PENERAPAN MODEL PEMBELAJARAN STAD (*STUDENT TEAM ACHIEVEMENT DIVISION*) DAN MODEL *CONTOVERSIAL ISSUES* DALAM MENUMBUHKAN MOTIVASI BELAJAR PESERTA DIDIK PADA MATERI KONFLIK SOSIAL PELAJARAN SOSIOLOGI

(Kuasi Eksperimen Terhadap Peserta didik Kelas XI IIS di SMA Negeri 10 Bandung)

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ABSTRAK

Penelitian bertujuan untuk mengetahui perbedaan peningkatan motivasi belajar peserta didik yang dibelajarkan melalui model pembelajaran STAD (*Student Team Achievement Division*) dan model *controversial issues* dengan materi konflik dan kekerasan mata pelajaran Sosiologi pada kelas XI IIS di SMA Negeri 10 Bandung. Penelitian ini mengunaan kuasi eksperimen dengan desain *nonequivalent control group design*. Populasi penelitian ini adalah seluruh peserta didik kelas XI IIS I SMA Negeri 10 Bandung sebanyak 181 orang. Sampel diambil dengan teknik *purposive sampling* yaitu kelas XI IIS 1 sebagai kelompok eksperimen 1, kelas XI IIS 2 sebagai kelompok eksperimen 2, dan kelas XI IIS 3 sebagai kelompok kontrol. Instrumen pada penelitian ini berupa (1) *pretest* (2) *posttest* (3) lembar observasi Teknik analisis data dilakukan dengan cara perbandingan hasil belajar dan hasil observasi motivasi peserta didik menggungakan uji-t (*t-test*). Hasil penelitian menunjukkan bahwa (1) terdapat perbedaan keberhasilan model pembelajaran kooperatif tipe STAD (*Student Teams Achievement Division*) dengan model konvensioanl terhadap motivasi belajar $14,62(t_{hitung}) > 2,03(t_{tabel})$ dengan peningkatan motivasi belajar 78% (eksperimen1),7%(kontrol); (2) terdapat perbedaan keberhasilan model pembelajaran *controversial issues* dengan model pembelajaran konvensional terhadap motivasi belajar dengan $13,75(t_{hitung}) > 2,03(t_{tabel})$ dengan peningkaan motivasi belajar 76%(eksperimen2), 7%(kontrol); (3) tidak tedapat perbedaan keberhasilan model pembelajaran kooperatif tipe STAD (*Student Teams Achievement Division*) dengan model *controversial issues* terhadap motivasi belajar dengan $-1,89(t_{hitung}) < 2,03(t_{tabel})$ dengan peningkatan motivasi belajar 78% (eksperimen1) dan 76%(eksperimen2).

Kata Kunci : *Controversial Issues*, motivasi belajar, STAD (*Student Team Achievement Division*)

MODEL APPLICATION OF LEARNING STAD (TEAM STUDENT ACHIEVEMENT DIVISION)AND CONTROVERSIAL ISSUES MODEL FOR GROWING STUDENT'S MOTIVATION OF LEARNING WITH CONFLICTS AND VIOLENT MATERIAL OF SOCIOLOGI LEARNING
(*Quasi-Experiemental to XI IIS's Students at SMA Negeri 10 Bandung*)

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ABSTRACT

The aimed of the study was to determine wethere differences in increased motivation of learners that learned through learning model STAD (Student Team Achievement Division) and the model of controversial issues with conflicts and violent material of Sociology learning in second grade IIS (social departement) at SMA Negeri 10 Bandung. This study used a quasi-experimental design with nonequivalent control group design. The population of this study is all students of class XI IIS I SMA Negeri 10 Bandung as many as 181 people. The sample was taken by purposive sampling technique that is class XI IIS 1 as experiment group 1, class XI IIS 2 as experiment group 2, and class XI IIS 3 as control group. Pretest (2) posttest (3) observation sheet of data analysis technique is done by comparison of learning result and observation result of motivation of learner t-test (t-test). The result of this research shows that (1) there are difference of success of STAD type cooperative learning model (model achievement team) with convention model to learning motivation 14,62 (titung)> 2.03 (ttabel) with learning motivation improvement 78% (experiment1), 7 % (Control); (2) there is a difference of success of controversial learning model with conventional learning model on learning motivation with 13,75 (titung)> 2.03 (ttable) with learning motivation 76% (experiment2), 7% (control); (3) there is no difference in the success of STAD type cooperative learning model (student achievement model model) with controversial issue model on learning motivation with -1,89 (tcount) <2.03 (ttable) with improvement of learning motivation 78% (experiment1) and 76% (experiment2).

Keywords : Controversial Issues, motivation of learning, STAD (Student Team Achievement Division)

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