

**IMPLEMENTASI MODEL PEMBELAJARAN KOOPERATIF TIPE
STAD (STUDENT TEAMS ACHIEVEMENT DIVISION) TERINTEGRASI
MEDIA DALAM MENINGKATKAN HASIL BELAJAR KIMIA
SISWA SMA PADA POKOK BAHASAN KELARUTAN
DAN HASIL KALI KELARUTAN**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan hasil belajar dan aktivitas siswa serta hubungan antara aktivitas dengan hasil belajar yang dilakukan terhadap siswa kelas XI MIA MAN 1 Medan yang terdiri dari total 8 (delapan) kelas. Sampel ditetapkan dengan *random sampling* yakni mengambil 3 kelas yang dijadikan kelas eksperimen. Pengambilan data untuk hasil belajar siswa diperoleh instrumen yang valid sebanyak 20 soal dan reliabel (0,928). Sedangkan data untuk aktivitas siswa diperoleh menggunakan data instrumen yang telah valid. Hasil penelitian menunjukkan ada perbedaan hasil belajar siswa pada model pembelajaran kooperatif tipe *Student Teams Achievement Division* (STAD) terintegrasi media *Macromedia Flash*, Audio-Visual (Video), dan *Powerpoint*, data yang diperoleh : $F_{hitung} > F_{tabel}$ yakni $F_{hitung} = 11,89$ dengan $F_{tabel} = 1,113$. Untuk media yang lebih baik adalah Kooperatif Tipe STAD terintegrasi *Macromedia Flash* dibandingkan kedua media lainnya yakni *Macromedia Flash* > Audio-Visual (Video) > *Powerpoint* dengan rata-rata nilai yang diperoleh : $82,5 > 75,33 > 73,33$. Implementasi model pembelajaran kooperatif Tipe STAD terintegrasi media *Macromedia Flash*, Audio-Visual (Video), dan *Powerpoint* dapat menumbuh meningkatkan aktivitas belajar siswa dalam materi kelarutan dan hasil kali kelarutan, maka didapat hubungan antara aktivitas dengan hasil belajar yakni model kooperatif tipe STAD terintegrasi *Macromedia Flash* = 15,2%, Audio-Visual (Video) = 14,22%, dan *Powerpoint* = 13,2%, sisanya dipengaruhi variabel yang lain. Kesimpulan dari penelitian ; ada perbedaan hasil belajar kimia menggunakan model kooperatif tipe STAD terintegrasi media serta adanya hubungan antara aktivitas dengan hasil belajar siswa.

Kata kunci: *Macromedia Flash*, Audio-Visual (Video), *Powerpoint*, *Student Teams Achievement Division*, hasil belajar

**THE IMPLEMENTATION OF COOPORATIVE LEARNING MODEL,
STAD (*STUDENT TEAMS ACHIEVEMENT DIVISION*) WITH
MEDIA INTEGRATED IN IMPROVING THE LEARNING
RESULT OF CHEMISTRY SUBJECT OF SENIOR
HIGH SCHOOL STUDENTS WITH THE MAIN
TOPIC: SOLUBILITY AND SOLUBILITY
PRODUCT CALCULATION**

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ABSTRACT

This research aims to know the difference of learning result and students' activity. This study is experimented to 11th grade students of science class in MAN 1 Medan. The population is all 11th grade students consisting of 8 science classes. Cluster random sampling is used for obtaining the samples by taking 3 classes that were used as the experimental classes. The data retrieval for students' learning result shows that the valid instrument is 20 questions and it's reliable (0.928). While the data foster students' activeness in submitting the questions, answering, giving opinions, listening and having cooperation among students, are obtained by using valid data instruments. The result of the study shows that there are differences in students' learning result in the STAD type of cooperative learning model of integrated media Macromedia Flash, Audio-Visual (Video), and Powerpoint, the data obtained: $F_{\text{count}} > F_{\text{table}}$ is $F_{\text{count}} = 11.89$ with $F_{\text{table}} = 1,113$. Macromedia flash is the best media among the two other media, it shows that Macromedia Flash > Audio-Visual (Video) > Powerpoint with generated average: 82,5 > 75,33 > 73,33. The Implemetation of cooperative learning type STAD which is integrated with Macromedia Flash, Audio-Visual (Video), and Powerpoint can develop the activities in solubility material and solubility product calculation, then we find that the relationship among activities and learning result by using cooperative learning type STAD which is integrated with media is shows this way: Macromedia Flash = 15,2 %, Audio-Visual (Video) = 14.22%, and Powerpoint = 13.2%, the rest is affected by other variables. The conclusion of the study; There are differences in the results of chemistry learning using STAD model integrated with media and the relationship among the activities with student learning results.

Keywords: *Macromedia Flash, Audio-Visual (Video), Powerpoint, Student Teams Achievement Division, learning result*