

ABSTRAK

Anik Faradila Santi, 1725143022, 2018 “Pengaruh Model Pembelajaran *Student Teams Achievement Divisions* (STAD) terhadap Keaktifan dan Hasil Belajar Siswa Kelas V MIN Kunir Wonodadi Blitar” . Skripsi Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing: Muhamad Zaini M.A.

Kata Kunci: *Student Teams Achievement Divisions, Keaktifan dan Hasil Belajar.*

Penelitian ini dilatar belakangi oleh kondisi pembelajaran disekolah dimanasiswa masih kurang aktif dalam mengikuti pembelajaran. Hal itu disebabkan, karena model pembelajaran yang digunakan guru masih konvensional yaitu adalah ceramah, Dimana, saat gurumenyampaikan materi, beberapa siswa berbicara atau bermain sendiri. Hal mengakibatkan materi yang diberikan tidak tersampaikan secara keseluruhan, serta siswa kurangberani mengemukakan pendapat atau pertanyaan mereka. Berdasarkan masalah yang terjadi dilapangan peneliti berusaha mengatasi permasalahan tersebut melalui penerapan model pembelajaran *Student Team Achievement Division (STAD)*, dengan harapan dapat meningkatkan keaktifan dan hasil belajar siswa kelas V MIN Kunir Wonodadi Blitar.

Tujuan penelitian : 1) Untuk menjelaskan pengaruh model pembelajaran *Student Team Achievement Division (STAD)* terhadap keaktifan siswa kelas V MIN Kunir Wonodadi Blitar. 2) Untuk menjelaskan pengaruh model pembelajaran *Student Team Achievement Division (STAD)* terhadap hasil belajar siswa kelas V MIN Kunir Wonodadi Blitar. 3) Untuk menjelaskan pengaruh model pembelajaran *Student Team Achievement Division (STAD)* terhadap keaktifan dan hasil belajar siswa kelas V MIN Kunir Wonodadi Blitar

Penelitian ini menggunakan pendekatan kuantitatif, dengan jenis penelitian eksperimen semu. Penelitian ini dilaksanakan di MIN Kunir Wonodadi Blitar. Populasi dalam penelitian ini adalah seluruh siswa kelas V yang berjumlah 62 siswa. Pengambilan sampel berdasarkan teknik *sampling jenuh* karena anggota populasi digunakan sebagai sampel, maka, sampel penelitian ini adalah siswa kelas VA sebagai kelas kontrol yang berjumlah 31 siswa dan VB sebagai kelas eksperimen yang berjumlah 31 siswa. Metode pengumpulan data yang digunakan dalam penelitian ini adalah observasi, tes, dokumentasi dan angket. Observasi digunakan untuk melihat kondisi awal siswa. Tes digunakan untuk mengukur kemampuan pengetahuan, sikap dan keterampilannya. Dokumentasi digunakan untuk memperoleh data siswa. Sedangkan angket digunakan untuk mengetahui keaktifan. Data yang diperoleh diolah dengan *Independent Sample t-test* untuk mengetahui ada tidaknya pengaruh model *pembelajaran Student Team Achievement Division* terhadap keaktifan siswa, dan juga untuk mengetahui ada

tidaknya pengaruh model pembelajaran *Student Team Achievement Division* terhadap hasil belajar siswa. Sedangkan untuk mengetahui ada tidaknya pengaruh model pembelajaran *Student Team Achievement Division* terhadap keaktifan dan hasil belajar siswa kelas V MIN Kunir Wonodadi Blitar menggunakan uji MANOVA (*Multivariate Analysis of Variance*)

Hasil penelitian ini menunjukkan bahwa 1) ada pengaruh model pembelajaran *Student Team Achievement Division* terhadap keaktifan siswa dilihat dari hasil perhitungan data menunjukkan bahwa t_{hitung} 11,952 lebih besar dari t_{tabel} 2,000. Artinya “terdapat pengaruh yang signifikan antara model pembelajaran *Student Team Achievement Division* terhadap keaktifan siswa, 2) ada pengaruh model pembelajaran *Student Team Achievement Division* terhadap hasil belajar siswa, dilihat dari hasil perhitungan data menunjukkan bahwa t_{hitung} 4,936 lebih besar dari t_{tabel} 2,000. Artinya “terdapat pengaruh yang signifikan antara model pembelajaran *Student Team Achievement Division* terhadap hasil belajar siswa. 3) ada pengaruh model pembelajaran *Student Team Achievement Division* terhadap keaktifan dan hasil belajar siswa kelas V MIN Kunir Wonodadi Blitar, dilihat dari hasil perhitungan data menunjukkan bahwa nilai signifikansi uji keaktifan dan hasil belajar 0,000 kurang dari 0,05 atau ($0,000 < 0,05$). Maka dapat disimpulkan bahwa ada pengaruh yang signifikan antara model pembelajaran *Student Team Achievement Division* terhadap keaktifan dan hasil belajar siswa kelas V MIN Kunir Wonodadi Blitar.

ABSTRACT

Anik Faradila Santi, 1725143022, 2018 " *The Effect of Learning Model of Student Teams Achievement Divisions (STAD) to the Activity and the Result of Learning to Students of Class five at State Islamic of Elementary School Kunir Wonodadi Blitar* ". Thesis, Department of Elementary School Teacher Education, Faculty of Tarbiyah and Teaching Science, State Islamic Institute (IAIN) Tulungagung. Supervisor: Muhamad Zaini M.A.

Keywords : *learning model of Student Teams Achievement Divisions (STAD), the activity and the result of learning.*

This research was motivated by the learning conditions in schools where students are still less active in the following of learning. It is caused, because the learning model used by teachers are still conventional, that is a lecture learning model. Where the teacher presenting the material, some students talk or play alone. It resulted in the material provided is not conveyed as a whole, as well as students are less bold in expressing opinions or questions them. Based on the problems that occur in the field of researchers trying to overcome these problems through the application of learning model of *Student Teams Achievement Divisions (STAD)*, with the hope to enhance the activity and the result of learning to students of class five at state islamic of elementary school Kunir Wonodadi Blitar.

The purpose of this research: 1) To explain the effect of learning model of *Student Teams Achievement Divisions (STAD)* to the activity of learning to students of class five at state islamic of elementary school Kunir Wonodadi Blitar. 2) To explain the effect of learning model of *Student Teams Achievement Divisions (STAD)* to the result of learning to students of class five at state islamic of elementary school Kunir Wonodadi Blitar. 3) To explain the effect of learning model of *Student Teams Achievement Divisions (STAD)* to the activity and the result of learning to students of class five at state islamic of elementary school Kunir Wonodadi Blitar.

This research uses a *quantitative approach*, with a kind of *quasi-experimental* research. The research was conducted at state islamic of elementary school Kunir Wonodadi Blitar. The population in this research were all students of class five with numbering 62 students. Sampling based on sampling techniques saturated (*sampling jenuh*) due to members of the population used as a sample, then, the research sample was class VA as a *control class* numbered 31 students and class VB as an *experimental class* numbered 31 students. Data collection methods used in this research is the *observation, testing, documentation and questionnaires*. *Observation* is used to view the students' initial conditions. *Test* is used to measure the ability of knowledge, attitudes and skills. *Documentation* used to obtain data on students. While the *questionnaire* is used to determine the activity. The data obtained are processed by *independent sample t-test* to determine whether there is the effect of learning model of *Student Teams*

Achievement Divisions (STAD) to the activity of learning to students, and also to determine whether there is the effect of learning model of *Student Teams Achievement Divisions* (STAD) to the result of learning to students. Meanwhile, to determine whether there is the effect of learning model of *Student Teams Achievement Divisions* (STAD) to the activity and the result of learning to students of class five at state islamic of elementary school Kunir Wonodadi Blitar using test MANOVA (*Multivariate Analysis of variance*).

The results of this research indicate that 1) There is the effect of learning model of *Student Teams Achievement Divisions* (STAD) to the activity of learning to students, seen from the results of calculation of the data showed that t_{hitung} 11.952 bigger than t_{tabel} 2.000. It means "there is significant effect between the learning model of *Student Teams Achievement Divisions* (STAD) to the activity of learning to students" , 2) There is the effect of learning model of *Student Teams Achievement Divisions* (STAD) to the result of learning to students, seen from the results of calculation of the data showed that t_{hitung} 4.936 bigger than t_{tabel} 2.000. It means "there is significant effect between the learning model of *Student Teams Achievement Divisions* (STAD) to the result of learning to students" , 3) There is the effect of learning model of *Student Teams Achievement Divisions* (STAD) to the activity and the result of learning to students of class five at state islamic of elementary school Kunir Wonodadi Blitar, seen from the results of calculation of the data showed that the value of the significance of test the activity and the result of learning is 0,000 less than 0,05 or ($0,000 < 0,05$). It can be concluded that there is significant effect between learning model of *Student Teams Achievement Divisions* (STAD) to the activity and the result of learning to students of class five at state islamic of elementary school Kunir Wonodadi Blitar.