

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan dan pengaruh model pembelajaran kooperatif tipe Inside Outside Circle terhadap minat belajar peserta didik pada mata pelajaran sejarah kelas XI.2 di SMAN 2 Singaparna. Permasalahan yang melatarbelakangi penelitian ini adalah kurangnya minat belajar peserta didik dalam pembelajaran sejarah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi eksperimen dan desain *nonequivalent control group design*. Variabel bebas (X) dalam penelitian ini adalah model pembelajaran kooperatif tipe Inside Outside Circle, sedangkan variabel terikat (Y) adalah minat belajar peserta didik. Populasi dalam penelitian ini adalah seluruh peserta didik kelas XI SMAN 2 Singaparna yang terdiri atas kelas XI.1 sampai dengan XI.8. Teknik pengambilan sampel menggunakan *purposive sampling*, dengan kelas XI.2 sebagai kelas eksperimen sebanyak 38 peserta didik dan kelas XI.4 sebagai kelas kontrol sebanyak 38 peserta didik. Teknik pengumpulan data dilakukan melalui angket skala Likert. Analisis data dilakukan menggunakan uji hipotesis Independent Samples t-Test dan uji N-Gain. Hasil uji hipotesis menunjukkan nilai signifikansi sebesar $0,036 < 0,05$ sehingga H_a diterima dan H_0 ditolak. Hasil tersebut menunjukkan bahwa model pembelajaran kooperatif tipe Inside Outside Circle berpengaruh terhadap minat belajar peserta didik pada pembelajaran sejarah. Sementara itu, hasil uji N-Gain menunjukkan rata-rata peningkatan minat belajar pada kelas eksperimen sebesar 0,0937 yang termasuk ke dalam kategori rendah karena nilainya $< 0,3$. Dengan demikian, model pembelajaran kooperatif tipe Inside Outside Circle memberikan pengaruh positif terhadap minat belajar peserta didik pada pembelajaran sejarah. Namun, peningkatan minat belajar yang dihasilkan masih berada pada kategori rendah berdasarkan hasil uji N-Gain.

Kata Kunci: Model Kooperatif Tipe Inside Outside Circle, Minat Belajar, Pembelajaran Sejarah

ABSTRACT

This study aimed to determine the improvement and the effect of the Inside Outside Circle cooperative learning model on students' learning interest in history among Grade XI.2 students at SMAN 2 Singaparna. The study was motivated by the low level of students' learning interest in history classes. This research employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. The independent variable (X) was the Inside Outside Circle cooperative learning model, while the dependent variable (Y) was students' learning interest. The population consisted of all Grade XI students at SMAN 2 Singaparna, comprising classes XI.1 to XI.8. The samples were selected using purposive sampling, with Class XI.2 serving as the experimental group consisting of 38 students and Class XI.4 serving as the control group consisting of 38 students. Data were collected using a Likert-scale questionnaire. The data were analyzed using the Independent Samples t-Test and the N-Gain test. The results of the hypothesis test showed a significance value of 0.036, which was lower than 0.05 ($0.036 < 0.05$), indicating that the alternative hypothesis H_a was accepted and the null hypothesis H_0 was rejected. These findings indicate that the Inside Outside Circle cooperative learning model had a significant effect on students' learning interest in history learning. Meanwhile, the N-Gain test showed that the average improvement in students' learning interest in the experimental group was 0.0937, which falls into the low category because the value is below 0.30. Therefore, it can be concluded that the Inside Outside Circle cooperative learning model had a positive effect on students' learning interest in history learning. However, the improvement in students' learning interest remained in the low category based on the N-Gain test results.

Keywords: Inside Outside Circle Cooperative Learning Model, Interest in Learning, History Education