

ABSTRACT

PINONDANG HUTAPEA. Effects Application of Problem Solving Learning Model and Emotional Intelligence Learning Outcomes on The Matter Physics Straight Motion Classroom X of SMA Sawsta Josua 1 Field School Year 2012/2013. Graduate Program, State University of Medan 2012.

The purposes of this research was to: (1) To determine the differences in students' learning outcomes between Problem Solving Model and Expository Model, (2) To determine the students who have high emotional intelligence with students who have low emotional intelligence on learning outcomes, (3) To determine whether is there an interaction between Learning Problem Solving Model with the learning outcomes of emotional intelligence on the subject matter of Straight Motion. This research was a quasi experimental study, with the research design of two-group pre-test and post-test. The population was all students in grade X semester of SMA Swasta Josua 1 Medan T.A. 2012/2013 by 4 classes (128 students). The research sample consisted of two classes, namely the class X-1 and class X-2 were taken by cluster random sampling, X-2 class was taught by learning models of problem solving (experimental class) and class X-1 was taught by expository teaching model (grade control). Data were analyzed using SPSS 17 so that there is an influence on the learning model of student learning outcomes. Emotional intelligence test anova results of students during the learning process for emotional intelligence then there is the influence of emotional intelligence on student learning outcomes. The test results obtained using ANOVA it can be concluded there is an interaction between of problem solving model with emotional intelligence on learning outcomes. From the calculation was found that of percentage increase learning outcomes for experimental for high class learning control. Its Shows that there is a significant difference percentage yield learning physics was taught by using the Problem Solving model of learning with learning outcomes Physics was taught by Expository teaching model.

Keywords: problem solving learning, expository, emotional intelligence, learning outcomes

ABSTRAK

PINONDANG HUTAPEA. Efek Penerapan Model Pembelajaran Problem Solving dan Kecerdasan Emosional Terhadap Hasil Belajar Fisika Pada Materi Gerak Lurus Di Kelas X SAMA Sawsta Josua 1 Medan Tahun Ajaran 2012/2013. Program Pascasarjana, Universitas Negeri Medan 2012.

Tujuan dari penelitian ini adalah untuk: (1) Untuk mengetahui perbedaan hasil belajar siswa akibat efek model *Problem Solving* dan Model Ekspositori, (2) Untuk mengetahui perbedaan siswa yang memiliki kecerdasan emosional tinggi dengan siswa yang memiliki kecerdasan emosional rendah terhadap hasil belajar, (3) Untuk mengetahui apakah ada interaksi antara Model Pembelajaran *Problem Solving* dengan kecerdasan emosional terhadap hasil belajar pada materi pokok Gerak Lurus. Penelitian ini merupakan jenis penelitian quasi eksperimen, dengan desain penelitian two-group pre-tes dan post-test. Populasi penelitian ini adalah seluruh siswa kelas X semester I SMA Swasta Josua 1 Medan T.A. 2012/2013 sebanyak 4 kelas (128 orang). Sampel penelitian terdiri dari 2 kelas yaitu kelas X-1 dan kelas X-2 yang diambil secara Cluster random sampling, kelas X-2 diajar dengan model pembelajaran *problem solving* (kelas eksperimen) dan kelas X-1 diajar dengan model pembelajaran ekspositori (kelas kontrol). Data dianalisis menggunakan SPSS 17 sehingga dapat diberikan kesimpulan bahwa terdapat pengaruh model pembelajaran terhadap hasil belajar siswa. Hasil uji anova kecerdasan emosional siswa selama proses pembelajaran terdapat pengaruh kecerdasan emosional terhadap hasil belajar siswa. Hasil pengujian menggunakan ANOVA dapat disimpulkan bahwa ada interaksi antara model pembelajaran *problem solving* dan model pembelajaran Ekspositori dengan kecerdasan emosional terhadap hasil belajar. Dari hasil perhitungan bahwa persen peningkatan hasil belajar untuk kelas eksperimen lebih besar dari pada hasil belajar kelas kontrol. Hal ini menunjukkan bahwa adanya perbedaan yang signifikan presentase hasil belajar Fisika yang diajar menggunakan model pembelajaran *Problem Solving* dengan hasil belajar Fisika yang diajar dengan model pembelajaran Ekspositori.

Kata Kunci: model pembelajaran problem solving, ekspositori, kecerdasan emosional, hasil belajar