

## ABSTRAK

**Rika R.S Sugiarto**, 2015. Pengaruh Model Pembelajaran Kooperatif *Tipe Team Game Tournament (TGT)* Terhadap Hasil Belajar Pada Materi Alat-Alat Optik Ditinjau Dari Minat Belajar Siswa (suatu penelitian di SMP Negeri 6 Kota Gorontalo). Skripsi, S1 Pendidikan Fisika, Jurusan Fisika, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Gorontalo. Pembimbing 1 Dr. Masri Kudrat Umar, M.Pd dan Pembimbing II Supartin, M.Pd.

Tujuan Penelitian ini untuk menganalisis beberapa hal berikut: (1) perbedaan hasil belajar pada materi alat-alat optik yang diajarkan dengan model pembelajaran kooperatif *tipe Team Game Tournament* dan model pembelajaran kooperatif *tipe Numbered Head Together*. (2) interaksi antara model pembelajaran kooperatif *tipe Team Game Tournament* dan minat belajar terhadap hasil belajar. (3) perbedaan hasil belajar pada materi alat-alat optik antara siswa yang diajarkan dengan model pembelajaran Kooperatif *tipe Team Game Tournament* dan yang diajarkan dengan model pembelajaran kooperatif *tipe Numbered Head Together* pada siswa yang memiliki minat belajar tinggi dan rendah. Penelitian ini dilakukan di SMP N 6 Kota Gorontalo. Penelitian ini melibatkan 60 orang siswa sebagai subyek penelitian yang diambil dengan teknik *Cluster Random Sampling*. Penelitian ini menggunakan desain *Treatmen By Level* (2 x 2). Hasil analisis diperoleh: (1) siswa yang diajarkan dengan model pembelajaran kooperatif *Tipe Team Game Tournament* memiliki hasil belajar pada materi alat-alat optik yang lebih tinggi daripada siswa yang diajarkan dengan model pembelajaran kooperatif *tipe Numbered Head Together*. (2) terdapat interaksi antara model pembelajaran dan minat belajar siswa terhadap hasil belajar pada materi alat-alat optik. (3) siswa yang memiliki minat belajar tinggi, yang diajarkan dengan model pembelajaran kooperatif *tipe Team Game Tournament* memiliki hasil belajar pada materi alat-alat optik lebih tinggi daripada siswa yang memiliki minat belajar tinggi yang diajarkan dengan model pembelajaran kooperatif *tipe Numbered Head Together*. (4) siswa yang memiliki minat belajar rendah, yang diajarkan dengan model pembelajaran kooperatif *tipe Team Game Tournament* memiliki hasil belajar pada materi alat-alat optik lebih rendah daripada siswa yang diajarkan dengan model pembelajaran kooperatif *tipe Numbered Head Together*.

**Kata Kunci:** Hasil Belajar, Model Pembelajaran Kooperatif *tipe TGT*, Minat Belajar

## ABSTRACT

**Rika R.S Sugianto**, 2015. The Influence of Team Game Tournament Type of Cooperative Learning Model toward Students' Learning Achievement on Optical Tools observed through Students' Learning Interest (a research conducted in SMP Negeri 6 Kota Gorontalo). Skripsi, S1 Physics Education, Department of Physics, Faculty of Mathematics and Natural Sciences, State University of Gorontalo. The principal supervisor was Dr. Masri Kudrat Umar, M.Pd and Co-Supervisor was Supartin, M.Pd.

The research aimed at analyzing : (1) the difference of students' learning achievement on optical tools who were taught by Team Game Tournament Type and Numbered Head Together as Type of Cooperative Learning Model, (2) Interaction between Team Game Tournament Type of Cooperative Learning model and learning interest toward learning achievement, and (3) the difference of students' learning achievement on optical tools who were taught by Team Game Tournament and Numbered Head Together both those who had high learning interest and low learning interest. This reserch was counducted in SMP Negeri 6 kota Gorontalo. This research was involving 60 students as subjects of research who were gained by Cluster Random Sampling technique. Meanwhile, Treatmen By level (2 x 2) was applied as design of research . the research result showed that : (1) the students who were taught by Team Game Tournament Type of Cooperative Learning Model had higher learning achievement than those who were taught by Numbered Head Together Type of Cooperative Learning Model, (2) there was interaction between team game tournament type of cooperative learning model and learning interest toward learning achievement, (3) the students who were taught by Team Game Tournament Type of Cooperative Learning Model and had high learning interest, had higher learning achievement than those who were taught by Numbered Head Together Type of Cooperative Learning Model, and (4) the students who were taught by Numbered Head Together Type of Cooperative Learning Model and had low learning interest, had higher learning achievement than those who were taught by Team Game Tournament Type of Cooperative Learning Model.

**Keywords :** Learning Achievement, TGT Type of Cooperative Learning Model, Learning Interest