ABSTRAK

PENGARUH MODEL *COOPERATIVE* DAN *CONTEXTUAL LEARNING* DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM TERHADAP HASIL BELAJAR PESERTA DIDIK DI SD NEGERI GUNUNGPRING 1 MUNTILAN JAWA TENGAH

Oleh:

NUR LAILI MUSTAQIMAH

NIM : 17913037

Penelitian ini mengangkat tema tentang pengaruh model *cooperative* dan *contextual learning* dalam pembelajaran pendidikan agama islam terhadap hasil belajar peserta didik di SD Negeri Gununpring 1 Muntilan. Alasan meneliti ini adalah untuk mengetahui seberapa besar model *cooperative* dan *contextual* learning dalam pembelajaran pendidikan agama islam terhadap hasil belajar peserta didik.

Rumusan masalahnya yaitu seberapa besar pengaruh model *cooperative* dan *contextual learning* dalam pendidikan agama islam terhadap hasil belajar peserta didik. Subjek penelitiannya adalah peserta didik di SD Negeri Gunungpring 1 Muntilan kelas V dan IV tahun akademik 2018/2019. Penelitian ini menggunakan pendekatan kuantitatif sehingga dalam pengambilan data menggunakan metode angket. Untuk menentukan jumlah sampel, digunakan teknik *multi stage sampling*, dengan jumlah sampel sebanyak 80 peserta didik. Adapun teknik analisis data yang digunakan adalah regresi linier sederhana yang diolah dengan menggunakan bantuan SPSS Versi 21 *for windows*.

Berdasarkan hasil penelitian bahwa (1) *Cooperative Learning* menunjukkan nilai t hitung sebesar 3,515 ada pengaruh model *cooperative learning* secara parsial berpengaruh positif dalam pembelajaran pendidikan agama islam terhadap hasil belajar peserta didik karena nilai signifikansi 0,001 (0,001 < 0,05), (2) model *contextual learning* menunjukkan nilai t hitung sebesar 2,385 secara parsial berpengaruh positif terhadap hasil belajar pendidikan agama islam karena nilai signifikansi 0,020 (0,020 < 0,05), sedangkan (3) pada pengaruh model *cooperative* dan *contextual learning* dalam pembelajaran pendidikan agama islam terhadap hasil belajar peserta didik sebesar 45,6 % yang ditunjukkan dengan harga F hitung sebesar 32, 282 dengan tingkat signifikansi 0,000 lebih kecil dari 0,05 dan harga t hitung variabel *cooperative learning* sebesar 3,515 dan *contextual learning* sebesar 2,385. Adapun 54,4% dipengaruhi oleh variabel lain yang tidak dimasukkan dalam model penelitian ini.

Kata Kunci : *Model Cooperative, Contekstual Learning*, dan Hasil Belajar.

ABSTRACT

THE IMPACTS OF COOPERATIVE AND CONTEXTUAL LEARNING MODEL IN LEARNING THE ISLAMIC EDUCATION ON THE LEARNING OUTPUT OF STUDENTS IN STATE PRIMARY SCHOOL GUNUNGPRING 1 MUNTILAN, CENTRAL JAVA

By:

NUR LAILI MUSTAQIMAH

NIM: 17913037

This research focuses on the theme about the impacts of cooperative and contextual learning model in learning Islamic Education on the learning output of students in State Primary School Gunungpring 1 Muntilan. The purpose of this research is to observe to what extent of the cooperative and contextual learning model in learning the Islamic education on the learning output of the students.

The problem formulation is to what extent the impacts of cooperative and contextual learning model in Islamic Education on the learning out of students. The research subjects were the students in State Primary School Gunungpring 1 Muntilan of Class V and IV in academic year of 2018/2019. This research used the quantitative approach in which the data were collected using the questionnaires method. To determine the number of samples, the Multi-stage sampling technique was used in which 80 students were used as the sample. The data analysis used the simple linear regression processed using the SPSS Version 21 *for windows*.

The results of the research showed that (1) *Cooperative Learning* showed the value of t count of 3,515 in which *cooperative learning* model in the Islamic education learning partially had a positive impact on the learning output of students with the significant value of 0,001 (0,001 < 0,05), (2) *contextual learning* model showed the value of t count of 2,385 partially bringing a positive impact on the learning output of Islamic education with the significance value of 0,020 (0,020 < 0,05), and (3) the impacts of *cooperative* and *contextual learning* model in Islamic Education learning on the learning output of students was 45,6 % as shown with the value of F count of 32.282 with the significance level of 0,000 lower than 0,05 and the value of f count for the variable of *cooperative learning* was 3,515 and the *contextual learning* was 2,385. Here, 54.4% was affected by other variables not included in the model of this research.

Keywords: *Cooperative Model, Contextual Learning*, Learning Output