

ABSTRAK

Binro Maldon Malau (4203131063) Pengaruh Model Discovery Learning Berbantuan Emodul terhadap Kreativitas dan Peningkatan Hasil belajar Siswa Pada Materi laju Reaksi Kelas XI SMA

Model pembelajaran *discovery learning* (DL) adalah model pembelajaran berbasis penemuan yang berpusat pada siswa (*student-centered*). Penelitian ini bertujuan untuk mengetahui pengaruh dan korelasi kreativitas dan hasil belajar dengan model pembelajaran *discovery learning* berbantuan e-modul pada materi laju reaksi. Jenis penelitian ini bersifat kualitatif dan kuantitatif. Sampel diambil dari populasi secara purposive sampling sebanyak 32 siswa kelas eksperimen (pembelajaran dengan model DL berbantuan e-modul) dan 32 siswa kelas kontrol (pembelajaran konvensional). Penelitian dilakukan dengan pemberian pre-test kepada kelas eksperimen dan kontrol, setelah itu diterapkan pembelajaran materi laju reaksi dengan model yang berbeda kepada kedua kelas sampel, selanjutnya dilakukan posttest. Data yang diperoleh diolah secara kualitatif dan kuantitatif menggunakan statistik. Dari pengolahan data diperoleh hasil sebagai berikut: rata-rata hasil belajar siswa kelas eksperimen sebesar 81,7 dan kelas kontrol 72,9 dengan $F_{hitung} < F_{Tabel}$ atau $1,49 < 1,78$ sehingga data hasil belajar siswa kelas eksperimen dengan kelas kontrol bersifat homogen, sedangkan nilai N-gain kelas eksperimen 0,712 atau peningkatan hasil belajar 71,20% (kategori tinggi), sementara kelas kontrol 0,60 atau peningkatan hasil belajar 60,0% (kategori sedang). Korelasi antara kreativitas dengan peningkatan hasil belajar siswa kelas eksperimen diperoleh 0,467 dengan determinasi indeks 21%. Maka, pembelajaran menggunakan model DL berbantuan e-modul dapat berpengaruh terhadap kreativitas dan peningkatan hasil belajar kimia siswa pada materi laju reaksi.

Kata Kunci: Model pembelajaran *Discovery Learning* berbantuan e-modul, kreativitas, peningkatan hasil belajar

ABSTRACT

Binro Maldon Malau (4203131063) The Effect of Emodule-Assisted Discovery Learning Model on Creativity and Improving Student Learning Outcomes on Class XI High School Reaction Rate Material

The discovery learning (DL) learning model is a student-centered discovery-based learning model. This study aims to determine the influence and correlation of creativity and learning outcomes with an e-module-assisted discovery learning learning learning model on reaction rate material. This type of research is qualitative and quantitative. The sample was taken from the population by purposive sampling as many as 32 experimental class students (learning with the e-module-assisted DL model) and 32 control class students (conventional learning). The study was carried out by giving pre-tests to experimental and control classes, after which learning of reaction rate material with different models was applied to both classes of samples, then posttest was carried out. The data obtained are processed qualitatively and quantitatively using statistics. From data processing, the following results were obtained: the average learning outcomes of experimental class students were 81.7 and control class 72.9 with $F_{\text{calculate}} < F_{\text{table}}$ or $1.49 < 1.78$ so that the learning outcomes data of experimental class students with the control class were homogeneous, while the N-gain value of the experimental class was 0.712 or an increase in learning outcomes of 71.20% (high category), while the control class was 0.60 or an increase in learning outcomes of 60.0% (medium category). The correlation between creativity and increased learning results of experimental class students was obtained 0.467 with an index determination of 21%. Thus, learning using the e-module-assisted DL model can affect creativity and research.

Keywords: Discovery Learning learning model assisted by e-module, creativity, improvement of learning outcomes.