

ABSTRAK

The Impact of Student Team Achievement Division (STAD) and Numbered Heads Together (NHT) Models as well as Learning Motivation on Learning Outcomes of Fourth Grade Students in Public Primary Schools of Batipuh Sub-District

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The research begins from inactive students in the natural sciences learning process in which all information only comes from the teachers so that the students cannot solve any problems by their own. This study explored fourth grade students of primary schools in Batipuh Sub-district and used three different schools as sample. Furthermore, it compares the learning outcomes of students by using three learning models namely STAD, NHT and conventional in order to discover purposes including (1) to see the differences of students' learning outcomes particularly in natural science; (2) to find the distinction between high and low motivated students in their natural science learning outcomes; and, (3) to examine the interaction between learning motivation and learning models in affecting students' learning outcomes.

Moreover, this research belongs to a quasi-experimental with factorial design. It involved three classes in which two experimental classes imposed STAD and NHT learning models respectively, and one control class applied conventional learning model. The former schools were SDN 18 Batipuh and SDN 03 Batipuh, and the latter one was SDN 42 Batipuh. The hypotheses in this research are tested by two-ways ANOVA.

By using the various learning models, this study reveals that (1) there is a difference in students' natural science learning outcomes; (2) there is a dissimilarity between high and low motivated students in their natural science learning outcomes; and, (3) there is no interaction between learning motivation and learning models in affecting students' learning outcomes.

ABSTRAK

Pengaruh Model *Student Team Achievement Division* (STAD) dan Model *Numbered Heads Together* (NHT) Serta Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas IV di SD Negeri Kecamatan Batipuh

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Penelitian ini berawal dari siswa belum terlibat aktif dalam proses pembelajaran IPA, dimana guru berperan sebagai pusat informasi sehingga informasi yang diterima siswa hanya dari guru saja dan siswa belum mampu memecahkan masalah sendiri. Penelitian ini bertujuan melihat (1) perbedaan hasil belajar IPA siswa kelas IV yang menggunakan model STAD, NHT, dan konvensional, (2) perbedaan hasil belajar IPA siswa bermotivasi tinggi dan rendah dengan menggunakan model pembelajaran STAD dan NHT, (3) perbedaan interaksi antara motivasi belajar dengan model pembelajaran STAD dan NHT dalam mempengaruhi hasil belajar IPA siswa kelas IV SD Negeri se Kecamatan Batipuh.

Jenis penelitian ini adalah *Quasi Eksperimental* dengan rancangan *faktorial design*. Pada kelas eksperimen diterapkan model STAD dan NHT, di kelas kontrol diterapkan pendekatan konvensional. Populasi seluruh siswa kelas IV SD N Kecamatan Batipuh dan sampel SDN 42 sebagai kelas kontrol, SDN 18 Batipuh sebagai kelas eksperimen 1, dan SDN 03 Batipuh sebagai kelas eksperimen 2. Hipotesis ini diuji dengan menggunakan anava dua arah.

Hasil penelitian disimpulkan (1) terdapat perbedaan hasil belajar IPA siswa kelas IV yang menggunakan model STAD, NHT, dan konvensional di SD Negeri se Kecamatan Batipuh, (2) terdapat perbedaan hasil belajar IPA siswa bermotivasi tinggi dan rendah dengan menggunakan model pembelajaran STAD dan NHT di kelas IV SD Negeri se Kecamatan Batipuh, (3) tidak terdapat perbedaan interaksi antara motivasi belajar dengan model pembelajaran STAD dan NHT dalam mempengaruhi hasil belajar IPA siswa kelas IV SD Negeri se Kecamatan Batipuh.