimen pada kelas eksperimen dan selanjutnya dibandingkan dengan kelas kontrol.

Penelitian ini dilaksanakan pada siswa kelas X IPS SMA Negeri 1 Sewon. Pengumpulan data dilakukan melalui kuesioner dan tes. Data yang diperoleh dianalisis dengan menggunakan analisis deskriptif dan analisis komparatif dengan uji t.

Berdasarkan hasil analisis deskriptif, diketahui bahwa setelah menggunakan media permainan kartu remi, motivasi belajar kelas eksperimen mengalami kenaikan rata-rata skor 4,95 sedangkan motivasi belajar kelas kontrol mengalami penurunan rata-rata skor 4,50. Prestasi belajar pada kelas eksperimen mengalami peningkatan rata-rata skor 29 sedangkan prestasi belajar pada kelas kontrol mengalami peningkatan rata-rata skor 1. Berdasarkan analisis komparatif, diketahui bahwa tidak ada perbedaan motivasi belajar awal sebelum perlakuan pada kelas eksperimen dan kelas kontrol (*Sig. 2-tailed* sebesar 0,099). Ada perbedaan yang signifikan motivasi belajar sesudah perlakuan pada kelas eksperimen dan kelas kontrol (sig. 2-tailed sebesar 0,000). Terdapat perbedaan yang signifikan motivasi belajar sebelum dan sesudah perlakuan pada kelas eksperimen (*Sig. 2-tailed* sebesar 0,000). Terdapat perbedaan motivasi belajar sebelum dan sesudah perlakuan pada kelas kontrol (*Sig. 2-tailed* sebesar 0,027). Terdapat perbedaan yang signifikan selisih motivasi belajar antara kelas kontrol dan kelas eksperimen (*Sig. 2-tailed* sebesar 0,000).

Terdapat perbedaan prestasi belajar awal sebelum perlakuan pada kelas eksperimen dan kelas kontrol (*Sig. 2-tailed* sebesar 0,001). Tidak terdapat perbedaan prestasi belajar sebelum dan sesudah perlakuan pada kelas kontrol (*Sig. 2-tailed* sebesar 0,451). Terdapat perbedaan yang signifikan prestasi belajar sebelum dan sesudah perlakuan pada kelas eksperimen (*Sig. 2-tailed* sebesar 0,000). Terdapat perbedaan prestasi belajar sesudah perlakuan pada kelas kontrol dan kelas eksperimen (*Sig. 2-tailed* sebesar 0,000). Terdapat perbedaan yang signifikan selisih prestasi belajar antara kelas kontrol dan kelas eksperimen (*Sig. 2-tailed* sebesar 0,000). Hal tersebut menunjukkan bahwa kartu remi efektif untuk meningkatkan motivasi belajar dan prestasi belajar siswa pada mata pelajaran ekonomi.

ABSTRACT

THE EFFECTIVINESS OF USING PLAYING CARD AS A MEDIUM FOR IMPROVING STUDENTS' LEARNING MOTIVATION AND ACHIEVEMENT IN ECONOMICS
An Experimental Research among the Tenth Grade Student of Social Sciences
Departement of SMA Negeri 1 Sewon

Thimotius Pawolung Mawokasa
Sanata Dharma University
2017

This research aims to find out the effectiveness of using playing card as a medium for improving students' learning motivation and achievement. The test is done by doing an experiment in experimental group which was compared to control group.

The research was conducted among the Tenth Grade student of Social Sciences Departement of SMA Negeri 1 Sewon. The data gathering was done by applying questionnaire and test. The result of the data was analyzed by using descriptive analysis and comparative analysis with t-test.

According to the result of descriptive analysis, it shows that after using playing card as a learning medium, the motivation of experimental group increased on the average score of 4.95, while the motivation of control group decreased on the average score of 4.50. The achievement of experimental group increased on the average score of 29, while the achievement of control group increased on the average score of 1. According to comparative analysis, it shows that students' learning motivation, both of experimental group and control group, does not have any difference before being given the treatment (*sig. 2-tailed* value is 0.099). There is a significant difference of learning motivation between experimental group and control group after being given the treatment (*sig. 2-tailed* value is 0.000). There is a significant difference of experimental group's learning motivation between before and after being given the treatment (*sig. 2-tailed* value is 0.000). There is a difference of control group's learning motivation between before and after being given the treatment (*sig. 2-tailed* value is 0.027). There is a significant difference of learning motivation between control group and experimental group (*sig. 2-tailed* value is 0.000).

There is a difference of learning achievement of experimental group and control group between before and after being given the treatment (*sig. 2-tailed* value is 0.001). There is no difference of control group's learning achievement between before and after being given the treatment (*sig. 2-tailed* value is 0.451). There is a significant difference of experimental group's learning achievement between before and after being given the treatment (*sig. 2-tailed* value is 0.000). There is a difference of learning achievement between control group and experimental group after being given the treatment (*sig. 2-tailed* value is 0.000). There is a significant difference of learning achievement achievent difference between control group and experimental group (*sig. 2-tailed* value is 0.000). The result shows that using playing card as a learning medium is effective for improving students' learning motivation and learning achievement in Economics.