

Safitri, Lilis. 2020 *Pengaruh Model Pembelajaran Kooperatif Tipe Auditory Intellectually Repetition terhadap Motivasi dan Hasil Belajar Siswa Kelas IV Tema 5 Subtema 1 UPTD SD Negeri Pejagan 4 Bangkalan*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Andika Adinanda Siswoyo, S.Pd.,M.Pd. Pembimbing II: Fachrur Rozie, S.Pd.,M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh yang signifikan terhadap motivasi dan hasil belajar antara kelas eksperimen yang menggunakan model pembelajaran kooperatif tipe *Auditory Intellectually Repetition* dengan kelas kontrol yang menggunakan pembelajaran langsung. Penelitian ini merupakan penelitian kuantitatif. Jenis penelitian ini menggunakan *Quasi Eksperimental Design* dengan bentuk penelitian *Nonequivalent Control Group Design*. Penelitian ini dilaksanakan di UPTD SD Negeri Pejagan 4 Bangkalan pada siswa kelas IVA dan IVB dengan masing-masing jumlah kelas 26 siswa. Instrumen yang digunakan dalam penelitian ini adalah lembar angket motivasi belajar siswa dan tes hasil belajar siswa. Berdasarkan data sesudah motivasi belajar dengan menggunakan uji t dua sampel independent diperoleh $t_{hitung} = 6,649 \geq t_{tabel} = 2,008$ maka H_0 ditolak dan H_a diterima. Dapat disimpulkan bahwa ada pengaruh yang signifikan model pembelajaran kooperatif tipe *Auditory Intellectually Repetition* terhadap motivasi belajar siswa kelas IV tema 5 subtema 1. Berdasarkan hasil *posttest* pada tes hasil belajar siswa kelas eksperimen dan kelas kontrol dengan menggunakan uji t dua sampel independent diperoleh $t_{hitung} = 4,631 \geq t_{tabel} = 2,008$, maka H_0 ditolak dan H_a diterima. Sehingga dapat disimpulkan bahwa ada pengaruh yang signifikan model pembelajaran kooperatif tipe *Auditory Intellectually Repetition* terhadap motivasi dan hasil belajar siswa kelas IV tema 5 subtema 1.

Kata Kunci: *model pembelajaran kooperatif tipe auditory intellectually repetition, motivasi belajar, hasil belajar*

Safitri, Lilis. 2020. The Influence of Cooperative Learning Model of Auditory Intellectually Repetition Type on Motivation and Student's Learning Outcomes of Four Grade Theme 5 Sub-theme 1 UPTD (Technical Implementing Service Unit) of Elementary School of Pejagan 4 in Bangkalan. Thesis, Primary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisor I: Andika Adinanda Siswoyo, S.Pd.,M.Pd. Advisor II: Fachrur Rozie, S.Pd.,M.Pd.

ABSTRACT

This study aims to determine whether there is a significant effect on motivation and student's learning outcome between the experimental class using cooperative learning model in Auditory Intellectually Repetition type with the control class that uses the direct learning model. It is a quantitative research. This kind of research uses Quasi Experimental Design with the form of Nonequivalent Control Group Design. This research was conducted at UPTD (Technical Implementing Service Unit) of Elementary School of Pejagan 4 Bangkalan in grade four A and B with 26 students in each class. The instruments that this study used are quisionarre of students learning motivation and test of students learning outcomes. Based on the result of the after learning motivations using t test two independent samples, it can be obtained $t\text{-score} = 6,649 \geq t\text{-table} = 2,008$, then H_0 is rejected and H_a is accepted. It can be concluded that there is a significant effect from cooperative learning model in Auditory Intellectually Repetition type toward motivation of student grade four on theme 5 sub- theme 1. Based on posttest result from experimental and control class using t test for two independent samples it can be obtained $t\text{-score} = 4,631 \geq t\text{-table} = 2,008$, then H_0 is rejected and H_a is accepted. So, it can be concluded that there is a significant effect from cooperative learning model in Auditory Intellectually Repetition type on the grade four learning students outcomes on theme 5 sub-theme 1.

Keywords: *cooperative learning model of auditory intellectually repetition type, learning motivation, and learning outcomes*