

## ABSTRAK

Skripsi dengan judul “Pengaruh Model Pembelajaran Kooperatif Tipe Think Pair Share Berbantuan Peta Konsep Terhadap Motivasi dan Hasil Belajar Siswa Pada Materi Usaha dan Energi Kelas VIII MTsN 8 Blitar” ini ditulis oleh Atik Rusdiana, NIM 126211203074, pembimbing Nani Sunarmi, S.SI., M.Sc.

**Kata kunci:** think pair share, peta konsep, motivasi belajar, hasil belajar

Penelitian ini dilatarbelakangi pada fenomena masih didominasinya model pembelajaran konvensional dengan beberapa latihan pengerjaan soal sehingga pembelajaran masih menerapkan pola satu arah, atau *teacher centered* dan sedikit kurang berpusat pada siswa. Hal ini memicu kurang termotivasinya siswa dan juga rendahnya hasil belajar siswa. Siswa kurang termotivasi, berinisiatif untuk berpotensi dan mengembangkan imajinasinya, menjadikan siswa mengalami kejenuhan dalam proses pembelajaran. Sehingga diperlukannya suatu model pembelajaran yang melibatkan siswa secara aktif. Adapun tujuan penelitian ini yaitu: 1) Mengetahui adanya pengaruh model pembelajaran kooperatif tipe *think pair share* berbantuan peta konsep terhadap motivasi belajar siswa pada materi usaha dan energi kelas VIII MTsN 8 Blitar. 2) Mengetahui adanya pengaruh model pembelajaran kooperatif tipe *think pair share* berbantuan peta konsep terhadap hasil belajar siswa pada materi usaha dan energi kelas VIII MTsN 8 Blitar. 3) Mengetahui adanya pengaruh model pembelajaran kooperatif tipe *think pair share* berbantuan peta konsep terhadap motivasi dan hasil belajar siswa pada materi usaha dan energi kelas VIII MTsN 8 Blitar.

Jenis penelitian ini adalah *quasy experiment* dengan pendekatan kuantitatif. Penelitian ini dilakukan di MTsN 8 Blitar. Adapun sampel dalam penelitian ini sebanyak 65 sampel diantaranya adalah siswa kelas VIII-E dengan jumlah 33 siswa dan siswa kelas VIII-I dengan jumlah 32 siswa. Teknik sampling yang digunakan dalam penelitian ini

adalah *purposive sampling*. Teknik pengumpulan data dalam penelitian ini berupa tes hasil belajar (*posttest*) berupa soal uraian sebanyak 10 soal dan angket motivasi belajar sebanyak 25 butir. Teknik analisis data pada penelitian ini menggunakan uji instrument (uji validitas dan uji reabilitas), uji prasyarat (uji normalitas dan uji homogenitas), uji hipotesis (uji *independent t-test* dan uji MANOVA).

Berdasarkan hasil penelitian yang telah dilakukan menunjukkan bahwa: 1) ada pengaruh model pembelajaran kooperatif tipe *think pair share* berbantuan peta konsep terhadap motivasi belajar siswa pada materi usaha dan energi kelas VIII MTsN 8 Blitar. Hasil uji *independent t-test* motivasi belajar menunjukkan bahwa hasil sig. (2-tailed) sebesar  $0,000 < 0,05$  maka  $H_0$  ditolak dan  $H_1$  diterima, 2) ada pengaruh model pembelajaran kooperatif tipe *think pair share* berbantuan peta konsep terhadap hasil belajar siswa pada materi usaha dan energi kelas VIII MTsN 8 Blitar. Hasil uji *independent t-test* hasil belajar menunjukkan bahwa hasil sig. (2-tailed) sebesar  $0,000 < 0,05$  maka  $H_0$  ditolak dan  $H_1$  diterima. 3) ada pengaruh model pembelajaran kooperatif tipe *think pair share* berbantuan peta konsep terhadap motivasi dan hasil belajar siswa pada materi usaha dan energi kelas VIII MTsN 8 Blitar. Hal ini ditunjukkan pada perolehan uji MANOVA yang diambil dari Wilks Lamda memperoleh nilai signifikansi  $0,000 < 0,05$  yang berarti  $H_0$  ditolak dan  $H_1$  diterima. Sehingga, berdasarkan uraian hasil uji hipotesis dapat disimpulkan bahwa ketiga hipotesis dinyatakan diterima.

## **ABSTRACT**

Thesis with the title “The Effect of Cooperative Learning Model Type Think Pair Share Assisted by Concept Map on Motivation and Student Learning Outcomes on Work and Energy Class VIII MTsN 8 Blitar” was written by Atik Rusdiana, NIM 126211203074, supervisor Nani Sunarmi, S.SI., M.Sc.

**Keywords:** think pair share, concept map, learning motivation, learning outcomes

This research is motivated by the phenomenon that the conventional learning model is still dominated by several exercises working on problems so that learning still applies a one-way pattern, or teacher centered and a little less student-centered. This triggers the lack of student motivation and also low student learning outcomes. Students are less motivated, take the initiative to have potential and develop their imagination, making students experience boredom in the learning process. So that a learning model that involves students actively is needed. The objectives of this research are: 1) Knowing the effect of the cooperative learning model type think pair share assisted by concept maps on student learning motivation in the material of work and energy class VIII MTsN 8 Blitar. 2) To find out the effect of cooperative learning model of think pair share type assisted by concept map on students' learning outcomes in the material of work and energy class VIII MTsN 8 Blitar. 3) To find out the effect of cooperative learning model of think pair share type assisted by concept map on students' motivation and learning outcomes in the material of work and energy class VIII MTsN 8 Blitar.

This type of research is a quasy experiment with a quantitative approach. This research was conducted at MTsN 8 Blitar. The samples in this study were 65 samples including VIII-E class students with 33 students and VIII-I class students with 32 students. The sampling technique used in this research is purposive sampling. The data collection technique in this study was in the form of a learning outcome

test (posttest) in the form of 10 description questions and a 25-item learning motivation questionnaire. Data analysis techniques in this study used instrument test (validity test and reliability test), prerequisite test (normality test and homogeneity test), hypothesis testing (independent t-test and MANOVA test).

Based on the results of the research that has been done, it shows that: 1) there is an effect of cooperative learning model type think pair share assisted by concept maps on student learning motivation in the material of work and energy class VIII MTsN 8 Blitar. The results of the independent t-test of learning motivation show that the sig. (2-tailed) of  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted, 2) there is an effect of cooperative learning model of think pair share type assisted by concept map on student learning outcomes on the material of work and energy class VIII MTsN 8 Blitar. The results of the independent t-test of learning outcomes show that the sig. (2-tailed) of  $0.000 < 0.05$  then  $H_0$  is rejected and  $H_1$  is accepted. 3) There is an effect of the cooperative learning model of think pair share type assisted by concept maps on student motivation and learning outcomes in the material of work and energy class VIII MTsN 8 Blitar. This is shown in the acquisition of the MANOVA test taken from Wilks Lamda obtained a significance value of  $0.000 < 0.05$ , which means  $H_0$  is rejected and  $H_1$  is accepted. So, based on the description of the hypothesis test results, it can be concluded that the three hypotheses are accepted.