

ABSTRAK

STUDI KOMPARATIF HASIL BELAJAR IPS TERPADU MENGGUNAKAN MODEL PEMBELAJARAN KOOPERATIF TIPE: *COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC)* DAN *GROUP INVESTIGATION (GI)* DENGAN MEMPERHATIKAN KEMAMPUAN BERKOLABORASI SISWA KELAS IX SMP AL-HUDA JATIAGUNG

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Penelitian ini dilatarbelakangi oleh masalah yang terjadi di SMP Al-Huda Jatiagung, dimana hasil belajar IPS Terpadu siswa masih cukup rendah.

Penelitian ini bertujuan untuk mengetahui adanya perbedaan hasil belajar IPS Terpadu siswa menggunakan model pembelajaran *Cooperative Integrated Reading and Composition (CIRC)* dan model pembelajaran *Group Investigation (GI)* serta interaksi antara model pembelajaran dengan kemampuan berkolaborasi siswa.

Metode yang digunakan dalam penelitian ini adalah metode eksperimen dengan pendekatan komparatif. Populasi dalam penelitian ini sebanyak 193 siswa dengan jumlah sampel sebanyak 66 siswa yang ditentukan dengan teknik *cluster random sampling*. Teknik pengambilan data dengan menggunakan dokumentasi, observasi, wawancara, tes, dan eksperimen. Pengujian hipotesis menggunakan analisis varians dua jalan dan t-test dua sampel independen.

Hasil analisis data menunjukkan terdapat perbedaan hasil belajar IPS Terpadu antara siswa yang pembelajarannya menggunakan model pembelajaran kooperatif tipe CIRC dibandingkann dengan siswa yang diajarkan dengan menggunakan model pembelajaran kooperatif tipe GI.

Kata kunci: CIRC, GI, Hasil Belajar IPS Terpadu, Kemampuan Berkolaborasi Siswa

ABSTRACT

COMPARATIVE STUDY OF INTEGRATED SOCIAL STUDIES LEARNING OUTCOMES USING THE TYPES OF COOPERATIVE LEARNING MODELS: COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) AND GROUP INVESTIGATION (GI) WITH CONSIDERATION OF STUDENTS COLLABORATION SKILLS GRADE IX STUDENTS OF SMP AL-HUDA JATIAGUNG

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This research was motivated by the phenomenon that occurs at SMP Al-Huda Jatiagung, where low learning outcomes of students in Integrated Social Studies. The study aims to identify differences in students learning outcomes in Integrated Social Studies when taught using the Cooperative Integrated Reading and Composition (CIRC) model and the Group Investigation (GI) model, as well as to examine the interaction between the learning models and students collaboration skills. The method used in this study is an experimental design with a comparative approach. The population consisted of 193 students, with a sample of 66 students selected using a cluster random sampling technique. Data were collected through documentation, observation, interviews, tests, and experiments. Hypothesis testing was conducted using two-way analysis of variance (ANOVA) and independent sample t-tests. The results of the data analysis indicated significant differences in Integrated Social Studies learning outcomes between students used the CIRC model and those used the GI model.

Keywords: *CIRC, GI, Learning outcomes, Students Collaboration Skills*