

ABSTRAK

Ayu Khusnul Amalina. 2018. Pengaruh Model Pembelajaran *Student Facilitator And Explaining* Terhadap Kemandirian dan Prestasi Belajar IPS Kelas V SDN Mojodemak 1, *Skripsi*. Program Studi Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sultan Agung. Pembimbing I : Muhammad Afandi, S.Pd., M.Pd., Pembimbing II : Yulina Ismiyanti, S.Pd., M.Pd.

Tujuan dari penelitian ini adalah untuk dapat mengetahui pengaruh model pembelajaran *Student Facilitator and Explaining* terhadap kemandirian dan prestasi belajar IPS kelas V SDN Mojodemak 1. Jenis penelitian adalah penelitian eksperimen, dengan desain *Quasi Eksperimen* dengan bentuk penelitian *Nonequivalent Control Group Design*. Populasi Penelitian siswa kelas V SDN Mojodemak 1 (Kelas Eksperimen) dan SDN Tempuran 1 (Kelas Kontrol) dengan sampel jumlah siswa kedua kelas sama-sama berjumlah 29 siswa dengan teknik *sampling jenuh*. Analisis data menggunakan Uji *Independent T-Test*, *Paired T-Test* dan MANOVA (*Multivariate Analysis of Variance*). Hasil penelitian ini menunjukkan bahwa nilai rata-rata *Posttest* Prestasi belajarsiswa kelas eksperimen adalah 79,655 sedangkan nilai rata-rata *PostTest* kelas kontrol berjumlah 68, 793. Nilai akhir kemandirian kelas eksperimen sebesar 64,448 dan kelas kontrol dengan rata-rata 59,517. Pada uji *Paired Sample T-Test* pada prestasi belajar siswa memperoleh 7,386 dengan probabilitas (Sig.) 0,000. Dan kemandirian belajar siswa memperoleh - 4,517 dengan probabilitas (Sig.) 0,000. Karena probabilitas pada (Sig.) $0,000 < 0,05$ Maka H_0 diterima. Berdasarkan hasil penelitian uji hipotesis dengan menggunakan MANOVA (*Multivariate Analysis of Variance*) pada *Hotelling Trace* dan *Roy's Largest Root* memiliki signifikansi yang lebih kecil dari 0,05. Yang artinya *Hotelling Trace*, dan *Roy's Largest Root* semua data signifikan. Jadi, dapat disimpulkan bahwa model pembelajaran *Student Facilitator and Explaining* dapat berpengaruh terhadap kemandirian dan prestasi belajar siswa.

Kata Kunci : *Student Facilitator and Explaining*, Kemandirian, Prestasi

ABSTRACT

Ayu Khusnul Amalina. 2018. The influence of student functioning as kind of classroom and explaining against independence and social studies learning achievements grade 5 sdn mojudemak 1, *Skripsi*. Program Studi Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sultan Agung. Tutors I : Muhammad Afandi, S.Pd., M.Pd., Tutors II : Yulina Ismiyanti, S.Pd., M.Pd.

The purpose of this research is to know how the influence of student functioning as kind of classroom and explaining against independence and social studies learning achievements grade 5 sdn mojudemak 1. The kind of research is research the course of this experiment with a design quasi his experiments with the form of control group design. nonequivalent research. The population research students grade 5 sdn mojudemak 1 (class experiment) and sdn tempuran 1 (class control of) were selected from the number of students these two classes equally were 29 the student with saturated. sampling technique. Analysis of test data using independent t-test, and paired t-test manova (multivariate analysis of variace). The result of this research show that mean posttest student learning achievements class experiment is 79,655 posttest control while the average value of the class a total of 68 793. Final score of independence as much as 64,448 class experiment and grade control with an average 59,517. kind of classroom. Then paired trial on sample t-test in student learning achievements have 7,386 with probabilities (a sig.) 0,000. And independence of students to study obtain -4,517 with probabilities (a sig.) 0,000. Because the probability in a sig.) 0,000 0.05 so ha received. Based on the research using the hypothesis manova (multivariate analysis of variace). No Hotelling Trace dan Roy's Lagerst Root sense in having significance which is smaller than 0.05. Which means that it Hotelling Trace, and Roy's Lagerst Root all the data significant. So, it can be concluded that student functioning as kind of classroom and explaining will affect against independence and student learning achievements.

Keywords: *student Facilitator and explaining, independence, achievement*