

ABSTRAK

AHMAD FAUZI. Pengaruh Pemberian Tugas Dan Lokus Kendali Terhadap Hasil Belajar Kimia Siswa Madrasah Aliyah Negeri Kota Medan. *Tesis*. Medan : Program Pascasarjana Universitas Negeri Medan. 2004.

Tujuan penelitian ini adalah untuk mempelajari pengaruh pemberian tugas terhadap hasil belajar kimia dengan mempertimbangkan lokus kendali pebelajar. Tugas di awal dan di akhir pembelajaran, diberikan kepada kelompok eksperimen, sedangkan kelompok kontrolnya lokus kendali yang dibedakan dari lokus kendali internal dan eksternal. Data dikumpulkan berdasarkan sistem cluster random sampling yang terdiri dari 80 pebelajar kelas II semester III jurusan IPA Madrasah Aliyah Negeri Kota Medan tahun pelajaran 2003/2004.

Hipotesis yang akan diuji adalah: (1) Hasil belajar kimia secara keseluruhan yang diberikan tugas di awal berbeda dengan pemberian tugas di akhir pembelajaran, (2) Hasil belajar kimia secara keseluruhan bagi pebelajar yang memiliki lokus kendali internal berbeda jika dibandingkan dengan yang memiliki lokus kendali eksternal, dan (3) Ada interaksi antara pemberian tugas dengan lokus kendali terhadap hasil belajar kimia.

Hipotesis diuji dengan menggunakan analisis varian dua jalan (ANAVA) dan Tuckey untuk meneliti perbedaan antara kedua kelompok. Instrumen yang digunakan untuk mengukur hasil belajar kimia adalah 50 soal pilihan berganda berdasarkan uji coba (konsistensi internal $K-R_{21} = 0,86$). Untuk mengklasifikasikan lokus kendali menggunakan instrumen Rotter (konsistensi internal 0,70 - 0,76).

Hasil analisis menunjukkan bahwa keseluruhan pemberian tugas di awal tidak memberikan pengaruh yang signifikan terhadap hasil pembelajaran kimia jika dibandingkan dengan pemberian tugas di akhir pembelajaran. Secara keseluruhan, ada perbedaan hasil belajar kimia bagi pebelajar yang memiliki lokus kendali internal dengan lokus kendali eksternal dan ada interaksi antara pemberian tugas dan lokus kendali terhadap hasil pembelajaran kimia. Oleh karena itu dapat disimpulkan bahwa pemberian tugas di awal maupun di akhir pembelajaran sama-sama dapat meningkatkan hasil belajar kimia. Pebelajar dari lokus kendali internal lebih baik hasil belajarnya dibandingkan pebelajar yang memiliki lokus kendali eksternal. Selanjutnya hasil pengujian statistik membuktikan perbedaan antara pemberian tugas dengan lokus kendali, berarti ada interaksi antara keduanya. Dengan demikian dapat disimpulkan bahwa meningkatnya hasil belajar kimia dipengaruhi oleh pemberian tugas dan lokus kendali pebelajar.

ABSTRACT

AHMAD FAUZI. The Influence of Giving Assignment and Locus of Control Towards Student's Learning Achievement of Chemistry at State Madrasah Aliyah, Medan City. *A Thesis.* Medan: Graduate Program, State University of Medan. 2004.

The objective of this research was to study the influence of giving assignments towards learning achievement of Chemistry by considering the student's locus of control. The assignments at the beginning and end of the teaching-learning process were given to the experiment group while the control group, the locus of control was varied from internal and external locus of control. Data were collected based on cluster random sampling system consisting of 80 students of grade II Semester III Natural Science Departement. State Islamic Senior High School (Madrasah Aliyah Negeri) Medan, School Year 2003/2004.

The hypotheses tested were (1) The overall learning achievement of chemistry based on the assignments given at the beginning differed with and of that at the teaching-learning process, (2) The overall learning achievement of chemistry for students having internal locus of control was varied if compared to those with external locus of control, and (3) There was an interaction between the giving of assignments with locus of control towards learning achievement of chemistry.

The hypotheses were tested using Analysis of Variance (ANOVA) and Tuckey to study the difference between both groups being compared. The instruments used to measure the learning achievement of chemistry were fifty multiple choice items based on the try out (Internal Consistency K-R 21 = 0.86). To classify the locus of control Rotter's instrument (Internal Consistency 0.70-0.76) was used.

The results of the analyses showed overall the giving of assignments at the beginning did not give significant influence towards the learning achievement of chemistry if compared with the giving of assignments at the end. Overall, there was a difference of learning achievement in chemistry for students having internal locus of control with external locus of control and there was an interaction between giving assignments and locus of control towards learning achievement in chemistry. Therefore, it can be concluded that the giving of assignments at the beginning or at the end of the teaching-learning process, both can improve the learning achievement of chemistry. Students having internal locus of control were much better in their learning achievement than students having external locus of control. Furthermore, the statistical analyses proved that there was a difference between giving assignment with locus of control, meaning that there was interaction in both. Thus, it can be concluded that the improvement of learning achievement in chemistry was influenced by the giving of assignments and student's locus of control.