

ABSTRAK

STUDI PERBANDINGAN KETERAMPILAN SOSIAL SISWA MENGGUNAKAN MODEL PEMBELAJARAN VALUE CLARIFICATION TECHNIQUE DAN STUDENT TEAMS ACHIEVEMENT DIVISION DENGAN EMOTIONAL QUOTIENT SEBAGAI PEMODERASI

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Penelitian ini dilatarbelakangi oleh rendahnya keterampilan sosial siswa dalam kegiatan belajar, perbedaan tingkat *emotional quotient* serta keterbatasan variasi model pembelajaran kooperatif yang diterapkan.

Tujuan penelitian ini adalah untuk mengetahui perbedaan keterampilan sosial antara model pembelajaran *Value Clarification Technique* dan *Student Teams Achievement Divisions* berdasarkan tingkat *emotional quotient* siswa. Penelitian ini menggunakan metode eksperimen dengan pendekatan komparatif dan desain faktorial 2x3. Sampel berjumlah 64 siswa yang dipilih menggunakan teknik *Simple Random Sampling*. Pengumpulan data diperoleh melalui wawancara, observasi, angket dan dokumentasi. Pengujian hipotesis dilakukan dengan uji ANOVA dua jalan dan Uji t-test dua sampel independent.

Hasil dari penelitian ini menunjukkan adanya perbedaan signifikan keterampilan sosial siswa antara model pembelajaran *Value Clarification Technique* dan *Student Teams Achievement Divisions*; keterampilan sosial siswa dengan tingkat *emotional quotient* tinggi, sedang dan rendah, lebih tinggi pada model *Value Clarification Technique*. Selain itu, terdapat perbedaan signifikan keterampilan sosial antar tingkat *emotional quotient* tingkat tinggi, sedang dan rendah, serta terdapat interaksi yang signifikan antara model pembelajaran dan *emotional quotient* terhadap keterampilan sosial pada mata pelajaran IPS.

Kata Kunci: *Emotional Quotient, Keterampilan Sosial, Model Pembelajaran, Student Teams Achievement Divisions, Value Clarification Technique*

ABSTRACT

COMPARATIVE STUDY OF STUDENT'S SOCIAL SKILLS USING THE VALUE CLARIFICATION TECHNIQUE LEARNING MODEL AND STUDENT TEAMS ACHIEVEMENT DIVISION WITH EMOTIONAL QUOTIENT AS A MODERATOR

By

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This research is motivated by the low social skills of students in learning activities, differences in emotional quotient levels, and the limited variety of cooperative learning models applied. The purpose of this study is to determine the differences in social skills between the Value Clarification Technique and Student Teams Achievement Divisions learning models based on students' emotional quotient levels. This research uses an experimental method with a comparative approach and a 2x3 factorial design. The sample consisted of 64 students selected using the Simple Random Sampling technique. Data collection was obtained thru interviews, observations, questionnaires, and documentation. Hypothesis testing was conducted using a two-way ANOVA test and an independent two-sample t-test. The results of this study indicate a significant difference in students' social skills between the Value Clarification Technique and Student Teams Achievement Divisions learning models; students' social skills with high, medium, and low levels of emotional quotient were higher in the Value Clarification Technique model. In addition, there were significant differences in social skills among high, medium, and low levels of emotional quotient, and there was a significant interaction between the learning model and emotional quotient on social skills in social studies subjects.

Keywords: Emotional Quotient, Learning Model, Social Skills, Student Teams Achievement Divisions, Value Clarification Technique