

ABSTRAK

Rahayu Dewanti. *PERAN GURU DALAM MENUMBUHKAN SELF-DETERMINATION PERILAKU PROSOSIAL SISWA PADA PEMBELAJARAN KOOPERATIF TIPE GROUP INVESTIGATION*. Skripsi. Pacitan: STKIP PGRI Pacitan, 2024.

Penelitian bertujuan mengetahui: 1) peran guru dalam menumbuhkan *self-determination* perilaku prososial siswa pada pembelajaran kooperatif tipe *group investigation*, 2) upaya guru dalam menumbuhkan *self-determination* perilaku prososial siswa pada pembelajaran kooperatif tipe *group investigation*, 3) faktor penghambat dan faktor pendukung guru dalam menumbuhkan *self-determination* perilaku prososial siswa pada pembelajaran kooperatif tipe *group investigation*.

Penelitian ini merupakan jenis penelitian kualitatif dengan metode deskriptif. Subjek penelitian adalah guru kelas dan siswa kelas 1 sampai 6 SD Negeri 1 Ploso, Pacitan. Teknik dan instrumen pengumpulan data meliputi observasi, wawancara, angket dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Pemeriksaan keabsahan data menggunakan triangulasi sumber, teknik dan waktu.

Hasil penelitian meliputi: 1) peran guru dalam menumbuhkan *self-determination* perilaku prososial siswa pada pembelajaran kooperatif tipe *group investigation* meliputi guru sebagai fasilitator, organisator, edukator, motivator, konservator, transmitor, transformator, evaluator, inovator, dan sebagai *role model* 2) upaya yang dilakukan guru dalam menumbuhkan *self-determination* perilaku prososial siswa pada pembelajaran kooperatif tipe *group investigation*, dengan cara membangun kerja sama dan relasi sosial, keterlibatan aktif kelompok, membangun atribusi dukungan peran guru, menjalin kebutuhan mutual, memberikan afirmasi positif, membuat kesepakatan kelas 3) faktor penghambat dan pendukung guru meliputi karakteristik siswa yang heterogen, model pembelajaran kooperatif tipe *group investigation*, kompetensi dan kesiapan guru dan siswa, hubungan siswa, guru dan orang tua.

Kata Kunci: Peran Guru, *Self-Determination*, Perilaku Prososial, Pembelajaran Kooperatif, *Group Investigation*

ABSTRACT

Rahayu Dewanti. *THE TEACHER'S ROLE IN DEVELOPING STUDENTS' SELF-DETERMINATION OF PROSOCIAL BEHAVIOR IN COOPERATIVE LEARNING TYPE OF GROUP INVESTIGATION.* Thesis. Pacitan: STKIP PGRI Pacitan, 2024.

This research aims to identify 1) the role of teachers in developing students' self-determination for prosocial behavior in cooperative learning type group investigation. 2) To identify the efforts of teachers to develop students' self-determination for prosocial behavior in cooperative learning type group investigation. 3) To identify the inhibiting and supporting factors for teachers in developing students' self-determination for prosocial behavior in cooperative learning type group investigation.

This research is a qualitative study using descriptive methods. The research subjects are classroom teachers and students from grades 1 to 6 at SD Negeri 1 Ploso, Pacitan. Data collection techniques and instruments include observation, interviews, questionnaires, and documentation. Data analysis follows the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. The validity of the data is examined using source, technique, and time triangulation.

The research results were as follows. 1) The role of teachers in fostering students' self-determination for prosocial behavior in cooperative learning type group investigation involves the teacher acting as a facilitator, organizer, educator, motivator, conservator, transmitter, transformer, evaluator, innovator, and role model. 2) The efforts made by teachers to foster students' self-determination for prosocial behavior in cooperative learning type group investigation include building cooperation and social relations, active group involvement, attributing the teacher's supportive role, fostering mutual needs, providing positive affirmation, and establishing classroom agreements. 3) The inhibiting and supporting factors for teachers include the heterogeneous characteristics of students, the cooperative learning model type group investigation, the competence and readiness of teachers and students, and the relationships among students, teachers, and parents.

Keywords: *Teacher Role, Self-Determination, Prosocial Behavior, Cooperative Learning, Group Investigation*