

ABSTRAK

Asih Sukma Ningsih, NIM 4212131002 (2025). Pengaruh Model Pembelajaran dan Aktivitas Belajar Terhadap Hasil Belajar dan Kemampuan Berpikir Kritis Siswa pada Materi Laju Reaksi.

Penelitian ini dilakukan untuk mengetahui ada atau tidaknya perbedaan nilai hasil belajar dan kemampuan berpikir kritis siswa yang dibelajarkan dengan model pembelajaran dan aktivitas belajar yang bervariasi dengan berbantuan media pembelajaran *Google sites* pada materi laju reaksi, serta melihat interaksi antara model pembelajaran dengan aktivitas belajar siswa terhadap hasil belajar dan kemampuan berpikir kritis siswa. Populasi dalam penelitian ini adalah seluruh kelas XI di MAN 2 Model Medan yang berjumlah 21 kelas. Sampel yang digunakan dalam penelitian ini sebanyak dua kelas diambil dengan cara *Random Sampling*. Instrumen yang digunakan adalah instrumen tes hasil belajar sebanyak 20 soal pilihan berganda berpikir kritis sebanyak 3 soal serta instrumen non tes berupa lembar observasi aktivitas belajar siswa. Uji hipotesis dilakukan dengan ANOVA dua jalur (ANOVA *two way*) *with General Linear Model (GLM) multivariate* dengan hasil penelitian diperoleh harga sig. 0,001 untuk nilai hasil belajar dan harga sig. 0,009 untuk kemampuan berpikir kritis. Nilai kedua sig. $< \alpha$ (0,05) sehingga H_a diterima dan H_o ditolak, dapat disimpulkan bahwa terdapat perbedaan yang signifikan rata-rata nilai hasil belajar dan kemampuan berpikir kritis siswa dengan model pembelajaran yang bervariasi. Lalu diperoleh nilai sig. 0,000 pada hasil belajar dan kemampuan berpikir kritis. Dimana nilai kedua sig. $< \alpha$ (0,05) sehingga H_a diterima dan H_o ditolak, dapat disimpulkan bahwa terdapat perbedaan yang signifikan rata-rata nilai hasil belajar dan kemampuan berpikir kritis siswa dengan aktivitas belajar yang bervariasi. Selanjutnya pada interaksi antara model pembelajaran dengan aktivitas belajar diperoleh harga sig. 0,041 untuk hasil belajar dan sig. 0,028 untuk kemampuan berpikir kritis. Dari kedua nilai sig. $< \alpha$ (0,05) sehingga H_a diterima dan H_o ditolak, terdapat interaksi antara model pembelajaran dengan aktivitas belajar terhadap hasil belajar dan kemampuan berpikir kritis siswa pada materi laju reaksi.

Kata Kunci : Model *Experiential Learning*, Model *Learning Cycle 7E*, Aktivitas Belajar, Hasil Belajar, Kemampuan Berpikir Kritis, Media *Google sites*, Laju Reaksi

ABSTRACT

Asih Sukma Ningsih, NIM 4212131002 (2025). The Effect of Learning Models and Learning Activities on Student Learning Outcomes and Critical Thinking Skills on Reaction Rate Material.

This research was conducted to determine whether or not there is a difference in the value of learning outcomes and critical thinking skills of students taught using various learning models and learning activities with the help of *Google sites* media on reaction rate material, as well as to see the interaction between learning models and student learning activities on learning outcomes and critical thinking skills. The population in this study was the entire class XI at MAN 2 Model Medan which amounted to 21 classes. The samples used in this study were two classes taken by random sampling. The instruments used were learning outcome test instruments as many as 20 multiple choice questions of critical thinking as many as 3 questions and non-test instruments in the form of student learning activity observation sheets. Hypothesis testing was conducted using two-way ANOVA (ANOVA two way) with multivariate General Linear Model (GLM) with the results of the study obtained a sig value. 0.001 for learning outcomes and sig. 0.009 for the value of critical thinking skills. Both values have a sig. $< \alpha$ (0.05) so that H_a is accepted and H_o is rejected, it can be concluded that there is a significant difference in the average value of learning outcomes and critical thinking skills. significant difference in the average value of learning outcomes and critical thinking skills of students with various learning models different learning models. Then the sig value was obtained. 0.000 on learning outcomes and students' critical thinking skills. Where the second value is sig. < 0.05 so that H_a is accepted and H_o is rejected, it can be concluded that there is a significant difference in the average learning outcomes and critical thinking skills of students with different learning activities. Furthermore, on the interaction between learning models and learning activities, the sig value was obtained. 0.041 for learning outcomes and sig. 0.028 for critical thinking skills. From both sig values. $< \alpha$ (0.05) so that H_a is accepted and H_o is

rejected, there is an interaction between the learning model of learning activities on learning outcomes and students' critical thinking skills on reaction rate material.

Keywords: Experiential Learning Model, Learning Cycle 7E Model, Learning Activity, Learning Outcomes, Critical Thinking Ability, Google sites Media, Reaction Rate



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