

**Pengaruh Model Pembelajaran Kooperatif Tipe *Teams Games Tournament*  
Terhadap Hasil Belajar IPA Siswa Kelas VII**

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**ABSTRAK**

Tujuan penelitian ini adalah menganalisis perbedaan pengaruh hasil belajar IPA antara siswa yang dibelajarkan menggunakan model pembelajaran kooperatif tipe *Teams Games Tournament* dan siswa yang dibelajarkan menggunakan model pembelajaran *Direct Instruction* di MTsN 1 Jembrana. Jenis penelitian ini adalah penelitian eksperimen semu dengan rancangan *Pretest Posttest Nonequivalent Control Group Design*. Populasi dalam penelitian ini adalah 82 siswa yang tersebar ke dalam 3 kelas VII di MTsN 1 Jembrana semester genap tahun pelajaran 2018/2019. Sampel penelitian diambil dengan teknik *cluster random sampling*, yaitu diperoleh 42 siswa yang terbagi dalam 2 kelas. Kelas VII A sebagai kelas kontrol yang berjumlah 21 siswa yang dibelajarkan menggunakan model pembelajaran *Teams Games Tournament* dan kelas eksperimen yang berjumlah 21 siswa yang dibelajarkan menggunakan model pembelajaran *Direct Instruction*. Data yang dikumpulkan yaitu data kuantitatif tentang hasil belajar IPA siswa yang diperoleh menggunakan instrumen tes hasil belajar IPA dengan jenis tes pilihan ganda sebanyak 20 butir soal. Data yang diperoleh dianalisis dengan Uji t *independent sample test* dengan taraf signifikansi 0,05 menggunakan bantuan SPSS for Windows 16.0. Perolehan hasil belajar IPA pada siswa yang dibelajarkan menggunakan model *Teams Games Tournament* sebesar  $\langle g \rangle = 0,58$  dan siswa yang dibelajarkan menggunakan model *Direct Instruction* sebesar  $\langle g \rangle = 0,34$ . Kesimpulan hasil penelitian ini yaitu, terdapat perbedaan pengaruh yang signifikan antara siswa yang dibelajarkan menggunakan model *Teams Games Tournament* dan siswa yang dibelajarkan menggunakan model *Direct Instruction* terhadap hasil belajar IPA siswa di MTsN 1 Jembrana.

**Kata kunci:** *Teams Games Tournament*, *Direct Instruction*, Hasil Belajar IPA.

**THE INFLUENCE OF COOPERATIVE LEARNING MODEL TEAMS  
GAMES TOURNAMENT TYPE ON SCIENCE LEARNING  
OUTCOMES OF GRADE VII**

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**ABSTRACT**

The purpose of this study was to analyze the differences in the effect of science learning outcomes between students who were taught using the Teams Games Tournament cooperative learning model and students who were taught using the Direct Instruction learning model in MTsN 1 Jembrana. This type of research is a quasi-experimental study with the pretest posttest nonequivalent control group design. The population in this study were 82 students spread into 3 classes VII in MTsN 1 Jembrana even semester semester 2018/2019. The research sample was taken by cluster random sampling technique, which was obtained by 42 students divided into 2 classes. Class VII A as a control class of 21 students who were taught using the Teams Games Tournament learning model and an experimental class of 21 students who were taught using the Direct Instruction learning model. The data collected are quantitative data about students' science learning outcomes obtained using the instrument of science learning outcomes test with a multiple choice test type of 20 items. The data obtained were analyzed by t test independent sample test with a significance level of 0.05 using SPSS for Windows 16.0. The acquisition of science learning outcomes in students who were taught using the Teams Games Tournament model of  $\langle g \rangle = 0.58$  and students who were taught using the Direct Instruction model of  $\langle g \rangle = 0.34$ . The conclusion of this research is that there is a significant difference in effect between students who are taught using the Teams Games Tournament model and students who are taught using the Direct Instruction model to the learning outcomes of science students in MTsN 1 Jembrana.

**Keywords:** *Teams Games Tournament, Direct Instruction, The result of science class.*