

ABSTRAK

PENGARUH PEMBELAJARAN KOOPERATIF TIPE *TEAMS GAMES TOURNAMENT* (TGT) TERHADAP PEMAHAMAN KONSEP IPS DAN *SELF-EFFICACY* SISWA SEKOLAH DASAR

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Penelitian ini dilatarbelakangi oleh permasalahan rendahnya pemahaman konsep IPS dan *self-efficacy* siswa. Penelitian ini bertujuan untuk menelaah pengaruh pembelajaran kooperatif tipe *teams games tournament* (TGT) terhadap pemahaman konsep IPS dan *self-efficacy* siswa sekolah dasar. Penelitian ini merupakan studi eksperimen kuasi dengan desain penelitian *pre test-post test control group design*. Instrumen penelitian yang digunakan adalah tes pilihan ganda untuk pemahaman konsep IPS dan angket untuk *self-efficacy*. Hasil penelitian menunjukkan: 1) Terdapat perbedaan pemahaman konsep IPS siswa pada kelas eksperimen yang menerapkan pembelajaran kooperatif tipe *teams games tournament* (TGT) pada *pre test* dan *post test*, 2) Terdapat perbedaan pemahaman konsep IPS siswa pada kelas kontrol yang menerapkan pembelajaran kooperatif tipe *student teams achievement division* (STAD) pada *pre test* dan *post test*, 3) Peningkatan pemahaman konsep IPS siswa yang menerapkan pembelajaran kooperatif tipe *teams games tournament* (TGT) lebih tinggi dibandingkan dengan siswa yang menerapkan pembelajaran kooperatif tipe *student teams achievement division* (STAD), 4) Terdapat perbedaan *self-efficacy* siswa pada kelas eksperimen yang menerapkan pembelajaran kooperatif tipe *teams games tournament* (TGT) pada *pre test* dan *post test*, 5) Terdapat perbedaan *self-efficacy* siswa pada kelas kontrol yang menerapkan pembelajaran kooperatif tipe *student teams achievement division* (STAD) pada *pre test* dan *post test*, 6) Peningkatan *self-efficacy* siswa yang menerapkan pembelajaran kooperatif tipe *teams games tournament* (TGT) lebih tinggi dibandingkan dengan siswa yang menerapkan pembelajaran kooperatif tipe *student teams achievement division* (STAD). Berdasarkan hasil tersebut dapat dibuat kesimpulan bahwa terdapat pengaruh pembelajaran kooperatif tipe *teams games tournament* (TGT) terhadap pemahaman konsep IPS dan *self-efficacy* siswa.

Kata kunci: pembelajaran kooperatif, *teams games tournament*, *student teams achievement division*, pemahaman konsep IPS, *self-efficacy*

ABSTRACT

THE EFFECT OF COOPERATIVE LEARNING TYPE TEAMS GAMES TOURNAMENT (TGT) ON UNDERSTANDING OF SOCIAL STUDIES CONCEPT AND SELF-EFFICACY STUDENTS ELEMENTARY SCHOOL

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This research is motivated by the problem of low understanding of social studies concepts and students' self-efficacy. This study aims to examine the influence of cooperative learning type teams games tournament (TGT) on understanding of social studies concepts and self-efficacy of elementary school students. This research is a quasi-experimental study with pre-test-post test control group design. The research instrument used is multiple choice test for understanding of social studies concept and questionnaire for self-efficacy. The results showed: 1) There was a difference of understanding of students' social studies concepts in experimental class that applied cooperative learning type of teams games tournament (TGT) on pre test and post test, 2) There was a difference of understanding of social studies concepts of students in control class applying cooperative learning type student teams achievement division (STAD) on pre test and post test, 3) Improved understanding of social studies concept of students applying cooperative learning type teams games tournament (TGT) is higher than students applying cooperative type student achievement division (STAD), 4) There was a difference of students' self-efficacy in experimental class that applied cooperative learning type of teams games tournament (TGT) on pre test and post test, 5) There was difference of self-efficacy of students in control class applying cooperative type learning student achievement division (STAD) in pre test and post test, 6) Increased self-efficacy students' who apply cooperative learning type teams games tournament (TGT) are higher than students applying cooperative type student teams achievement division (STAD). Based on these results, it can be concluded that there was the influence of cooperative learning type teams games tournament (TGT) on the understanding of social studies concepts and students' self-efficacy.

Keywords: cooperative learning, teams games tournament, student teams achievement division, understanding of social studies concept, self-efficacy