ABSTRAK

Pengaruh Strategi *REACT (Relating, Experiencing, Applying, Cooperating, Transferring) dan Point-counterpoint* terhadap keterampilan proses sains dan kemampuan pemecahan masalah pada materi ekologi di SMA Negeri 4 Tanjungbalai

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui pengaruh strategi *REACT* terhadap: (1) keterampilan proses sains, (2) kemampuan pemecahan masalah pada materi ekologi di kelas X SMA Negeri 4 Tanjungbalai. Teknik analisis data menggunakan Analisis Covariat (ANCOVA) pada taraf signifikansi $\alpha = 0{,}05$ dengan bantuan SPSS 25.00. Hasil penelitian menunjukkan: (1) ada pengaruh yang signifikan strategi *REACT* terhadap keterampilan proses sains siswa ($F = 53{,}23$; $P = 0{,}00$). Hasil uji *Tukey's* menunjukkan bahwa keterampilan proses sains siswa yang dibelajarkan dengan strategi *REACT* $3{,}43 \pm 0{,}22$ secara signifikan lebih tinggi dibandingkan dengan keterampilan proses sains dari kelas yang dibelajarkan dengan strategi *point counter point* $3{,}309 \pm 0{,}28$ dan secara signifikan berbeda juga dengan keterampilan proses sains kelas yang dibelajarkan dengan strategi konvensional $2{,}07 \pm 0{,}34$ dengan keterampilan proses sains dari kelas yang dibelajarkan dengan strategi konvensional $2{,}07 \pm 0{,}34$. (2) ada pengaruh yang signifikan strategi *REACT* terhadap kemampuan pemecahan masalah ($F = 9{,}93$; $P = 0{,}00$). Hasil uji Tukey's menunjukkan bahwa kemampuan pemecahan masalah siswa yang dibelajarkan dengan strategi *REACT* $84{,}18 \pm 5{,}03$ secara signifikan lebih tinggi dibandingkan dengan kemampuan pemecahan masalah pada kelas yang dibelajarkan dengan strategi pembelajaran *point counter point* $82{,}90 \pm 5{,}31$ dan secara signifikan berbeda juga dengan keterampilan proses sains yang dibelajarkan dengan strategi konvensional $73{,}73 \pm 5{,}43$.

Keyword: Strategi pembelajaran REACT, Strategi pembelajaran Point-counterpoint, Keterampilan proses sains, Kemampuan pemecahan masalah.

ABSTRACT

The influence of *REACT (Relating, Experiencing, Applying, Cooperating, Transferring)* and *Point-counterpoint* Strategies on sciences Process Skills and Problem Solving of Ecology Topics in SMA Negeri 4 Tanjungbalai

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ABSTRACT

This study was conducted to determine the influence of REACT strategies on: (1) science process skills, (2) problem solving skills in ecological topicsoffirst grade student in SMA Negeri 4 Tanjungbalai. Data analysis techniques used was Analysis of Covariate (ANCOVA) at a significance level of $\alpha = 0.05$ by SPSS 25.00 software. The results showed: (1) there was a significant influence of REACT strategy on students' science process skills (F = 53.23; P = 0.00). The results of the Tukey's test showed that the science process skills of students who were taught by *REACT* strategies were 3.43 ± 0.22, significantly higher than the science process skills of the class that were taught by point counter point strategy(3.309 ± 0.28) and conventional strategies (2.07 ± 0.34).(2) There was a significant influence of *REACT* strategy on problem solving skills (F = 9.93; P = 0.00). The results of the Tukey's test showed that the problem solving skills of students who were taught by *REACT* strategy was 84.18 ± 5.03, significantly higher than the problem solving skills in the class that were taught by point-counter point (82.90 ± 5.31) and also higher than conventional strategies (73.73 ± 5.43). As a follow-up of results of this study it is expected that the teacher can apply the *REACT* strategy to ecological topics in an effort to improve science process skills and students' problem solving skills.

Keyword: *REACT* learning strategy, counterpoint point learning strategy, science process skills, problem solving skills.