

ABSTRAK

Zakiah. Nim 8136141013. Pengembangan Penuntun Praktikum Tipe *Discovery* dan tipe *Project Based Learning* pada Pembelajaran Elektrolit dan Non Elektrolit. Tesis. Medan : Program Studi Pendidikan Kimia Pascasarjana Universitas Negeri Medan, 2015.

Penelitian ini merupakan penelitian pengembangan penuntun praktikum dibidang pendidikan kimia. Tujuan penelitian ini adalah (1) Mendapatkan penuntun praktikum berdasarkan sintak-sintak tipe *Discovery* dan tipe *Project Based Learning*, (2) Mendapatkan penuntun praktikum tipe *Discovery* dan tipe *Project Based Learning*, (2) Perbedaan peningkatan hasil belajar secara signifikan yang dibelajarkan dengan menggunakan penuntun praktikum tipe *Discovery* dan tipe *Project Based Learning*, (3) Efektifitas proses pembelajaran yang dibelajarkan dengan menggunakan penuntun praktikum tipe *Discovery* dan tipe *Project Based Learning*. Adapun tahapan dalam penelitian ini adalah (1) Analisis sintak model pembelajaran *Discovery* dan *Project Based Learning* untuk mengetahui komponen penuntun praktikum kimia sesuai dengan tipe *Discovery* dan tipe *Project Based Learning*, (2) Menyusun dan mengembangkan penuntun praktikum kimia materi elektrolit dan non elektrolit yang sesuai dengan sintak tipe *Discovery* dan tipe *Project Based Learning*, (3) Standarisasi atau uji kelayakan atau uji kelayakan penuntun praktikum kepada validator guru dan Dosen, (4) Implementasi penuntun praktikum kepada siswa kelas X SMA Negeri 2 Sigli, (5) Menganalisis efektifitas penuntun praktikum tipe *Discovery* dan tipe *Project Based Learning* pada pembelajaran elektrolit dan non elektrolit yang telah diuji cobakan. Hasil uji kelayakan penuntun praktikum tipe *Discovery* 3.41 dan penuntun praktikum tipe *Project Based Learning* 3.50. Sedangkan efektifitas penggunaan penuntun praktikum tipe *Discovery* dan tipe *Project Based Learning* yang dilihat dari hasil belajar siswa diketahui bahwa kelas eksperimen I yang menggunakan penuntun praktikum tipe *Discovery* rata-rata 86.00 dengan peningkatan hasil belajar 71.4% sedangkan kelas eksperimen II yang menggunakan penuntun praktikum tipe *Project Based Learning* rata-rata 81.75 dengan peningkatan hasil belajar sebesar 58.8%. Maka dapat disimpulkan bahwa penuntun praktikum tipe *Discovery* dan tipe *Project Based Learning* layak untuk digunakan sebagai penuntun praktikum di sekolah, dengan peningkatan hasil belajar menggunakan penuntun praktikum tipe *Discovery* lebih tinggi nilainya dibandingkan dengan penuntun praktikum tipe *Project Based Learning*.

Kata Kunci : Pengembangan Penuntun Praktikum, Tipe *Discovery*, Tipe *Project Based Learning*.

ABSTRACT

Zakiah. Nim 8136141013. Practical Guidance Development Discovery mode and the type of Project Based Learning on Electrolytes and Non-Electrolytes. Thesis. Terrain: Chemistry Graduate Study Program Medan State University, 2015 ..

This research is the development of practical guidance in the field of chemical education. The purpose of this research are (1) Obtain practical guide Discovery types and the type of Project Based Learning, (2) a significant difference to improving the learning outcomes that learned by using practical guidance Discovery types and the type of Project Based Learning, (3) The effectiveness of the learning process that is learned with using practical guide Discovery types and the type of Project Based Learning. The stages in this study were (1) syntax analysis Discovery learning model and Project Based Learning to know the chemistry lab guiding components in accordance with the type of Discovery and the type of Project Based Learning, (2) Prepare and develop chemistry lab guiding electrolyte and non-electrolyte material suitable with syntax type of Discovery and the type of Project Based Learning, (3) standardization or feasibility or feasibility test lab guide to the validator teachers and lecturers, (4) Implementation of practical guidance to students of class X SMA 2 Sigli, (5) to analyze the effectiveness of practical guidance Discovery types and the type of Project Based Learning in learning electrolyte and non-electrolyte that has been tested. The results of the feasibility test lab guides Discovery types 3:41 and practical guide type Project Based Learning 3:50. While the effectiveness of the use of practical guides Discovery types and the type of Project Based Learning is seen from the results of student learning in mind that the first experimental class that uses practical guide type Discovery 86.00 average with 71.4% increase in learning outcomes while using the experimental class II type Project Based practical guide Learning average of 81.75 with an increase of 58.8% learning outcomes. It can be concluded that the practical guidance Discovery types and the type of Project Based Learning feasible to be used as a guide practice in schools, with increased learning outcomes using practical guidance Discovery types of higher value than the type of practical guidance Project Based Learning.

Keywords:Practical Guidance Development, Discovery Type, Type of Project Based Learning.