

ABSTRAK

Mike Budi Saputri, 2026, *Peningkatan Motivasi dan Hasil Belajar IPAS Dengan Model Pembelajaran Cooperative Learning Tipe Team Games Tournament Pada Siswa Kelas III SDN 02 Nambangan Kidul*, Tesis, Mdiun: Program Studi Magister Pendidikan Ilmu Pengetahuan Sosial, Sekolah Pascasarjana, Universitas PGRI Madiun, Pembimbing (I) Dr. Nurhadji Nugraha, S.Pd., M.Pd, (II) Dr. H. Moh. Rifai M.Pd

Kata Kunci: *Cooperative Learning, Teams Games Tournament (TGT)*, motivasi belajar, hasil belajar, IPAS, Penelitian Tindakan Kelas.

Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar dan hasil belajar IPAS siswa kelas III SDN 02 Nambangan Kidul. Hasil observasi awal menunjukkan bahwa proses pembelajaran masih didominasi oleh metode konvensional yang berpusat pada guru sehingga keterlibatan siswa dalam pembelajaran belum optimal. Kondisi tersebut berdampak pada rendahnya motivasi belajar serta belum tercapainya ketuntasan hasil belajar secara klasikal. Penelitian ini bertujuan untuk mendeskripsikan penerapan model Cooperative Learning tipe Teams Games Tournament (TGT) serta menganalisis peningkatan motivasi belajar dan hasil belajar IPAS siswa kelas III SDN 02 Nambangan Kidul setelah penerapan model tersebut.

Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model Arikunto, Suhardjono, dan Supardi yang meliputi empat tahapan, yaitu perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Penelitian dilaksanakan dalam dua siklus dengan subjek penelitian sebanyak 28 siswa kelas III SDN 02 Nambangan Kidul yang terdiri atas 17 siswa laki-laki dan 11 siswa perempuan. Teknik pengumpulan data meliputi observasi, tes, dan dokumentasi. Data dianalisis menggunakan teknik analisis kuantitatif dan kualitatif untuk mengetahui peningkatan motivasi belajar dan hasil belajar pada setiap siklus.

Hasil penelitian menunjukkan bahwa penerapan model Cooperative Learning tipe Teams Games Tournament (TGT) mampu meningkatkan motivasi belajar dan hasil belajar IPAS siswa secara bertahap. Rata-rata motivasi belajar meningkat dari 2,31 pada tahap prasiklus menjadi 2,89 pada Siklus I dan meningkat kembali menjadi 3,42 pada Siklus II. Peningkatan tersebut ditunjukkan pula oleh berkurangnya jumlah siswa pada kategori motivasi rendah dari 61% pada prasiklus menjadi 29% pada Siklus I dan 0% pada Siklus II, sedangkan kategori motivasi sangat tinggi meningkat dari 0% menjadi 21% pada Siklus I dan 61% pada Siklus II. Hasil belajar siswa juga mengalami peningkatan yang ditunjukkan oleh kenaikan nilai rata-rata dari 69,6 pada prasiklus menjadi 77,5 pada Siklus I dan 87,1 pada Siklus II. Persentase ketuntasan belajar klasikal meningkat dari 39% pada prasiklus menjadi 61% pada Siklus I dan mencapai 89% pada Siklus II sehingga telah memenuhi indikator keberhasilan penelitian. Peningkatan tersebut terjadi karena model TGT mampu menciptakan

pembelajaran yang aktif, kolaboratif, menyenangkan, dan kompetitif secara sehat melalui kegiatan presentasi kelas, diskusi kelompok, permainan akademik, turnamen, dan pemberian penghargaan kepada kelompok. Hasil penelitian ini menunjukkan bahwa penerapan model Cooperative Learning tipe Teams Games Tournament (TGT) efektif dalam meningkatkan motivasi belajar dan hasil belajar IPAS siswa kelas III SDN 02 Nambangan Kidul.

ABSTRACT

Mike Budi Saputri, 2026, *The Implementation of Team Games Tournament (TGT) Cooperative Learning to Improve Motivation and Learning Outcomes in Science and Social Studies for Third Grade Students at SDN 02 Nambangan Kidul.*, Tesis, Madiun: Magister Study Program Science Social Knowledge, School Pascasarjana, Universitas PGRI Madiun, Guidance (I) Dr. Nurhadji Nugraha, S.Pd., M.Pd, (II) Dr. H. Moh. Rifai M.Pd

Keywords: Classroom Action Research; Cooperative Learning; Learning Motivation; Learning Outcomes; Science (IPAS); Teams Games Tournament (TGT).

This study was motivated by the low learning motivation and science (IPAS) learning outcomes of third-grade students at SDN 02 Nambangan Kidul. Preliminary observations revealed that the learning process remained predominantly teacher-centered, resulting in limited student engagement during classroom instruction. Consequently, students demonstrated low learning motivation and failed to achieve the expected level of classical learning mastery. This study aimed to describe the implementation of the Teams Games Tournament (TGT) Cooperative Learning Model and to analyze its effectiveness in improving students' learning motivation and science (IPAS) learning outcomes.

This study employed a Classroom Action Research (CAR) design based on the model developed by Arikunto, Suhardjono, and Supardi, which consists of four stages: planning, action, observation, and reflection. The research was conducted in two cycles involving 28 third-grade students of SDN 02 Nambangan Kidul, comprising 17 boys and 11 girls. Data were collected through classroom observations, achievement tests, and documentation. The collected data were analyzed using both quantitative and qualitative descriptive techniques to examine improvements in students' learning motivation and learning outcomes across the research cycles.

The findings demonstrated that the implementation of the Teams Games Tournament (TGT) Cooperative Learning Model gradually and consistently improved both students' learning motivation and science (IPAS) learning outcomes. The average learning motivation score increased from 2.31 during the pre-cycle to 2.89 in Cycle I and further improved to 3.42 in Cycle II. This improvement was reflected in the decline of students classified in the low motivation category from 61% in the pre-cycle to 29% in Cycle I and 0% in Cycle II. Conversely, the proportion of students in the very high motivation category increased from 0% in the pre-cycle to 21% in Cycle I and 61% in Cycle II. Students' learning outcomes also showed substantial improvement, with the average achievement score increasing from 69.6 in the pre-cycle to 77.5 in Cycle I and 87.1 in Cycle II. Likewise, the percentage of students achieving classical

learning mastery improved from 39% in the pre-cycle to 61% in Cycle I and reached 89% in Cycle II, thereby exceeding the predetermined success criterion. These findings indicate that the Teams Games Tournament (TGT) Cooperative Learning Model effectively enhanced students' learning motivation and science (IPAS) learning outcomes by creating an active, collaborative, enjoyable, and academically competitive learning environment through class presentations, teamwork, academic games, tournaments, and group recognition.