

ABSTRAK

PERBANDINGAN HASIL BELAJAR EKONOMI MENGGUNAKAN MODEL PEMBELAJARAN KOOPERATIF TIPE *MARKET PLACE ACTIVITY* DAN TIPE *ROLE PLAYING* DITINJAU DARI PEMAHAMAN KONSEP SISWA KELAS XI SMA KESUMA BAKTI BEKRI

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Rendahnya hasil belajar ekonomi siswa kelas XI SMA Kesuma Bakti Bekri Kabupaten Lampung Tengah menunjukkan perlunya penerapan model pembelajaran yang efektif, interaktif, dan sesuai dengan karakteristik siswa. Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar ekonomi antara siswa yang menggunakan model pembelajaran kooperatif tipe *Market Place Activity* dan tipe *Role Playing* ditinjau dari pemahaman konsep siswa.

Metode penelitian yang digunakan adalah quasi eksperimen dengan desain faktorial 2×3 . Populasi penelitian berjumlah 73 siswa kelas XI SMA Kesuma Bakti Bekri, sedangkan sampel penelitian ditentukan dengan teknik cluster random sampling sebanyak 49 siswa yang dibagi ke dalam dua kelas. Data dikumpulkan melalui tes hasil belajar dan tes pemahaman konsep, serta dilengkapi dengan observasi dan dokumentasi. Uji prasyarat analisis dilakukan dengan menggunakan uji normalitas *Shapiro-Wilk* dan uji homogenitas Levene Statistic. Pengujian hipotesis menggunakan analisis varians dua jalan (*Two Way Anova*) dan uji-t dua sampel independen.

Hasil penelitian menunjukkan bahwa: (1) tidak terdapat perbedaan hasil belajar ekonomi antara siswa yang menggunakan model *Market Place Activity* dengan siswa yang menggunakan model *Role Playing*; (2) hasil belajar ekonomi pada siswa dengan pemahaman konsep tinggi antara kedua model pembelajaran, di mana model *Market Place Activity* memberikan hasil lebih baik; (3) pada siswa dengan pemahaman konsep sedang, model *Market Place Activity* juga menghasilkan nilai lebih tinggi; (4) pada siswa dengan pemahaman konsep rendah, model *Market Place Activity* juga memberikan hasil belajar yang lebih baik; (5) tidak terdapat perbedaan hasil belajar antara siswa yang memiliki pemahaman konsep tinggi, sedang, dan rendah pada kedua model; dan (6) tidak terdapat interaksi antara model pembelajaran dan pemahaman konsep terhadap hasil belajar ekonomi siswa.

Kata Kunci: Hasil Belajar Ekonomi, *Market Place Activity*, *Role Playing*, Pemahaman Konsep

ABSTRACT

COMPARISON OF ECONOMICS LEARNING OUTCOMES USING THE MARKETPLACE ACTIVITY AND ROLE-PLAYING COOPERATIVE LEARNING MODELS, AS SEEN IN TERMS OF CONCEPTUAL UNDERSTANDING OF STUDENTS GRADE XI AT SMA KESUMA BAKTI BEKRI

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The low economics learning outcomes of eleventh-grade students at SMA Kesuma Bakti Bekri, Central Lampung Regency, demonstrate the need for the implementation of effective, interactive learning models that are appropriate to student characteristics. This study aims to determine the differences in economics learning outcomes between students using the Market Place Activity cooperative learning model and the Role Playing model, in terms of their conceptual understanding. The research method used was a quasi-experimental design with a 2x3 factorial design. The study population was 73 eleventh-grade students at Kesuma Bakti Bekri Senior High School, while the sample was determined using cluster random sampling techniques, with 49 students divided into two classes. Data were collected through learning achievement tests and conceptual understanding tests, supplemented by observation and documentation. Prerequisite analysis was conducted using the Shapiro-Wilk normality test and the Levene Statistical homogeneity test. Hypotheses were tested using two-way analysis of variance (ANOVA) and a two-sample independent t-test. The results showed that: (1) there was no difference in economics learning outcomes between students using the Market Place Activity model and those using the Role Playing model; (2) Economic learning outcomes for students with a high conceptual understanding between the two learning models, where the Market Place Activity model produces better results; (3) For students with a moderate conceptual understanding, the Market Place Activity model also produces higher scores; (4) For students with a low conceptual understanding, the Market Place Activity model also produces better learning outcomes; (5) There is no difference in learning outcomes between students with a high, moderate, and low conceptual understanding in the two models; and (6) There is no interaction between the learning model and conceptual understanding on students' economic learning outcomes.

Keywords: Conceptual Understanding, Economic Learning Outcomes, Market Place Activity, Role Playing.