

ABSTRAK

STUDI PERBANDINGAN HASIL BELAJAR EKONOMI MELALUI MODEL PEMBELAJARAN KOOPERATIF TIPE *JIGSAW* DAN *GROUP INVESTIGATION* (GI) DENGAN MEMPERHATIKAN MOTIVASI BELAJAR PADA SISWA SMA SWADHIPA NATAR

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Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar dan perbedaan motivasi belajar siswa, serta kurangnya penerapan model pembelajaran dalam mata pelajaran ekonomi.

Tujuannya adalah untuk meneliti perbedaan hasil belajar ekonomi siswa yang diajar menggunakan model pembelajaran kooperatif tipe *Jigsaw* dan *Group Investigation* (GI), perbedaan hasil belajar antara siswa dengan motivasi belajar tinggi, sedang dan rendah, serta mengeksplorasi interaksi antara model pembelajaran dan motivasi belajar siswa terhadap hasil belajar pada mata pelajaran ekonomi.

Metode yang digunakan dalam penelitian ini adalah eksperimen dengan desain factorial 2x3, melibatkan 80 siswa melalui teknik *random sampling*. Pengumpulan data menggunakan teknik wawancara, observasi, dokumentasi, kuesioner, tes, dan eksperimen. Hipotesis diuji menggunakan Anava Dua Jalan dan t-Test Dua Sampel Independen.

Hasil analisis menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil belajar ekonomi siswa yang menggunakan model pembelajaran kooperatif tipe *Jigsaw* dan *Group Investigation* (GI). Terdapat perbedaan hasil belajar ekonomi siswa yang memiliki motivasi belajar tinggi, sedang dan rendah. Hasil belajar ekonomi siswa yang pembelajarannya menggunakan model *Jigsaw* lebih tinggi pada siswa yang motivasi belajarnya tinggi, sedang dan rendah. Pada penelitian ini tidak terdapat interaksi antara model pembelajaran dan motivasi belajar siswa terhadap hasil belajar pada mata pelajaran ekonomi.

Kata kunci: *Group Investigation* (GI), Hasil Belajar Ekonomi, *Jigsaw*, Motivasi Belajar.

ABSTRACT

COMPARATIVE STUDY OF ECONOMIC LEARNING OUTCOMES THROUGH JIGSAW AND GROUP INVESTIGATION (GI) COOPERATIVE LEARNING MODELS WITH ATTENTION TO LEARNING MOTIVATION OF STUDENTS OF SMA SWADHIPA NATAR

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This research was motivated by low learning outcomes and differences in student motivation, as well as the lack of application of learning models in economics. The objective was to examine differences in economics learning outcomes between students taught using the Jigsaw and Group Investigation (GI) cooperative learning models, differences in learning outcomes between students with high, medium, and low learning motivation, and to explore the interaction between learning models and student motivation on learning outcomes in economics. The method used in this study was an experiment with a 2x3 factorial design, involving 80 students through random sampling. Data collection used interviews, observation, documentation, questionnaires, tests, and experiments. Hypotheses were tested using a Two-Way ANOVA and a Two-Independent Sample t-test. The analysis showed significant differences between the economics learning outcomes of students taught using the Jigsaw and Group Investigation (GI) cooperative learning models. There were differences in the economics learning outcomes of students with high, medium, and low learning motivation. The economics learning outcomes of students taught using the Jigsaw model were higher than those with high, medium, and low learning motivation. In this study, there was no interaction between the learning model and students' learning motivation on learning outcomes in economics subjects.

Keywords: *Economic Learning Outcomes, Group Investigation (GI), Jigsaw, Learning Motivation.*