

## ABSTRAK

**Wahyu Sumardeni, Ni Nyoman (2022),** *Pengaruh Task-Based Learning Model Terhadap Keterampilan Komunikasi dan Kolaborasi Siswa dalam Pembelajaran IPS di SMP Laboratorium Undiksha Singaraja.* Tesis, Pendidikan IPS, Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Dr. Ida Bagus Made Astawa, M.Si. dan Pembimbing II: Dr. Tuty Maryati, M.Pd.

Kata Kunci: Keterampilan Kolaborasi, Keterampilan Komunikasi, Pembelajaran IPS, *Task-Based Learning Model*.

Penelitian ini dilatar belakangi oleh belum berkembangnya keterampilan komunikasi dan kolaborasi siswa dalam pembelajaran IPS dengan tujuan: (1) menganalisis pengimplementasian *Task-Based Learning Model* dalam pembelajaran IPS pada Kelas VIII, (2) menganalisis pengaruh *Task-Based Learning Model* terhadap keterampilan komunikasi siswa kelas VIII dalam pembelajaran IPS, (3) menganalisis pengaruh *Task-Based Learning Model* terhadap keterampilan kolaborasi siswa kelas VIII dalam pembelajaran IPS, dan (4) menganalisis pengaruh *Task-Based Learning Model* secara simultan terhadap keterampilan komunikasi dan kolaborasi siswa kelas VIII dalam pembelajaran IPS. Penelitian ini dirancang sebagai penelitian eksperimen semu/*quasy eskperimental* dengan *posttest only control group design*. Sampel penelitian ditentukan secara random dengan tehnik undian untuk menetapkan dua (2) dari tiga (3) kelas populasi, yaitu satu sebagai kelompok eksperimen (Kelas VIII-3) dan satu sebagai kelompok kontrol (Kelas VIII-2) setelah terlebih dahulu dilakukan uji kesetaraan. Pengumpulan data menggunakan metode observasi, angket, dan pencatatan dokumen yang datanya kemudian dianalisis secara deskriptif kualitatif dan Kuantitatif (Manova) untuk uji hipotesis. Hasil penelitian menunjukkan: (1) pengimplementasian *Task-Based Learning Model* yang dilakukan guru dalam pembelajaran IPS pada Kelas VIII tergolong dalam kriteria baik sekali dengan nilai sebesar 95, (2) terdapat pengaruh *Task-Based Learning Model* secara signifikan ( $F_{hitung}$  63,985 dan nilai signifikansi 0,000) terhadap keterampilan komunikasi siswa kelas VIII dalam pembelajaran IPS, (3) terdapat pengaruh *Task-Based Learning Model* secara signifikan ( $F_{hitung}$  49,581 dan nilai signifikansi 0,000) terhadap keterampilan kolaborasi siswa kelas VIII dalam pembelajaran IPS, dan (4) secara simultan terdapat pengaruh *Task-Based Learning Model* yang signifikan ( $F_{hitung}$  41,124 dan nilai signifikansi 0,000) terhadap keterampilan komunikasi dan kolaborasi siswa kelas VIII dalam pembelajaran IPS.

## ABSTRACT

Wahyu Sumardeni, Ni Nyoman (2022), The Effect of Task-Based Learning Model on Students' Communication and Collaboration Skills in Social Studies Learning at SMP Laboratorium Undiksha Singaraja. Thesis, Social Sciences Education, Postgraduate, Ganesha University of Education.

This thesis has been approved and reviewed by Advisor I: Dr. Ida Bagus Made Astawa, M.Si and Advisor II: Dr. Tuty Maryati, M.Pd.

Keywords: Collaboration Skills, Communication Skills, Social Studies Learning, Task-Based Learning Model.

This research is motivated by the undeveloped communication and collaboration skills of students in social studies learning with the objectives of: (1) analyzing the implementation of the Task-Based Learning Model in social studies learning in class VIII, (2) analyzing the effect of the Task-Based Learning Model on the communication skills of class students. VIII in social studies learning, (3) analyzing the effect of the Task-Based Learning Model on the collaboration skills of class VIII students in social studies learning, and (4) analyzing the effect of the Task-Based Learning Model simultaneously on the communication and collaboration skills of class VIII students in social studies learning. This study was designed as a quasi-experimental/quasi-experimental study with a posttest only control group design. The research sample was determined randomly using a lottery technique to determine two (2) of the three (3) population classes, namely one as the experimental group (Class VIII-3) and one as the control group (Class VIII-2) after the equivalence test was first carried out. The data was collected using observation, questionnaires, and document recording methods, whose data were then analyzed descriptively qualitatively and quantitatively (Manova) to test the hypothesis. The results showed: (1) the implementation of the Task-Based Learning Model carried out by the teacher in social studies learning in Class VIII was classified as very good with a score of 95, (2) there was a significant effect of the Task-Based Learning Model (Fcount 63,985 and a significant value). 0.000) on the communication skills of class VIII students in social studies learning, (3) there is a significant effect of the Task-Based Learning Model (Fcount 49,581 and a significance value of 0.000) on the collaboration skills of class VIII students in social studies learning, and (4) simultaneously there is an effect Task-Based Learning Model which is significant (Fcount 41,124 and significance value 0,000) on communication and collaboration skills of class VIII students in social studies learning.