ABSTRAK

Hetni Afrida: **Pengaruh Strategi *Problem Solving, Guided Discovery* dan Konventional Terhadap Sikap Ilmiah, Hasil Belajar Biologi, dan Kemampuan Berpikir Kritis Siswa Di SMA Negeri 3 Langsa. Tesis. Program Pascasarjana UNIMED, Medan 2014.**

Penelitian bertujuan untuk mengetahui: Pengaruh strategi pembelajaran *Problem Solving, Guided Discovery* dan Konvensional terhadap (1) Hasil belajar Biologi; (2) Kemampuan berpikir kritis siswa; (3) sikap ilmiah siswa pada materi pokok ekosistem, di kelas X SMA Negeri 3 Langsa. Populasi dalam penelitian berjumlah 6 kelas dan sampel yang digunakan dalam penelitian sebanyak 3 kelas yang ditentukan secara acak dengan teknik *cluster random sampling* yaitu kelas X_1 sebagai kelas yang dibelajarkan dengan strategi pembelajaran *Guided Discovery*, X_3 sebagai kelas yang dibelajarkan dengan strategi pembelajaran *Problem Solving*, dan X_2 dibelajarkan dengan strategi pembelajaran Konvensional. Instrumen pengumpulan data menggunakan tes hasil belajar sebanyak 30 soal dan kemampuan berpikir kritis sebanyak 25 soal, dalam bentuk pilihan berganda, serta lembar observasi untuk mengetahui sikap ilmiah siswa. Teknik analisis menggunakan Analysis of Covariances (ANAKOVA) dan One Way Analysis of Variances (One Way ANOVA) dengan taraf signifikansi $\propto = 0{,}05$ dengan bantuan program *SPSS 18.0*.

Hasil penelitian ini diperoleh bahwa: (1) tidak ada pengaruh yang signifikan strategi pembelajaran terhadap hasil belajar Biologi siswa dengan F_{hit} 3,308; p = 0,051 meskipun demikian hasil belajar biologi siswa yang dibelajarkan dengan strategi *Guided discovery* 73,57±8,95 lebih tinggi dibandingkan strategi *Problem solving* 72,79±4,58 maupun strategi Konvensional 70,57±4,58 (2) ada pengaruh yang signifikan strategi pembelajaran terhadap kemampuan berpikir kritis siswa dengan F_{hit} 10,588; p = 0,000 Kemampuan berpikir kritis siswa yang dibelajarkan dengan strategi *Problem solving* 76,93±8,68 tidak berbeda signifikan dibandingkan dengan kelas `strategi *Guided discovey* 76,19±10,03 namun berbeda signifikan dari kelas yang dibelajarkan dengan strategi Konventional 68,95± 8,56 (3) ada pengaruh yang signifikan strategi pembelajaran terhadap sikap ilmiah belajar siswa F_{hit} 26,193; p = 0,000. Sikap ilmiah siswa yang dibelajarkan dengan strategi *Guided discovery* 75,83±5,76 lebih tinggi dibandingkan dengan strategi *Problem solving* 72,26 ± 5,08 maupun kelas yang dibelajarkan dengan strategi Konvensional 67,64± 5,05. Berdasarkan hasil penelitian strategi *Guided discovery* lebih baik dari strategi yang lain.

Kata Kunci: Strategi *Guided discovery*, strategi *Problem solving*, strateg Konvensional, Hasil belajar biologi, Kemampuan Berpikir Kritis, Sikap Ilmiah.

ABSTRACT

Hetni afrida: **The Effect of *Problem Solving* Strategy, *Guided Discovery* and Conventional on Biology Against Scientific Attitude, Biology Learning Outcomes and Critical Thinking Skills Student's in SMA Negeri 3 Langsa. Thesis. Medan: Post Graduate Program Study, UNIMED 2014.**

This research is aims to determine: The effect of learning strategy *Problem Solving, Guided Discovery* and Conventional on (1) students' biology learning outcomes, (2) students' critical thinking skills; (3) scientific attitude of students in the subject matter of ecosystems, in class X SMA Negeri 3 Langsa. The population in this study amounted six sains classes and otherwise being research sample was as much as three class. This research method is quasi experiment, X_1 as a class that learned by learning strategy Guided Discovery, X_3 as the class learned with the learning strategy of Problem Solving, and X_2 learned with Conventional learning strategy. The instrument of research used test student's critical thinking skills in the form of 25 questions; test student's learning outcomes in the form of 30 quentions with multiple-choise items, and the observation sheet is provided to know the Scientific Attitude of students learning. Analysis techinique using Analysis of Covariances (ANACOVA) and One Way Analysis of Variances (One Way ANOVA) with a significance level $\propto = 0{,}05$ SPSS program version *18.0*.

The result of this research found that (1) There is no effect significant of learning strategy on student's biology learning outcomes with F_{hit} 3,308; p = 0,051. Nevertheless, *Guided Discovery* strategy 73,57 ± 8,95 and it was significantly higher compared *Problem Solving* strategy 72,79 ± 4,58 and Conventional strategy 70,57 ± 8,37; (2) There is an effect significant of learning strategy on students' critical thinking skills with F_{hit} 10,588; p = 0,000. The students' learning critical thinking skills not different with *Problem Solving* strategy 76,93 ± 8,68 whon learned with *Guided Discovery* strategy 76,19 ± 10,03 however it was significant higher compered with Conventional strategy 68,95 ± 8,56; (3) There is an effect significant of learning strategy on students' learning Scientific Attitude with F_{hit} 26,193; p = 0,000 . The students' learning Scientific Attitude wich are taugh with *Guided Discovery* strategy 75,83 ± 5,76 and it was significant higher compered to *Problem Solving* strategy 72,26 ± 5,08 or significantly higher compered to Conventional strategy 67,64 ± 5,05. The result of research showed that *Guided Discovery* higher compered to other strategy.

Key word: *Guided Discovery* strategy, *Problem Solving* strategy and Conventional Biology Learning Outcomes, Critical Thinking Skill, Scientific Attitude Learning,