ABSTRAK

DINA FERNATA PURBA.NIM 8116142005. Pengaruh Penggunaan Multimedia Dan Praktikum Melalui Strategi Learning Cycle Terhadap Karakter Dan Hasil Belajar Kimia Siswa SMA Pada Pokok Bahasan Kelarutan Dan Hasil Kali Kelarutan. Tesis. 2013. Program Studi Pendidikan Kimia Pascasarjana Universitas Negeri Medan.

Penelitian ini bertujuan untuk mengetahui : (1) apakah terdapat perbedaan pengaruh yang signifikan antara penerapan strategi *Learning Cycle* dengan menggunakan multimedia dan praktikum terhadap hasil belajar kimia siswa SMA. (2) apakah terdapat hubungan antara kreatifitas belajar melalui strategi *Learning Cycle* yang menggunakan multimedia terhadap hasil belajar kimia siswa SMA. (3) apakah terdapat hubungan antara kemandirian belajar melalui strategi *Learning Cycle* yang menggunakan multimedia terhadap hasil belajar kimia siswa SMA. (4) Mengetahui apakah terdapat hubungan antara kreatifitas belajar melalui strategi *Learning Cycle* dengan praktikum terhadap hasil belajar kimia siswa SMA. (5) Mengetahui apakah terdapat hubungan antara kemandirian belajar melalui strategi *Learning Cycle* dengan praktikum terhadap hasil belajar kimia siswa SMA. Populasi penelitian ini adalah seluruh siswa SMA kelas XI Semester II Tahun Pelajaran 2012/2013, dan sampel berasal dari SMA Negeri 1 Siantar berjumlah dua kelas sebanyak 79 siswa, kelas pertama sebagai kelas eksperiment 1 (Learning Cycle + Multimedia) kelas kedua sebagai kelas eksperiment 2 (Learning Cycle + Praktikum). Teknik analisis data yang dilakukan dengan Uji Independent T-Test dan uji korelasi pada taraf signifikansi 0,05. Uji persyaratan analisis digunakan uji Kolmogorov-Smirnov untuk uji normalitas dan uji Chi-Squere untuk uji homogenitas. Reliabilitas tes hasil belajar (pada Reability statistik) = 0,827, ternyata lebih besar dari r_{tabel} = 0,312, maka tes yang diuji cobakan reliabel.

Hasil pengujian hipotesa menunjukkan bahwa: 1)Terdapat perbedaan yang signifikan antara hasil belajar kimia siswa SMA yang diajarkan melalui strategi *Learning Cycle* menggunakan multimedia dengan yang diajarkan melalui strategi *Learning Cycle* dengan praktikum; 2)Tidak terdapat hubungan antara kreatifitas belajar melalui strategi *Learning Cycle* yang menggunakan multimedia terhadap hasil belajar kimia siswa SMA; 3) Tidak terdapat hubungan antara kemandirian belajar melalui strategi *Learning Cycle* yang menggunakan multimedia terhadap hasil belajar kimia siswa SMA; 4) Terdapat hubungan antara kreatifitas belajar melalui strategi *Learning Cycle* dengan praktikum terhadap hasil belajar kimia siswa SMA; 5) Terdapat hubungan antara kemandirian belajar melalui strategi *Learning Cycle* dengan praktikum terhadap hasil belajar kimia siswa SMA.

ABSTRACT

DINA FERNATA PURBA.NIM 8116142005. Influence of Using Multimedia And Practical Through Strategies Learning Cycle Toword Character And Student's Learning Outcomes in Chemistry In Senior High School On Solubility and Solubity Product Learning. Thesis. 2013. The Postgraduate Program of Chemistry Education of State University of Medan .

This study aimed to determine: (1) whether there is a significant difference between the application of Learning Cycle strategy by using multimedia and practicum for high school students through learning outcomes student's for high school students. (2) whether there is a relationship between creative learning through *Learning Cycle* strategy that uses multimedia on learning outcomes of students' high school chemistry. (3) whether there is a relationship between independent learning strategies *Learning Cycle* through the use of multimedia on learning outcomes of students' high school chemistry. (4) Determine whether there is a relationship between creative learning through the *Learning Cycle* with practical strategies on learning outcomes of students' high school chemistry. (5) Determine whether there is a relationship between independent learning through the *Learning Cycl*e with practical strategies on learning outcomes of students' high school chemistry. The study population was all students in class XI High School Second Semester Academic Year 2012/2013, and samples from SMA Negeri 1 Siantar amount to as much as two grade 79 students, the first class as a class experiment 1 (*Learning Cycle* + Multimedia) as a second grade classroom experiment 2 (Learning Cycle + Practicum). Techniques of data analysis performed by the Independent Test T-Test and test correlation at significant level $\alpha = 0,05$. Test requirements analysis used the Kolmogorov-Smirnov test for normality test and Chi-Squere for homogeneity test. Outcomes test reliability (on Reability statistic) = 0.827, was greater than $r_{occount} = 0.312$, the test reliably tested.

The result showed that: 1)There is a significant differences between the results of the chemical study of high school students who are taught through Learning Cycle using multimedia strategies with the strategies taught through Learning Cycle with lab; 2) There is no relationship between creative learning through *Learning Cycle* strategy that uses multimedia to high school chemistry student learning outcomes; 3) There is no relationship between independent learning strategies *Learning Cycle* through the use of multimedia on learning outcomes high school chemistry students; 4) There is a relationship between creative learning through the Learning Cycle with practical strategies on learning outcomes of students' high school chemistry; 5) There is a relationship between self-reliance learning through the *Learning Cycl*e with practical strategies on learning outcomes of students' high school chemistry.