

ABSTRAK

Venisha Elisabeth A Pardede : Pengaruh Strategi Pembelajaran Terhadap Hasil Belajar Biologi, Kemampuan Berpikir Kritis, dan Retensi Siswa Sistem Ekskresi di SMP Swasta Markus Medan. Tesis. Program Pascasarjana Universitas Negeri Medan (UNIMED). 2016.

Penelitian ini bertujuan untuk mengetahui pengaruh strategi pembelajaran terhadap: (1) hasil belajar, (2) kemampuan berpikir kritis, dan (3) retensi siswa pada materi sistem ekskresi di SMP Swasta Markus Medan. Metode penelitian menggunakan *kuasi eksperimen* dengan sampel penelitian sebanyak 3 kelas ditentukan dengan teknik *purposive sampling*. Kelas A dibelajarkan dengan strategi pembelajaran berbasis masalah, kelas B dengan strategi pembelajaran inkuiri, sedangkan kelas C (kontrol) dengan strategi pembelajaran konvensional. Instrumen penelitian menggunakan tes hasil belajar dalam bentuk pilihan ganda, tes kemampuan berpikir kritis dalam bentuk uraian, dan retensi dalam bentuk pilihan ganda. Teknik analisis data menggunakan Analisis Kovariat (ANAKOVA) pada taraf signifikansi $\alpha = 0,05$ dengan bantuan SPSS 21.0. Hasil penelitian menunjukkan: (1) terdapat pengaruh yang signifikan strategi pembelajaran terhadap hasil belajar ($F=5,562$; $P=0,000$). Hasil belajar siswa yang dibelajarkan dengan strategi pembelajaran Discovery ($76,13 \pm 7,706$) secara signifikan lebih tinggi dibandingkan dengan strategi PBL ($72,54 \pm 12,691$), maupun strategi Konvensional ($69,05 \pm 7,430$); (2) terdapat pengaruh yang signifikan strategi pembelajaran terhadap kemampuan berpikir kritis siswa ($F= 9,247$; $P=0,000$). Kemampuan berpikir kritis yang dibelajarkan dengan strategi pembelajaran PBL ($80,70 \pm 8,695$) secara signifikan lebih tinggi dibandingkan dengan strategi Discovery ($79,57 \pm 7,057$), maupun strategi Konvensional ($71,95 \pm 9,712$); (3) terdapat pengaruh yang signifikan strategi pembelajaran terhadap retensi siswa ($F= 4,514$; $P=0,013$). Retensi siswa yang dibelajarkan dengan strategi pembelajaran PBL ($44,14 \pm 8,427$) secara signifikan lebih tinggi dibandingkan strategi Discovery ($38,72 \pm 6,251$), maupun strategi Konvensional ($33,26 \pm 7,485$).

Kata Kunci: Hasil Belajar, Kemampuan Berpikir Kritis, Retensi Siswa, Discovery, Problem Based Learning (PBL), dan Konvensional



ABSTRACT

Venisha Elisabeth A pardede : The Effect of Learning Strategy On Student s' Learning Outcome, Student's Critical Thinking Skills, and Retention at Grade VIII at Topic of Excretory System in SMP Swasta Markus Medan. Thesis. Postgraduate Study Program, State University of Medan (UNIMED). 2016.

This study was aimed to determine the effect of learning strategy on student's: (1) Learning outcome, (2) Critical thinking ability, and (3) Retention at Topic Excretory System in SMP Swasta Markus Medan, with using quasi-experimental research methods. Sample was determined by using purposive sampling technique. Class A was learned with Discovery learning strategy, class B with problem-based learning strategy, while class C as the class control with conventional learning strategy. The research instruments used multiple choice of learning achievement, essay tests of critical thinking skills, multiple choice of retention. Data were analyzed using Covariate Analysis (ANACOVA) at significance level $\alpha = 0.05$ with SPSS 21.0. The results showed that: (1) there was significant effect of learning strategy on student's learning outcome ($F = 5.562$; $P = 0.000$). Student's learning achievement that learned with discovery (76.13 ± 7.706) was significantly higher than the problem-based learning strategy (PBL) (72.54 ± 12.691), as well as the conventional strategy (68.530 ± 7.149); (2) there was significant effect of learning strategy on student's critical thinking skills ($F = 9.247$; $P = 0,000$). Critical thinking skills of students that learned with problem-based learning strategy (PBL) (80.70 ± 8.695) was significantly higher than discovery learning strategy (79.57 ± 7.057), as well as the conventional strategy (73.000 ± 10.198); (3) there is significant effect of learning strategy on retention ($F = 4.514$; $P = 0.013$). Retention that learned with problem-based learning strategy (PBL) (44.14 ± 8.427) was significantly higher than the discovery strategy (38.72 ± 6.251), as well as the conventional strategy (33.26 ± 7.485).

Keywords: Learning Outcome, Critical Thinking Skills, Retention, Discovery Problem, Problem Based Learning, and Conventional.

