ABSTRAK

EVA FADILLAH Penerapan Model *Problem Based Learning (PBL)* Terintegrasi Model *Guided Inqury (GI)* Dengan Media Berbasis Komputer Pada Pembelajaran Hidrolisis Garam Untuk Meningkatkan Karakter Dan Hasil Belajar Siswa SMA Kelas XI IPA Di Kota Medan. Tesis. Medan. 2015. Program Studi Pendidikan Kimia Program Pascasarjana Universitas Negeri Medan (UNIMED).

Penelitian ini bertujuan untuk menganalisis (1) Perbedaan peningkatan hasil belajar kimia siswa yang mendapat model pembelajaran *Direct Instruction (DI)*, *Problem Based Learning (PBL)* terintegrasi *Guided Inquiry (GI)*, dan *Problem Based Learning (PBL)* terintegrasi *Guided Inquiry (GI)* dengan menggunakan media berbasis komputer (2) Perbedaan peningkatan karakter DBMTJ (disiplin, berpikir kritis, mandiri, tanggung jawab, jujur) siswa yang mendapat model pembelajaran yang diterapkan, dan (3) Hubungan antara karakter siswa dengan hasil belajar kimia siswa yang mendapat model pembelajaran yang diterapkan. Penelitian ini bersifat eksperimental. Populasi penelitian adalah seluruh siswa SMA kelas XI di kota Medan Tahun Ajaran 2013/2014. Teknik pengambilan sampel dengan menggunakan *Cluster Random Sampling*, yaitu SMAN 4, SMAN 14 dan SMAN 21 Medan masing-masing sebanyak 3 kelas. Instrumen penelitian berupa tes hasil belajar kimia dan lembar observasi karakter siswa. Teknik analisis data yang digunakan adalah analisis varians (Anova) 1 arah (*One way Anova*) dengan SPSS 20 *for windows* pada taraf signifikansi $\alpha = 0,05$. Berdasarkan hasil pengolahan data, diperoleh bahwa (1) Terdapat perbedaan hasil belajar kimia antara siswa yang mendapat model pembelajaran yang diterapkan. (2) Terdapat perbedaan nilai karakter DBMTJ antara siswa yang mendapat model pembelajaran yang diterapkan. (3) Terdapat hubungan hasil belajar dengan nilai karakter DBMTJ diantara siswa yang mendapat model pembelajaran yang diterapkan.

Kata kunci: *Problem Based Learning (PBL)*, *Guided Inquiry (GI)* dan *Direct Instruction (DI)*, Hasil Belajar, Karakter.

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ABSTRACT

EVA FADILLAH Application of Model Problem Based Learning (PBL) Model Integrated Guided inqury (GI) With Media Computer Based Learning Hydrolysis of Salts In Character And To Improve Student Results High School Class XI Science in Medan. Thesis. Medan. 2015. Chemical Education Studies Graduate Program, State University of Medan (UNIMED).

This study aims to analyze (1) Differences in chemistry learning outcome of students who got a learning model of Direct Instruction (DI), Problem Based Learning (PBL) Integrated Guided Inquiry (GI), and Problem Based Learning (PBL) Integrated Guided Inquiry (GI) using a computer-based media (2) differences increase DBMTJ character (discipline, critical thinking, independent, responsibility, honest) students who applied learning models, and (3) the relationship between the character chemistry students with learning outcomes of students who receive learning model are applied. This research is experimental. The population is all high school students of class XI in the city of Medan in Academic Year 2013/2014. The sampling technique using cluster random sampling, namely SMAN 4, SMAN 14 and SMAN 21 Medan respectively of 3 classes. The research instrument in the form of test results to learn chemistry and observation sheet student character. The data analysis technique used is the analysis of variance (ANOVA) one direction (one way ANOVA) with SPSS 20 for windows at significance level $\alpha = 0.05$. Based on the results of data processing, is obtained that (1) There are differences in learning outcomes between students who received the chemistry applied learning models. (2) There is a difference between the value of the character DBMTJ students who applied learning models. (3) There is a relationship with the learning outcomes DBMTJ character values among students who applied learning models.

Keywords : Problem Based Learning (PBL), Guided Inquiry (GI) and Direct Instruction (DI), Learning Outcomes, Character.

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