

## ABSTRAK

**Tiara Ritonga, NIM 4203131044 (2020). Analisis Hasil Belajar Siswa yang Dibelajarkan dengan Menggunakan *Problem Based Learning* dan *Discovery Learning* Ditinjau dari *Higher Order Thinking Skill* (HOTS)**

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan antara hasil belajar siswa yang dibelajarkan dengan model *Problem Based Learning* dan *Discovery Learning* ditinjau dari keterampilan berpikir tingkat tinggi atau *Higher Order Thinking Skill* (HOTS) pada materi kesetimbangan kimia. Populasi penelitian adalah seluruh siswa kelas XI IPA SMA Negeri 11 Medan. Sampel dalam penelitian ini terdiri dari 2 kelas, yaitu kelas eksperimen I (XI IPA 3) yang dibelajarkan dengan model *Problem Based Learning* dan kelas eksperimen II (XI IPA 4) yang dibelajarkan dengan model *Discovery Learning*. Instrumen yang digunakan dalam penelitian adalah instrument tes. Sebelum dilakukan uji hipotesis, terlebih dahulu dilakukan Uji Normalitas dan Uji Homogenitas. Pada uji normalitas dan homogenitas di setiap sampel kelas didapatkan hasil bahwa data berdistribusi normal dan homogen. Selanjutnya dilakukan uji N-Gain, hasil olah data menunjukkan bahwasanya peningkatan hasil belajar pada kelas eksperimen I masuk dalam kategori sedang, dan pada kelas eksperimen II masuk dalam kategori tinggi. Berdasarkan hasil pengolahan data dengan uji *Independent Sample T-Test* untuk uji hipotesis diperoleh nilai Sig. = 0,017 pada taraf signifikansi 5% ( $\alpha = 0,05$ ). Karena nilai Sig. <  $\alpha$  (0,05), maka dalam penelitian ini hipotesis alternatif ( $H_a$ ) diterima. Dengan demikian, terdapat perbedaan antara hasil belajar siswa yang dibelajarkan dengan model *Problem Based Learning* dan *Discovery Learning* ditinjau dari keterampilan berpikir tingkat tinggi atau *Higher Order Thinking Skill* (HOTS) pada materi kesetimbangan kimia.

**Kata Kunci:** Hasil Belajar, *Problem Based Learning*, *Discovery Learning*, *Higher Order Thinking Skill* (HOTS), Kesetimbangan Kimia



## ABSTRACT

**Tiara Ritonga, NIM 4203131044 (2020). Analysis of Learning Outcomes of Students Taught Using *Problem Based Learning* and *Discovery Learning* in View of *Higher Order Thinking Skill* (HOTS)**

This study aims to determine whether there is a difference between the learning outcomes of students taught with Problem Based Learning and Discovery Learning models in terms of Higher Order Thinking Skill (HOTS) on chemical equilibrium material. The study population was all students of class XI IPA SMA Negeri 11 Medan. The sample in this study consisted of 2 classes, namely experimental class I (XI IPA 3) taught with Problem Based Learning model and experimental class II (XI IPA 4) taught with Discovery Learning model. The instrument used in the study was a test instrument. Before hypothesis testing, Normality Test and Homogeneity Test were conducted first. In the normality and homogeneity test in each class sample, it was found that the data was normally distributed and homogeneous. Furthermore, the N-Gain test was carried out, the results of data processing showed that the increase in learning outcomes in experimental class I was in the medium category, and in experimental class II was in the high category. Based on the results of data processing with the Independent Sample T-Test test for hypothesis testing, the value is obtained Sig. = 0,017 at the significance level 5% ( $\alpha = 0,05$ ). Because the value of Sig. <  $\alpha$  (0,05), then in this study the alternative hypothesis ( $H_a$ ) is accepted. Thus, there is a difference between the learning outcomes of students taught with Problem Based Learning and Discovery Learning models in terms of higher order thinking skills (HOTS) on chemical equilibrium material.

**Keywords:** Learning Outcomes, Problem Based Learning, Discovery Learning, Higher Order Thinking Skill (HOTS), Chemical Equilibrium.

