

ABSTRAK

Ria Utami Agustin, Luh Gede (2019), *Pengaruh Model Pembelajaran Numbered Head Together dan Teams Games Tournament Terhadap Pencapaian Kompetensi Belajar IPS Ditinjau dari Motivasi Berprestasi Siswa Kelas VII SMP Negeri 2 Sukasada*. Tesis, Pendidikan IPS, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I : Prof. Dr. I Wayan Lasmawan, M.Pd. dan Pembimbing II: Dr. I Wayan Mudana, M.Si

Kata-kata kunci: NHT, TGT, motivasi berprestasi, kompetensi belajar

Penelitian ini bertujuan untuk mengetahui: (1) perbedaan pencapaian kompetensi belajar siswa yang mengikuti model pembelajaran NHT dan TGT, (2) interaksi pengaruh antara model pembelajaran dan motivasi berprestasi terhadap pencapaian kompetensi belajar IPS, (3) perbedaan pencapaian kompetensi belajar IPS antara siswa yang mengikuti model pembelajaran NHT dan TGT pada siswa dengan motivasi berprestasi tinggi, (4) perbedaan pencapaian kompetensi belajar IPS antara siswa yang mengikuti model pembelajaran NHT dan TGT pada siswa dengan motivasi berprestasi rendah. Penelitian ini dirancang dalam bentuk penelitian kuasi eksperimen. Data dalam penelitian ini dikumpulkan dengan menggunakan kuesioner motivasi berprestasi dan pencapaian kompetensi belajar IPS. Data dianalisis dengan menggunakan analisis varian 2 jalan. Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan pencapaian kompetensi belajar siswa yang dibelajarkan dengan model pembelajaran NHT dan TGT (2) terdapat pengaruh interaksi antara model pembelajaran dengan motivasi berprestasi terhadap pencapaian kompetensi belajar IPS, (3) model pembelajaran NHT lebih baik diterapkan pada siswa dengan motivasi berprestasi tinggi (4) model pembelajaran TGT lebih baik diterapkan pada siswa dengan motivasi berprestasi rendah. Berdasarkan temuan tersebut dapat disimpulkan, bahwa model pembelajaran kooperatif tipe NHT lebih baik diterapkan pada siswa dengan motivasi berprestasi tinggi sedangkan model pembelajaran kooperatif tipe TGT lebih baik diterapkan pada siswa dengan motivasi berprestasi rendah.

ABSTRACT

Ria Utami Agustin, Luh Gede (2019), The Influence of Numbered Head Together Learning Model and Teams Games Tournament on the Achievement of Social Studies Learning Competencies Judging from Achievement Motivation in Class VII Junior High School No 2 Sukasada. Thesis, Social Studies Education, Post Graduated Study Program, Ganesha University of Education.

This thesis has been supervised and approved by Supervisor I Prof. Dr. I Wayan Lasmawan, M.Pd. and Supervisor II: Dr. I Wayan Mudana, M.Si

Key words: NHT, TGT, achievement motivation, learning competence

This study aimed at: (1) differences in the achievement of student learning competencies that follow the NHT and TGT learning models, (2) the interaction of the influence between the learning model and achievement motivation on the achievement of social studies learning competencies, (3) differences in achievement of social studies learning competencies between students who follow the NHT and TGT learning models in students with high achievement motivation, (4) the difference in achievement of social studies learning competencies between students who followed the NHT and TGT learning models in students with low achievement motivation. This research was designed in quasi-experimental research. Data in this study were collected using a questionnaire of achievement motivation and achievement of social studies learning competencies. Data were analyzed using analysis of two ways anava. The results of the study shows that: (1) there are differences in the achievement of student learning competencies which are taught by the NHT and TGT learning models, (2) there is an interaction effect between the learning model and achievement motivation towards the achievement of social studies learning competencies, (3) NHT learning models are better applied to students with high achievement motivation, (4) TGT learning models are better applied to students with low achievement motivation. Based on these findings it can be concluded that the NHT cooperative learning model is better applied to students with high achievement motivation while the TGT cooperative learning model is better applied to students with low achievement motivation.