

ABSTRAK

RETNO WIDIASTUTI. Inovasi Bahan Ajar Berbasis *Web* Terintegrasi Model Pembelajaran Berbasis Projek (PjBL) Pada Pokok Bahasan Hidrolisis Di Sma. Tesis, Medan : Program Studi Pendidikan Kimia, Pascasarjana Universitas Negeri Medan, 2021

Penelitian ini bertujuan untuk menganalisis bahan ajar Kimia yang digunakan di sekolah dan bahan ajar berbasis *web* terintegrasi model pembelajaran berbasis projek pada materi hidrolisis di kelas XI SMA/MA berdasarkan kriteria kelayakan Badan Standar Nasional Pendidikan (BSNP), mengetahui peningkatan hasil belajar siswa yang menggunakan bahan ajar dikembangkan lebih tinggi dari pada nilai KKMnya, mengetahui motivasi belajar siswa, dan respon siswa terhadap bahan ajar yang dikembangkan. Penelitian ini menggunakan penelitian pengembangan yang mengacu pada model ADDIE (*Analysis, Design, Development, Implementation dan Evaluation*). Uji coba terbatas dilakukan melalui pengamatan terhadap motivasi, respon siswa, dan peningkatan hasil belajar siswa. Teknik pengumpulan data menggunakan angket BSNP, angket motivasi belajar dan angket respon siswa. Analisis data yang dilakukan pada tahap analisis dan pengembangan berupa analisis deskriptif, sedangkan pada tahap implementasi analisis data dilakukan analisis statistika menggunakan uji – t satu pihak. Hasil penelitian menunjukkan bahwa : (1) Bahan ajar kimia yang digunakan di sekolah sudah memenuhi standard BSNP dalam aspek kelayakan isi (rata-rata 3,05), kelayakan bahasa (rata – rata 2,82), kelayakan penyajian (rata – rata 2,94) namun belum memenuhi kelayakan kegrafikan (rata – rata 1,24). (2) Inovasi bahan ajar kimia yang dikembangkan sudah memenuhi standard BSNP dalam aspek kelayakan isi (rata-rata 3,49), kelayakan bahasa (rata – rata 3,57), kelayakan penyajian (rata – rata 3,42) dan kelayakan kegrafikan (rata – rata 3,62).(3) Terdapat peningkatan hasil belajar siswa terhadap bahan ajar yang dikembangkan dengan nilai rata – rata 83,61 yang berarti melampaui nilai KKMnya 75 (4) Respon siswa terhadap bahan ajar yang dikembangkan sebesar 89, 58% dikategorikan baik. (5) Motivasi belajar siswa terhadap bahan ajar yang dikembangkan sebesar 89,48% termasuk kedalam katagori sangat termotivasi

Kata kunci : Pembelajaran berbasis projek, *web*, bahan ajar, hasil belajar, motivasi, respon siswa, hidrolisis



ABSTRACT

RETNO WIDIASTUTI. Innovation Materials Teaching Based Web Integrated Model of Learning -Based Project (PjBL) In the Basic Lesson Hydrolysis In Exp . Thesis , Medan : Chemistry Education Study Program , Postgraduate Medan State University , 2021

This study aims to analyze the chemistry teaching materials used in schools and web-based teaching materials integrated with project-based learning models on hydrolysis materials in class XI SMA/MA based on the eligibility criteria of the National Education Standards Agency (BSNP), knowing the improvement of student learning outcomes using these materials. teaching materials developed are higher than the KKM value, knowing students' motivation to learn, and students' responses to the developed teaching materials. This study uses development research that refers to the ADDIE model (Analysis, Design, Development, Implementation and Evaluation). Limited trials were conducted by observing the motivation, student responses, and improving student learning outcomes. Data collection techniques used BSNP questionnaires, learning motivation questionnaires and student response questionnaires. Data analysis carried out at the analysis and development stage was in the form of descriptive analysis, while at the implementation stage of data analysis, statistical analysis was carried out using a one-party t-test. The results showed that: (1) The chemistry teaching materials used in schools had met the BSNP standard in terms of content feasibility aspects (average 3.05), language eligibility (average 2.82), presentation feasibility (average 2, 94) but have not met the feasibility of the graphic (average 1.24). (2) The innovation of chemistry teaching materials developed has met the BSNP standards in terms of content feasibility (average 3.49), language feasibility (average 3.57), presentation feasibility (average 3.42) and graphic feasibility (average 3.62). (3) There is an increase in student learning outcomes towards the developed teaching materials with an average value of 83.61 which means that it exceeds the KKM score of 75 (4) Student responses to the developed teaching materials are 89.58 % categorized as good. (5) Students' learning motivation towards the developed teaching materials is 89.48% included in the highly motivated category

Words key : learning -based projects, web, material resource, the results of learning, motivation, the response of students, hydrolysis

