

ASBTRAK

PENGARUH PERSEPSI SISWA TENTANG METODE PEMBELAJARAN *SCAFFOLDING* DAN TEKNIK *PEER TUTORING* TERHADAP HASIL BELAJAR IPS TERPADU SISWA KELAS VIII SMP NEGERI 1 TANJUNG BINTANG

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Penelitian ini bertujuan untuk mengetahui pengaruh persepsi siswa tentang metode pembelajaran *scaffolding* dan teknik *peer tutoring* disekolah terhadap hasil belajar IPS Terpadu siswa kelas VIII di SMP Negeri 1 Tanjung Bintang pada tahun ajaran 2019/2020. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif verifikatif dengan pendekatan *ex post facto and survey*. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 1 Tanjung Bintang pada Tahun 2019/2020 dengan jumlah sebanyak 224 siswa dan sampel sebanyak 144 siswa. Pengumpulan data dilakukan dengan menggunakan kuesioner/angket. Teknik analisis menggunakan regresi linear sederhana dan regresi linear multiple. Hasil penelitian ini menunjukkan bahwa ada pengaruh metode pembelajaran *scaffolding* dan teknik *peer tutoring* disekolah terhadap hasil belajar IPS Terpadu. Berdasarkan analisis data diperoleh $F_{hitung} > F_{tabel}$ atau $115,581 > 3,06$ dengan kadar determinasi sebesar (R^2) 0,621 yang berarti hasil belajar dipengaruhi oleh variabel metode pembelajaran *scaffolding* dan teknik *peer tutoring* sebesar 62,1%, dan sisanya sebesar 37,9% dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini.

Kata kunci: *Scaffolding*, *Peer Tutoring*, Hasil Belajar, IPS Terpadu

ABSTRACT

**THE INFLUENCE OF STUDENTS' PERCEPTION ABOUT SCAFFOLDING
LEARNING METHOD AND PEER TUTORING TECHNIQUE ON THE
INTEGRATED SOCIAL SCIENCE'S LEARNING OUTCOMES OF
STUDENTS AT GRADE VIII IN JUNIOR HIGH
SCHOOL STATE (SMPN) 1
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The research aims to determine the influence of students' perception about scaffolding learning method and peer tutoring technique on the integrated social science's learning outcomes of students at grade VIII in Junior High School State (SMPN) 1 Tanjung Bintang on academic year 2019/2020. The method research used a verificative description with an ex post facto approach. The population were all students of this school at grade VIII on academic year 2019/2020 with the total of 224 students, while the samples were 144 students. The data collection were conducted by using questionnaire. Then, the analysis technique used simple linear regression and multiple linear regression. The results show that there is influence of students' perception about scaffolding learning method and peer tutoring technique on the integrated social science's learning outcomes. According to the data analysis obtained that the $F_{count} > F_{table}$ or $115,581 > 3,06$ with determinant level of 0,621 which means the learning outcomes were influenced by scaffolding learning method and peer tutoring technique variables of 62,1 percent, while the rest of 37,9 percent influenced by other factors which were not examined in the research.

Key words: scaffolding, peer tutoring, learning outcomes, integrated social science