

ABSTRAK

Motivasi belajar dan hasil belajar IPAS siswa sekolah dasar masih tergolong rendah akibat pendekatan pembelajaran yang bersifat konvensional dan kurang melibatkan siswa secara aktif dalam proses pembelajaran. Penelitian ini bertujuan untuk menganalisis pengaruh model Team Games Tournament (TGT) berbantuan teka-teki silang terhadap motivasi dan hasil belajar IPAS siswa kelas IV sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen semu (quasi-experiment) dan desain non-equivalent post-test only control group design. Subjek penelitian berjumlah 72 siswa. Pengumpulan data dilakukan menggunakan angket motivasi belajar dan tes hasil belajar IPAS berupa pilihan ganda. Data dianalisis menggunakan teknik statistik parametrik, yaitu uji-t (independent sample t-test), setelah melalui uji prasyarat analisis berupa uji normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa model TGT berbantuan teka-teki silang berpengaruh secara signifikan terhadap peningkatan motivasi belajar dan hasil belajar IPAS siswa. Temuan ini mengindikasikan bahwa pembelajaran berbasis TGT dengan dukungan media teka-teki silang dapat menjadi alternatif inovatif dalam meningkatkan kualitas pembelajaran IPAS di sekolah dasar.

Kata kunci: Team Games Tournament, teka-teki silang, motivasi belajar, hasil belajar IPAS

ABSTRACT

Learning motivation and learning outcomes in science for elementary school students are still relatively low due to conventional teaching approaches that do not actively involve students in the learning process. This study aims to analyze the effect of the Team Games Tournament (TGT) model assisted by crossword puzzles on the motivation and learning outcomes of fourth-grade elementary school students in science. This study uses a quantitative approach with a quasi-experimental research design and a non-equivalent post-test only control group design. The research subjects consisted of 72 students. Data collection was conducted using a learning motivation questionnaire and an IPAS learning achievement test in the form of multiple-choice questions. Data were analyzed using parametric statistical techniques, specifically the independent sample t-test, after conducting prerequisite analysis tests for normality and homogeneity. The research findings indicate that the TGT model assisted by crossword puzzles significantly influences improvements in students' learning motivation and IPAS learning outcomes. These findings indicate that TGT-based learning

supported by crossword puzzles can serve as an innovative alternative to enhance the quality of IPAS learning in elementary schools.

Keywords: *Team Games Tournament, crossword puzzles, learning motivation, IPAS learning outcomes*

