

## ABSTRAK

**Zulhamdi Hasian Harahap, NIM. 8166182057. Pengaruh Model Pembelajaran Dan Gaya Belajar Terhadap Hasil Belajar IPS Sejarah Siswa Kelas VII MTsN Binanga Tahun Pelajaran 2017/2018.** Tesis. Medan : Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan, 2021.

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh model pembelajaran inkuiri dan pembelajaran ekspositori terhadap hasil belajar IPS Sejarah siswa kelas VII (2) pengaruh gaya belajar visual dan auditori terhadap hasil belajar IPS Sejarah siswa kelas VII (3) interaksi antara model pembelajaran dan gaya belajar terhadap hasil belajar IPS Sejarah siswa kelas VII. Populasi penelitian adalah seluruh siswa kelas VII MTs Negeri Binanga dengan jumlah 155 orang siswa. Sampel penelitian perlakuan model pembelajaran inkuiri yaitu kelas VII<sub>2</sub> berjumlah 30 orang siswa dan sampel model pembelajaran ekspositori yaitu kelas VII<sub>3</sub> berjumlah 31 orang siswa.. Teknik pengumpulan data menggunakan tes hasil belajar dan angket gaya belajar. Teknik analisis data adalah Anava dua jalur pada taraf signifikansi  $\alpha = 0,05$  yang dilanjutkan dengan uji Scheffe. Hasil penelitian diperoleh: (1) siswa perlakuan model pembelajaran inkuiri memperoleh hasil belajar yang lebih tinggi ( $\bar{X} = 77$ ) dibanding siswa perlakuan model pembelajaran ekspositori ( $\bar{X} = 53,74$ ) (2) Gaya belajar visual memperoleh hasil belajar ( $\bar{X} = 75,93$ ) lebih tinggi dibanding siswa gaya belajar auditori ( $\bar{X} = 52,90$ ); dan (3) Terdapat interaksi model pembelajaran dan gaya belajar terhadap hasil belajar siswa gaya belajar visual pembelajaran inkuiri ( $\bar{X} = 73,73$ ) memperoleh hasil belajar yang lebih tinggi dibanding dengan siswa gaya belajar auditori dan siswa pembelajaran ekspositori gaya belajar visual dan gaya belajar auditori ( $\bar{X} = 55,38$ ).

**Kata Kunci: Model Pembelajaran, Gaya Belajar, Hasil Belajar**



## ABSTRACT

**Zulhamdi Hasian Harahap, NIM. 8166182057. The Effect of Learning Models and Learning Styles on Social Studies Learning Outcomes of Class VII MTs Negeri Binanga Academic Year 2017/2018.** Thesis. Medan: Postgraduate Basic Education Study Program, State University of Medan, 2021.

This study aims to determine: (1) the effect of inquiry learning models and expository learning on social studies learning outcomes. History of seventh grade students (2) the effect of visual and auditory learning styles on social studies learning outcomes of class VII students (3) the interaction between learning models and styles learning about the social studies learning outcomes of class VII students. The study population was all grade VII students of MTs Negeri Binanga with a total of 155 students. The research sample of the inquiry learning model treatment is class VII-2 totaling 30 students and the sample of the expository learning model, namely class VII-3 totaling 31 students. The data collection technique uses a learning outcome test and a learning style questionnaire. The data analysis technique was two-way Anava at the significance level  $\alpha = 0.05$ , followed by the Scheffe test. The results obtained: (1) students in the inquiry learning model treatment obtained higher learning outcomes ( $\bar{X} = 77$ ) than those treated by the expository learning model ( $\bar{X} = 53.74$ ) (2) Visual learning styles obtained higher learning outcomes ( $\bar{X} = 75.93$ ). compared to students with auditory learning styles ( $\bar{X} = 52.90$ ); and (3) There is an interaction of learning models and learning styles on student learning outcomes, visual learning styles of inquiry learning ( $\bar{X} = 73.73$ ) obtained higher learning outcomes compared to auditory learning style students and expository learning visual learning styles and auditory learning styles ( $\bar{X} = 55.38$ ).

***Keywords: Learning Models, Learning Styles, Learning Outcomes***

