

**PENERAPAN MODEL PEMBELAJARAN KOMBINASI *PROBLEM
BASED LEARNING* DAN MODEL KOOPERATIF TIPE *TEAMS GAMES
TOURNAMENT* UNTUK MENINGKATKAN AKTIVITAS BELAJAR DAN
HASIL BELAJAR EKONOMI SISWA KELAS XA SMA N 1 SAWAN**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) peningkatan aktivitas belajar ekonomi, (2) peningkatan hasil belajar ekonomi, dan (3) respon siswa kelas XA SMA N 1 Sawan setelah penerapan model pembelajaran kombinasi *Problem Based Learning* (PBL) dan kooperatif tipe *Teams Games Tournament* (TGT). Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus, yang masing-masing meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian berjumlah 34 siswa dengan objek penelitian berupa aktivitas belajar dan hasil belajar ekonomi siswa kelas XA SMA Negeri 1 Sawan. Teknik pengumpulan data menggunakan observasi, tes, dan angket yang dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa: (1) aktivitas belajar siswa meningkat dari 72,08 pada siklus I menjadi 88,66 pada siklus II, (2) Hasil belajar siswa juga mengalami peningkatan, ditunjukkan dengan ketuntasan belajar yang meningkat dari 58,82 pada siklus I menjadi 82,35 pada siklus II, dan (3) Respon siswa terhadap pembelajaran tergolong sangat positif dengan skor rata-rata 81,76. Dengan demikian, dapat disimpulkan bahwa penerapan model pembelajaran kombinasi PBL dan TGT efektif dalam meningkatkan aktivitas dan hasil belajar ekonomi siswa serta mampu meningkatkan kualitas pembelajaran ekonomi di SMA Negeri 1 Sawan.

Kata Kunci: *Problem Based Learning* (PBL), kooperatif, *Teams Games Tournament* (TGT), aktivitas belajar, hasil belajar.

***THE IMPLEMENTATION OF A COMBINED PROBLEM-BASED
LEARNING AND TEAMS GAMES TOURNAMENT COOPERATIVE
LEARNING MODEL TO IMPROVE LEARNING ACTIVITIES AND
ECONOMICS LEARNING OUTCOMES OF CLASS XA STUDENTS AT SMA
N 1 SAWAN***

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ABSTRACT

This study aimed to determine: (1) the improvement of students' economics learning activities, (2) the improvement of students' economics learning outcomes, and (3) the responses of Class XA students at SMA Negeri 1 Sawan after the implementation of a combined Problem-Based Learning (PBL) and Teams Games Tournament (TGT) cooperative learning model. This research employed Classroom Action Research (CAR), which was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of the study were 34 students, while the objects of the study were students' learning activities and economics learning outcomes in Class XA of SMA Negeri 1 Sawan. Data were collected through observation, tests, and questionnaires and were analyzed using descriptive quantitative techniques. The results showed that: (1) students' learning activities increased from 72.08 in Cycle I to 88.66 in Cycle II; (2) students' learning outcomes improved from 64.12 in Cycle I to 82.50 in Cycle II, with learning mastery increasing from 58.82% in Cycle I to 82.35% in Cycle II; and (3) students' responses to the learning process were classified as very positive, with an average score of 81.76. Therefore, it can be concluded that the implementation of the combined PBL and TGT learning model was effective in improving students' learning activities and economics learning outcomes, as well as enhancing the quality of economics instruction at SMA Negeri 1 Sawan.

Keywords: *Problem-Based Learning (PBL), cooperative learning, Teams Games Tournament (TGT), learning activities, learning outcomes.*