PENGARUH MODEL *COOPERATIVE LEARNING* TIPE *TALKING STICK*

TERHADAP HASIL BELAJAR IPS KELAS IV SD

(Studi Eksperimen di Kelurahan Bendungan Hilir Jakarta Pusat)

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ABSTRAK

Penelitian ini bertujuan untuk memperoleh data empiris tentang Pengaruh Model *Cooerative Learning* Tipe *Talking Stick* Terhadap Hasil Belajar IPS Siswa Kelas IV SD, pada materi karakteristik ruang dan pemanfaatan sumber daya alam untuk kesejahteraan masyarakat, semester 2 tahun ajaran 2018/2019. Penelitian ini dilaksanakan di SDN Bendungan Hilir 09 Pagi, Jakarta pusat. Sampel dipilih dengan menggunakan teknik *simple random sampling*. Sampel penelitian berjumlah 31 siswa untuk kelas eksperimen dan 30 siswa untuk kelas kontrol. Pengumpulan data dilakukan dengan menggunakan instrumen tes berbentuk soal pilihan ganda yang telah teruji validitas dan reliabilitasnya. Data *posttest* dari kelas eksperimen dan kelas kontrol dianalisis menggunakan uji normalitas, homogenitas, dan uji t-test. Analisis data menggunakan uji-t, kedua kelompok tersebut memperoleh nilai t-hitung sebesar 18,97 sedangkan t-tabel pada taraf signifikasi 0,05 dan dk = 59 adalah sebesar 1,67, maka H_1 diterima dan H_0 ditolak. Artinya terdapat pengaruh yang signifikan penggunaan model *cooperative learning* tipe *talking stick* terhadap hasil belajar IPS siswa kelas IVSD.

Kata kunci : Model *Cooperative Learning* tipe *Talking Stick*, Hasil Belajar IPS

THE EFFECT OF COOPERATIVE LEARNING MODEL OF TALKING STICK TYPE AGAINST LEARNING OUTCOMES GRADE IV ELEMENTARY SCHOOL

(Experimental Research Study of Kelurahan Bendungan Hilir, Central Jakarta)

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ABSTRACT

This study aims to obtain empirical data about the effect of Cooerative Learning Model Type Talking Stick on Social Studies Learning Outcomes of Grade IV Elementary School Students, on material characteristics of space and utilization of natural resources for community welfare, semester 2 of the 2018/2019 academic year. This research was conducted at SDN Bendungan Hilir 09 Pagi, Central Jakarta. The sample was selected using simple random sampling technique. The research sample consisted of 31 students for the experimental class and 30 students for the control class. Data collection is done by using test instruments in the form of multiple choice questions that have been tested for validity and reliability. Posttest data from the experimental class and control class were analyzed using normality, homogeneity, and t-test tests. Data analysis using t-test, the two groups obtained t-count value of 18.97 while t-table at the significance level of 0.05 and dk = 59 was 1.67, then H1 was accepted and H0 was rejected. This means that there is a significant effect of the use of the cooperative learning model of the talking stick type on the results of social studies learning in grade IV Elementary School

Keyword: Cooperative Learning Type Talking Stick and Social Studies Learning Outcomes