

**EFEKTIVITAS PEMBELAJARAN KOOPERATIF
TIPE *NUMBERED HEADS TOGETHER* (*NHT*) DAN
STUDENT TEAM ACHIEVEMENT DIVISION (*STAD*)
PADA PRESTASI BELAJAR MATEMATIKA
DITINJAU DARI MOTIVASI BERPRESTASI**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) efektivitas model pembelajaran kooperatif tipe *Numbered Heads Together* (*NHT*) dibandingkan dengan model pembelajaran kooperatif tipe *Student Team Achievement Division* (*STAD*), (2) prestasi belajar matematika siswa dengan motivasi tinggi, sedang dan rendah, (3) efektivitas model pembelajaran kooperatif tipe *NHT* pada siswa dengan motivasi tinggi, sedang dan rendah, (4) efektivitas model pembelajaran kooperatif tipe *STAD* pada siswa dengan motivasi tinggi, sedang dan rendah, (5) efektivitas model pembelajaran kooperatif tipe *NHT* dan *STAD* untuk setiap kategori motivasi. Penelitian ini menggunakan metode eksperimen semu. Populasi penelitian adalah seluruh siswa kelas IV yang terdiri dari 12 SDN se-Kecamatan Belitang tahun 2010/2011. Sampel penelitian ini terdiri dari kelompok eksperimen I terdiri dari 3 sekolah dengan jumlah siswa 86 siswa, sedangkan kelompok eksperimen II terdiri dari 3 sekolah dengan jumlah siswa 73 siswa. Sampel diperoleh dengan cara *stratified cluster random sampling*. Data dikumpulkan dengan dokumentasi, angket dan tes. Data dianalisis dengan menggunakan variansi dua jalan dengan sel tak sama yang didahului dengan uji prasyarat normalitas dan homogenitas. Hasil penelitian ini menyimpulkan bahwa: (1) Prestasi belajar siswa dengan model pembelajaran kooperatif tipe *NHT* sama dengan prestasi belajar siswa dengan menggunakan model pembelajaran kooperatif tipe *STAD*, (2) Prestasi belajar matematika siswa dengan motivasi berprestasi tinggi lebih baik dibanding siswa dengan motivasi berprestasi sedang, siswa dengan motivasi berprestasi sedang lebih baik dibanding siswa dengan prestasi belajar rendah dan siswa dengan motivasi berprestasi tinggi lebih baik dibanding siswa dengan motivasi berprestasi rendah, (3) Pada model pembelajaran kooperatif tipe *NHT* prestasi belajar matematika siswa dengan motivasi berprestasi tinggi lebih baik dibanding siswa dengan motivasi berprestasi sedang. Siswa dengan motivasi berprestasi sedang mempunyai prestasi belajar matematika yang lebih baik dibanding siswa dengan motivasi berprestasi rendah. Siswa dengan motivasi berprestasi tinggi mempunyai prestasi belajar matematika yang lebih baik dibanding siswa dengan motivasi berprestasi rendah, (4) Pada model pembelajaran kooperatif tipe *STAD* prestasi belajar matematika siswa dengan motivasi berprestasi tinggi lebih baik dibanding siswa dengan motivasi berprestasi sedang. Siswa dengan motivasi berprestasi sedang mempunyai prestasi belajar matematika yang lebih baik dibanding siswa dengan motivasi berprestasi rendah. Siswa dengan motivasi berprestasi tinggi mempunyai prestasi belajar matematika yang lebih baik dibanding siswa dengan motivasi berprestasi rendah, (5) Pada siswa dengan motivasi berprestasi tinggi, sedang dan rendah penggunaan model pembelajaran kooperatif tipe *NHT* memberikan prestasi yang sama baik dengan model pembelajaran kooperatif tipe *STAD*.

Kata Kunci: *NHT*, *STAD*, Motivasi Berprestasi, Prestasi Belajar Matematika.

ABSTRACT

The objectives of the research are to investigate: (1) the effectiveness of the cooperative learning model of NHT compared to that of the cooperative learning model of STAD, (2) the learning achievement in Mathematics learning of the students with the high, medium, and low achievement motivations, (3) the effectiveness of the cooperative learning model of NHT of the students with the high, medium and low achievement motivations, (4) the effectiveness of the cooperative learning model of STAD of the students with the high, medium, and low achievement motivations, and (5) the effectiveness of the cooperative learning models of NHT and STAD for each category of the achievement motivations.

The research used a quasi-experimental research method. The population of the research was all of the students in Grade IV of 12 State Primary Schools in Belitang sub-district in the academic year of 2010/2011. The samples of the research were taken by using a stratified cluster random sampling technique, and were divided into two experimental groups. Experimental Group I consisted of 86 students of three schools, and Experimental Group II consisted of 73 students of 3 schools. The data of the research were gathered through documentation, questionnaire, and test. They were then analyzed by using a two-way analysis of variance with unequal cells. Prior to the analysis, the instruments were exposed to the pre-requisite tests of normality test and homogeneity test.

The results of the research are as follows: (1) the learning achievement in Mathematics learning of the students taught with the cooperative learning model of NHT is the same as that of the students taught with the cooperative learning of STAD; (2) the learning achievement in Mathematics learning of the students with the high achievement motivation is better than that of the students with the medium achievement motivation, the learning achievement in Mathematics learning of the students with the medium achievement motivation is better than that of the students with the low achievement motivation, and the learning achievement in Mathematics learning of the students with the high achievement motivation is better than that of the students with the low achievement motivation; (3) in the cooperative learning model of NHT, the learning achievement in Mathematics learning of the students with the high achievement motivation is better than that of the students with the medium achievement motivation, the learning achievement in Mathematics learning of the students with the medium achievement motivation is better than that of the students with the low achievement motivation, and the learning achievement in Mathematics learning of the students with the high achievement motivation is better than that of the students with the low achievement motivation; (4) in the cooperative learning model of STAD, the learning achievement in Mathematics learning of the students with the high achievement motivation is better than that of the students with the medium achievement motivation, the learning achievement in Mathematics learning of the students with the medium achievement motivation is better than that of the students with the low achievement motivation, and the learning achievement in Mathematics learning of the students with the high achievement motivation is better than that of the students with the low achievement motivation; and (5) the students with the high, medium, and low achievement motivations taught with the cooperative learning model of NHT have the same learning achievement in Mathematics learning as those taught with the cooperative learning model of STAD.

Keywords: Numbered Heads Together (NHT), Student team Achievement Division (STAD), Achievement motivation, learning achievement, Mathematics learning.