

ABSTRAK

PURNOMO, HENDRY. 2015. "Komparasi Prestasi Belajar Siswa Antara Model Pembelajaran Berbasis Masalah (PBM) dan Model Pembelajaran Kooperatif Tipe Group Investigation (GI) dengan Metode Diskusi Pada Mata Pelajaran IPA SD Kelas V Tahun Ajaran 2014/2015". Skripsi, Jurusan Pendidikan Guru Sekolah Dasar (PGSD), Fakultas Keguruan dan Ilmu Pendidikan. Universitas Trunojoyo Madura. Pembimbing I : Badrud Tamam, S.Si., M.Pd. Pembimbing II : Fatimatul Munawaroh, S.Si., M.Si

Penelitian ini bertujuan untuk mengetahui, 1) Hasil nilai UAS mata pelajaran IPA semester ganjil tahun ajaran 2014/2015, 2) Kemampuan siswa sesudah penerapan model PBM dan kooperatif tipe GI, 3) Perbedaan prestasi belajar siswa pada kedua sekolah sesudah penerapan model PBM dan kooperatif tipe GI. Jenis penelitian ini quasi eksperimen dengan desain *two group posttest only* dan terdapat dua sampel yang memiliki kemampuan sama (homogen). Kelas V SDN Burneh 4 dan Alaskembang 2 sebagai sampel. Hasil penelitian menunjukkan bahwa hasil penghitungan data hasil UAS IPA semester ganjil diperoleh t_{hitung} sebesar -1,69 dengan taraf signifikansi 5% dan $dk = 54$, maka $t_{tabel} = 2,005$. Karena $-t_{tabel} < t_{hitung} < t_{tabel}$ maka H_0 diterima dan H_a ditolak. Sementara itu, hasil penghitungan nilai *posttest* diperoleh t_{hitung} sebesar -3,60 dengan taraf signifikansi 5% dan $dk = 54$ dengan $t_{tabel} = 2,005$. Karena $t_{hitung} < -t_{tabel}$ maka H_0 ditolak dan H_a diterima. Hal ini berarti bahwa ada perbedaan rata-rata hasil *Posttest* secara signifikan antara kedua kelas. Berdasarkan hasil penelitian, dapat disimpulkan ada perbedaan prestasi belajar siswa pada mata pelajaran IPA dengan menggunakan model PBM dan kooperatif tipe GI. Prestasi belajar siswa dengan model kooperatif tipe GI lebih baik dibandingkan dengan prestasi belajar siswa dengan model PBM.

Kata Kunci : Model PBM, model kooperatif tipe GI, dan prestasi belajar

ABSTRACT

PURNOMO, HENDRY. 2015. “*Comparison of Student Learning Achievement Between Problem Based Learning (PBL) Model and Cooperative GI Learning Model With Discussion Method On Natural Science At Fifth Graders 2014/2015 Academic Year*”. Elementary School Teachers Education Department. Faculty of Education. University of Trunojoyo Madura. Advisor I : Badrud Tamam, S.Si., M.Pd., Advisor II : Fatimatul Munawaroh, S.Si., M.Si.

This research aims to determine, 1) the result of the final examination of the science subject in the odd semester of 2014/2015 academic year, 2) the student's competency after applying PBL and cooperative GI type, 3) the difference of the student's competency both of the two schools after applying PBL and cooperative GI type. This is a kind of Quasy Experiment by using *two group posttest only* and there are two samples which have similar competency (homogeny), the fifth grade of SDN Burneh 4 and Alaskembang 2. The result of this research shows that the result of the data accumulation of t_{account} for the science subject is -1,69 with the significance level is 5 % and DK is about 54, it means that t_{table} is 2,005. This result derives from the comparison of $t_{\text{table}} < t_{\text{hitung}} < t_{\text{table}}$. From the comparison, it can be concuded that H_0 is accepted and H_a is ignored. Meanwhile, the result of the posttest is t_{account} -3,60 with the significance level = 5%, DK = 54 and t_{table} =2,005. This result derives from the comparison of $t_{\text{account}} < t_{\text{table}}$.from the result, it can be concluded that H_0 is ignored and H_a is accepted. It means that there is an average differences of the posttest result both in two classes. From this research also, it can draw conclusion that there is a difference of the student's competency in science subject by using PBL and cooperative GI type. Cooperative GI type is more advance than PBM.

Key words: PBL model, cooperative GI learning model, and learning achievement