

ABSTRAK

SULAIMAN. NIM. 8156174033. Pengaruh Model Pembelajaran Inkuiri, Ekspositori dan Gaya Belajar terhadap Keterampilan Proses Sains dan Hasil Belajar Materi Sistem Pernapasan Siswa SMA Negeri 1 Rantau Selatan Kabupaten Labuhanbatu. Tesis: Program Pascasarjana Universitas Negeri Medan. 2017.

Tujuan penelitian ini untuk mengetahui: (1) Pengaruh model pembelajaran inkuiri dan pembelajaran ekspositori terhadap keterampilan proses sains dan hasil belajar siswa; (2) Pengaruh gaya belajar kinestetik, auditori dan visual terhadap keterampilan proses sains dan hasil belajar siswa; (3) Interaksi antara model belajar dan gaya belajar terhadap keterampilan proses sains dan hasil belajar siswa. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 1 Rantau Selatan berjumlah 235 siswa terdiri dari VI kelas. sampel yang digunakan kelas XI₂ perlakuan model inkuiri dan kelas XI₄ model ekspositori. Instrument pengumpulan data keterampilan proses sains berbentuk tes uraian sebanyak 20 soal, hasil belajar berbentuk tes pilihan ganda sebanyak 24 soal dan gaya belajar terdiri dari 30 butir pernyataan. Teknik analisis data yang digunakan adalah teknik analisis varians dua jalur (ANAVA 2 x 3) dengan $\alpha = 0,05$. Hasil penelitian yang diperoleh: (1) KPS nilai $F_{hitung} = 7,87 > F_{tabel} = 3,97$ dan hasil belajar nilai $F_{hitung} = 5,8 > F_{tabel} = 3,97$ menolak H_0 dan rata-rata nilai model inkuiri keterampilan proses sains ($\bar{X} = 45,4$) dan hasil belajar ($\bar{X} = 65,83$) sedangkan model ekspositori keterampilan proses sains ($\bar{X} = 43,7$) dan hasil belajar ($\bar{X} = 60,57$), dapat disimpulkan ada pengaruh model pembelajaran inkuiri dan pembelajaran ekspositori terhadap keterampilan proses sains dan hasil belajar siswa; (2) keterampilan proses sains nilai $F_{hitung} = 12,1 > F_{tabel} = 3,12$ dan hasil belajar nilai $F_{hitung} = 3,3 > F_{tabel} = 3,12$ menolak H_0 dan rata-rata KPS siswa gaya belajar kinestetis ($\bar{X} = 48,1$) lebih tinggi dari auditori ($\bar{X} = 47,8$) juga visual ($\bar{X} = 38,2$), dan rata-rata hasil belajar gaya belajar kinestetis ($\bar{X} = 64,33$) lebih tinggi dari auditori ($\bar{X} = 60,57$) juga visual ($\bar{X} = 61,30$), dapat disimpulkan ada pengaruh gaya belajar kinestetik, auditori dan visual terhadap keterampilan proses sains dan hasil belajar siswa; (3) keterampilan proses sains nilai $F_{hitung} = 6,39 > F_{tabel} = 3,12$, untuk hasil belajar diketahui nilai $F_{hitung} = 8,9 > F_{tabel} = 3,12$ maka H_0 ditolak, dapat disimpulkan terdapat interaksi antara model pembelajaran dan gaya belajar terhadap keterampilan proses sains dan hasil belajar siswa.

Kata Kunci: Model Pembelajaran, Gaya Belajar, Keterampilan Proses Sains, Hasil Belajar

ABSTRACT

SULAIMAN. NIM. 8156174033. *The Effects of Inquiry, Expository and Learning Styles toward Students' Scientific Process Skills and Learning Outcomes of Respiratory System at SMA Negeri 1 Rantau Selatan, Labuhanbatu Regency. A Thesis: The Postgraduate Program of Medan State University. 2017.*

This study aimed to examine: (1) The effects of inquiry and expository toward students' scientific process skills and learning outcomes; (2) The effects of learning styles, such as kinesthetic, auditory and visual toward students' scientific process skills and learning outcomes; (3) Interactions between instructional models and learning styles toward students' scientific process skills and learning outcomes. The population of this study was the students of the eleventh grade (XI) at SMA Negeri 1 Rantau Selatan, approximately 235 students in total consist of six classes. The samples that the researcher have used were at grade XI₂ treated by inquiry and grade XI₄ treated by expository. The data collection instrument of scientific process skills was 20 items-essay test, the instrument of learning outcomes was 24 items-multiple choice and the instrument of learning styles consists of 30 items. The technique of data analysis was using two-way analysis of variance (ANOVA 2 x 3) where $\alpha = 0.05$. The results of the study obtained as follows: (1) Students' scientific process skills, the value of $F_{count} = 7.87 > F_{table} = 3.97$ and students' learning outcomes, value of $F_{count} = 5.8 > F_{table} = 3.97$ rejects H_0 and the average value of students' scientific process skills ($x = 45.4$) and learning outcomes ($x = 65.83$), meanwhile the expository instructional model of students' scientific process skills ($x = 43.7$) and learning outcomes ($x = 60.57$), can be concluded that there were any effects of inquiry and expository toward students' scientific process skills and learning outcomes; (2) Students' scientific process skills, the value of $F_{count} = 12.1 > F_{table} = 3.12$ and learning outcomes, value of $F_{count} = 3.3 > F_{table} = 3.12$ rejects H_0 and the average value of students' scientific process skills in kinesthetic learning style ($x = 48.1$) was higher than auditory ($x = 47.8$) and visual ($x = 38.2$) as well, and the average value of students' learning outcomes in kinesthetic learning style ($x = 64.33$) was higher than auditory ($x = 60.57$) and visual ($x = 61.30$), can be concluded that there were any effects of kinesthetic, auditory and visual learning styles toward students' scientific process skills and learning outcomes; (3) Students' scientific process skills, the value of $F_{count} = 6.39 > F_{table} = 3.12$, mean while the students' learning outcomes the value of $F_{count} = 8.9 > F_{table} = 3.12$ means that H_0 was rejected, can be concluded that there were any interactions between instructional models and learning styles toward students' scientific process skills and learning outcomes.

Keyword: Instructional Models, Learning Styles, Scientific Process Skills, Learning Outcomes.