

## Abstrak

Motivasi belajar dan hasil belajar siswa kelas XI TKJ SMK 2 Bangkalan pada mata pelajaran Rancang Bangun Jaringan tergolong rendah. Penyebab rendahnya motivasi belajar dan hasil belajar siswa pada mata pelajaran Rancang Bangun Jaringan ini dikarenakan model pembelajaran yang digunakan kurang tepat. Oleh karena itu, diperlukan model pembelajaran yang lebih variatif yang dapat memotivasi siswa dan meningkatkan hasil belajar. Sehingga dipilih model pembelajaran kooperatif tipe *numbered heads together*. Tujuan dilakukannya penelitian ini adalah 1. Mengetahui keterlaksanaan pembelajaran dengan model pembelajaran kooperatif tipe *numbered heads together* pada mata pelajaran rancang bangun jaringan kelas XI TKJ ditinjau dari aktivitas guru dan aktivitas siswa 2. Mengetahui pengaruh model pembelajaran kooperatif tipe *numbered heads together* terhadap motivasi belajar siswa pada mata pelajaran rancang bangun jaringan kelas XI TKJ 3. Mengetahui pengaruh model pembelajaran kooperatif tipe *numbered heads together* terhadap hasil belajar siswa pada mata pelajaran rancang bangun jaringan kelas XI TKJ. Penelitian ini merupakan penelitian kuantitatif menggunakan *quasi experimental design* dengan desain penelitian *nonequivalent control group design*. Pengambilan sampel pada penelitian ini menggunakan teknik *probability sampling* dengan jenis sampel jenuh. dimana semua anggota populasi dijadikan sampel yaitu kelas XI-TKJ 2 sebagai kelas eksperimen dan kelas XI-TKJ 1 sebagai kelas kontrol. Instrumen yang digunakan adalah tes hasil belajar dan angket motivasi yang berupa *pretest* dan *posttest*, serta lembar observasi aktivitas guru dan siswa. Berdasarkan hasil uji signifikan (uji-t) diperoleh nilai thitung sebesar  $3,2747 > t_{tabel}$  sebesar  $2,06865761$ . Maka  $H_0$  ditolak dan  $H_a$  diterima. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada model pembelajaran kooperatif tipe *numbered heads together* terhadap motivasi belajar. Berdasarkan hasil uji signifikan (uji-t) diperoleh nilai thitung sebesar  $2,75121 > t_{tabel}$  sebesar  $2,06865761$ . Maka  $H_0$  ditolak dan  $H_a$  diterima. Sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada model pembelajaran kooperatif tipe *numbered heads together* terhadap hasil belajar.

Kesimpulan dari penelitian ini bahwa model pembelajaran kooperatif tipe *numbered heads together* berpengaruh terhadap motivasi belajar dan hasil belajar siswa pada mata pelajaran rancang bangun jaringan.

**Kata kunci:** Model Pembelajaran Kooperatif Tipe *Numbered Heads Together*, Motivasi Belajar, Hasil Belajar.

## Abstract

Study motivation and study result of students in class of XI TKJ SMK 2 Bangkalan at Rancang Bangun Jaringan--System Building Plan subject study is classified as low. Improper teaching method causes low study motivation and study result at system Building Plan subject study. Therefore, variative learning method is really needed to improve study motivation and study result of the students. So numbered heads together type of coordinated learning method is chosen. The purpose of this research is to 1. Know the process of numbered heads together type of coordinated learning method at System Building Plan subject study of students of XI TKJ 3 reviewing from students' and teachers' activities 2. Know the impact(s) of numbered heads together type of coordinated learning method toward study motivation at System Building Plan subject studies in XI TKJ 3 class 3. Know the impact(s) of numbered heads together type of coordinated learning method toward study result at System Building Plan subject studies in XI TKJ 3 class. This research is quantitative research using quasi experimental design with non-equivalent control group design research design. Sample taking in this research uses probability sampling technique with saturated kind of sample; Which means all of the member of population are used as a sample, in this case it refers to XI TKJ 2 as experiment sample and XI TKJ 1 as control experiment. Used instruments are study result test and motivation questionnaire which are formed as pre-test and post-test, and students' and teachers' observation sheet also. According to the result of the significant test (t-test), collected that amount of  $t_{count}$  value is  $3,2747 > \text{amount of } t_{table} 2,0685761$ . Which means  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded as there is significant impact(s) of the numbered heads together type of coordinated learning method toward study motivation. According to the result of the significant test (t-test), collected that amount of  $t_{count}$  value is  $2,75121 > \text{amount of } t_{table} 2,06865761$ . Which means  $H_0$  is rejected and  $H_a$  is accepted. So it can be concluded as there is significant impact(s) of the numbered heads together type of coordinated learning method toward study result.

The conclusion of this research is numbered heads together type of coordinated learning method has impact(s) toward study motivation and study result of students at System Building Plan subject study.

**Keywords:** Numbered Heads Together type of Learning Method, Study Motivation, Study Result.