

ABSTRAK

Yuliana, Rizky. 2023. Pengaruh Model Pembelajaran Kooperatif Tipe *Teams Games Tournament* (TGT) Terhadap Motivasi dan Hasil Belajar Matematika Siswa SMP YP 17 Surabaya. Skripsi. Program Studi Pendidikan Matematika. Fakultas Sains dan Teknologi. Universitas PGRI Adi Buana Surabaya, Pembimbing : Restu Ria Wantika S.Pd., M.Si.

Kata Kunci : *Teams Games Tournament, Motivasi, Hasil Belajar, Matematika*

Penelitian ini dilatar belakangi dengan rendahnya motivasi dan hasil belajar siswa terhadap pembelajaran matematika karena pemilihan model pembelajaran yang masih biasa. Penelitian ini memiliki tujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) terhadap motivasi dan hasil belajar matematika siswa.

Metode penelitian yang digunakan yaitu penelitian kuantitatif, dengan desain *Pretest Posttest Nonequivalent Control Group Design*. Populasi penelitian ini berasal dari siswa kelas VIII SMP YP 17 Surabaya. Sampel penelitian ini diambil menggunakan teknik *purposive sampling* yaitu kelas VIII C sebagai kelas eksperimen dan VIII F sebagai kelas kontrol. Teknik pengumpulan data menggunakan metode angket dan tes yang dianalisis menggunakan analisis uji prasyarat dan analisis uji hipotesis.

Berdasarkan hasil analisis data yang telah dilakukan diperoleh beberapa kesimpulan yaitu: 1) Hasil angket yang telah dilakukan diperoleh rata-rata kelas eksperimen sebesar 43,7 dan kelas kontrol sebesar 39,47 dan dari hasil pengujian analisis hipotesisnya diperoleh bahwa $t_{hitung} = 4,374$ dan $t_{tabel} = 2,002$ maka $t_{hitung} > t_{tabel}$ yaitu $4,374 > 2,002$, yang artinya ada perbedaan antara rata-rata motivasi akhir siswa kelas eksperimen setelah diajarkan menggunakan model pembelajaran *Teams Games Tournament* dan kelas kontrol setelah diajarkan menggunakan model pembelajaran langsung. 2) Hasil tes yang telah dilakukan diperoleh rata-rata kelas eksperimen adalah 81,43 dan kelas kontrol adalah 47,9 dan dari hasil pengujian

analisis hipotesisnya diperoleh bahwa $t_{hitung} = 9,3886$ dan $t_{tabel} = 2,0450$ maka $t_{hitung} > t_{tabel}$ yaitu $9,3886 > 2,0450$, yang artinya ada perbedaan antara rata-rata hasil belajar siswa kelas eksperimen setelah diajarkan menggunakan model pembelajaran *Teams Games Tournament* dan kelas kontrol yang diajarkan menggunakan model pembelajaran langsung. Dari hasil analisis data tersebut sehingga dapat disimpulkan bahwa ada pengaruh model pembelajaran kooperatif tipe *Teams Games Tournament* (TGT) terhadap motivasi dan hasil belajar matematika siswa SMP YP 17 Surabaya.

ABSTRACT

Yuliana, Rizky. 2023. The Effect of the Teams Games Tournament (TGT) Cooperative Learning Model on Mathematics Motivation and Learning Outcomes for SMP YP 17 Surabaya Students. Essay. Program of Studi is Mathematics Education. Science and Technology Faculty. Adi Buana PGRI University Surabaya, Advisor: Restu Ria Wantika S.Pd., M.Sc.

Keywords: *Teams Games Tournament, Motivation, Learning Outcomes, Mathematics*

This research is motivated by the low motivation of students to learn mathematics, and also the low results of students' mathematics learning. This study aims to determine the effect of the Teams Games Tournament (TGT) cooperative learning model on students' motivation and learning outcomes in mathematics.

The research method used is quantitative research, using a quasi-experimental research design with Pretest Posttest Nonequivalent Control Group Design. The population of this study came from class VIII students of SMP YP 17 Surabaya. The research sample was taken using a purposive sampling technique, namely clas VIII C as the experimental class and VIII F as the control class. The data collection technique uses a questionnaire and tests which will be analysed using prerequisite test analysis and hypothesis testing analysis.

Based on the results of the data analysis that has been carried out, several conclusions are obtained, namely: 1) From the results of the questionnaire that has been carried out, the average experimental class is 43,7 and the control class is 39,47 and from the analysis test results the hypothesis is that the value of $t_{count} = 4,374$ and the value of $t_{table} = 2,002$ then $t_{count} > t_{table}$ is $4,374 > 2,002$, it is concluded that there is a difference between the average final motivation of the experimental class students after being taught using the Teams Games Tournament learning model and the control class after taught using the direct learning model. 2) Based on the results of the tests that have been carried out, it is obtained that the average of the experimental

class is 81,43 and the control class is 47,9 and from the results of testing the hypothesis analysis it is obtained that the value of $t_{count} = 9,3886$ and $t_{table} = 2.0450$ then $t_{count} > t_{table}$ is $9,3886 > 2.0450$, it is concluded that there is a difference between the average student learning outcomes in the experimental class after being taught using the Teams Games Tournament learning model and the control class being taught using direct learning models. From the results of data analysis on point 1 and point 2, it can be concluded that there is an influence of the Teams Games Tournament (TGT) type of cooperative learning model on motivation and mathematics learning outcomes for students SMP YP 17 Surabaya.