

ABSTRAK

Mulyaningsih, Ni Made (2023), “*Pengaruh Model Pembelajaran Kooperatif Tipe Student Facilitator And Explaining Terhadap Motivasi Dan Hasil Belajar IPA Siswa Kelas V*”. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: SFE, motivasi, hasil belajar

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Student Facilitator And Explaining* terhadap motivasi dan hasil belajar IPA. Jenis penelitian ini adalah penelitian eksperimen semu (*quasy experiment*) dengan desain penelitian *post-test only non equivalent control group design*. Populasi penelitian ini adalah seluruh kelas V SD Gugus II Kecamatan Kuta Utara yang berjumlah 166 siswa dan sudah dinyatakan setara secara akademik melalui analisis Anava. Sampel penelitian ini diperoleh melalui teknik *random sampling*. Sehingga, ditentukan bahwa untuk kelas eksperimen yaitu SD 1 Tibubeneng berjumlah 28. Sedangkan untuk kelas kontrol SD 2 Tibubeneng berjumlah 28. Data dikumpulkan dengan metode non-tes untuk motivasi belajar dan tes untuk hasil belajar. Data yang diperoleh dianalisis dengan menggunakan analisis Manova untuk menguji hipotesis. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh secara simultan model *Student Facilitator And Explaining* terhadap motivasi dan hasil belajar IPA ($F = 13901,309, p < 0,05$). (2) terdapat pengaruh yang signifikan model pembelajaran *Student Facilitator And Explaining* terhadap motivasi belajar IPA ($F = 408,688, p < 0,05$). (3) terdapat pengaruh yang signifikan model pembelajaran *Student Facilitator And Explaining* terhadap hasil belajar IPA ($F = 53,635, p < 0,05$). Berdasarkan temuan tersebut, dapat disimpulkan bahwa model pembelajaran *Student Facilitator And Explaining* berpengaruh positif terhadap motivasi dan hasil belajar IPA siswa kelas V SD Gugus II Kecamatan Kuta Utara.

ABSTRACT

Mulyaningsih, Ni Made (2023), *"The Influence of the Student Facilitator and Explaining Cooperative Learning Model on the Motivation and Science Learning Outcomes of Class V Students"*. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.

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Key words: SFE, motivation, learning outcomes

This research aims to determine the effect of the Student Facilitator And Explaining learning model on motivation and science learning outcomes. This type of research is quasi-experimental research with a post-test only non-equivalent control group design. The population of this study was all class V of SD Gugus II, North Kuta District, totaling 166 students and had been declared academically equivalent through Anava analysis. This research sample was obtained through random sampling technique. So, it was determined that the number for the experimental class, namely SD 1 Tibubeneng, was 28. Meanwhile, the number for the control class at SD 2 Tibubeneng was 28. Data was collected using non-test methods for learning motivation and tests for learning outcomes. The data obtained was analyzed using Manova analysis to test the hypothesis. The research results show that: (1) there is a simultaneous influence of the Student Facilitator And Explaining model on motivation and science learning outcomes ($F = 13901.309$, $p < 0.05$). (2) there is a significant influence of the Student Facilitator And Explaining learning model on science learning motivation ($F = 408.688$, $p < 0.05$). (3) there is a significant influence of the Student Facilitator And Explaining learning model on science learning outcomes ($F = 53.635$, $p < 0.05$). Based on these findings, it can be concluded that the Student Facilitator And Explaining learning model has a positive effect on the motivation and science learning outcomes of fifth grade students at Gugus II Elementary School, North Kuta District.