

## ABSTRAK

**Eldi Mulyana (1200965).** “Perbandingan Efektivitas Pembelajaran *Cooperative Integrated Reading and Composition*, *Group Investigation*, dan *Team Games Tournament* terhadap Pemahaman Konsep IPS (Studi *Quasi Experiment* pada Peserta Didik Kelas VIII SMP N 38 Bandung)”. Berada di bawah bimbingan Prof. Dr. Gurniwan Kamil Pasya, M.Si. dan Dr. Mamat Ruhimat, M.Pd.

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman konsep IPS yang terjadi pada peserta didik di kelas VIII SMP N 38 Bandung. Rendahnya pemahaman konsep IPS disebabkan oleh miskonsepsi yang dibawa sebelumnya oleh peserta didik dari lingkungannya akibat pola pikir yang salah dan ditambah oleh metode pembelajaran IPS yang kurang mengajak peserta didik untuk aktif terlibat dalam proses pembelajaran. Peneliti mencoba menggunakan pembelajaran *Cooperative Integrated Reading and Composition* (CIRC), *Group Investigation* (GI) dan *Team Games Tournament* (TGT) untuk meningkatkan pemahaman konsep IPS. Metode yang digunakan adalah *quasi experiment* dengan desain penelitian *nonequivalent [pre test and post test] control group design*. Perolehan data dilakukan dengan tes (*pre test* dan *post test*), lembar observasi dan pedoman wawancara. Analisis data dilakukan dengan metode *right only*, analisis peningkatan pemahaman konsep IPS (*gain*), uji normalitas *Lilliefors* (*Kolmogorov-Smirnov* dan *Shapiro-Wilk*), uji homogenitas *Levene Test*, uji hipotesis (*paired sample t test*, *independent sample t test*, dan *matched subject*). Hasil penelitian menunjukkan bahwa pembelajaran kooperatif tipe CIRC, GI dan TGT efektif meningkatkan pemahaman konsep IPS pada peserta didik, hal tersebut berdasarkan nilai rata-rata pemahaman konsep IPS pada saat sesudah perlakuan lebih tinggi dibandingkan sebelumnya. Kesimpulan dari penelitian ini bahwa CIRC, GI dan TGT efektif untuk meningkatkan pemahaman konsep IPS pada peserta didik kelas VIII SMPN 38 Bandung. Perbandingan efektivitas antara ketiga metode pembelajaran kooperatif tersebut diperoleh informasi berdasarkan hasil penelitian bahwa pembelajaran kooperatif tipe GI lebih baik dan efektif untuk meningkatkan pemahaman konsep IPS pada peserta didik kelas VIII SMPN 38 Bandung dibandingkan pembelajaran kooperatif tipe CIRC dan TGT.

**Kata Kunci:** *Cooperative Integrated Reading and Composition* (CIRC), *Group Investigation* (GI) dan *Team Games Tournament* (TGT), pemahaman konsep IPS.

## ABSTRACT

**Eldi Mulyana (1200965). “Comparing the Effectiveness of Learning of Cooperative Integrated Reading and Composition, Group Investigation, and Team Games Tournament types in Students’ Understanding of IPS<sup>1</sup> Concepts (A Quasi Experiment to the Eighth Grade Students of SMP N<sup>2</sup> 38 Bandung)”. Under the guidance of Prof. Dr. Gurniwan Kamil Pasya, M.Si. and Dr. Mamat Ruhimat, M.Pd.**

The background to the research is students’ low understanding of (IPS) social studies concepts in grade VIII SMP N 38 Bandung. This low understanding is caused by the misconception prevalent in students’ environment as a result of the wrong mindset and is ameliorated by social studies learning methods that do not engage students in the teaching and learning process. Therefore, the researcher attempts to adopt cooperative learning of CIRC (Cooperative Integrated Reading and Composition), GI (Group Investigation), and TGT (Teams-Games-Tournaments) types to improve students’ understanding of social studies concepts. The method adopted was quasi experiment with nonequivalent-[pre-test and post-test]-control-group design. Meanwhile, data were collected through tests (pre-test and post-test), observation sheets, and guided interview. The data were then analyzed using the right only method, *gain* analysis of improvement in understanding of social studies concepts, Lilliefors (Kolmogorov-Smirnov and Shapiro-Wilk) normality test, Levene’s homogeneity test, and hypothesis tests (paired samples *t*-test, independent sample *t*-test, and matched subject). The findings indicate that cooperative learning of CIRC, GI, and TGT types were equally effective in improving students’ understanding of social studies concepts, such as evidenced in the increased average scores of the post-test for understanding of social studies concepts compared to the scores before treatment. Hence, it can be concluded that CIRC, GI, and TGT were effective to improve the understanding of social studies concepts of the eight grade students of SMPN 38 Bandung. In addition, comparison of the effectiveness of the three cooperative learning methods shows that GI was better and more effective in improving the understanding of social studies concepts of the eight grade students of SMPN 38 Bandung compared to CIRC and TGT cooperative learning model types.

**Keywords:** *Cooperative Integrated Reading and Composition (CIRC), Group Investigation (GI), Team Games Tournament (TGT), understanding of social studies concepts.*

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<sup>1</sup> Equivalent to Social Studies

<sup>2</sup> State Junior High School