ABSTRAK

Tiara Khairisa NIM 4203131034 (2024), Pengaruh Model Pembelajaran *Discovery Learning* Berbantuan *E-Modul* Terhadap Peningkatan Hasil Belajar Kimia Siswa SMA Pada Materi Larutan Penyangga.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Discovery Learning* berbantuan *E-Modul* terhadap peningkatan hasil belajar kimia siswa SMA pada materi larutan penyangga. Penelitian ini menggunakan dua kelas, pada kelas eksperimen diberikan perlakuan menggunakan model pembelajaran *Discovery Learning* dengan media *Ispring*, dan untuk kelas kontrol menggunakan model pembelajaran konvensional. Dari hasil penelitian diperoleh nilai rata-rata setelah diberikan pretest pada kelas eksperimen sebesar 29,6 , dan nilai rata-rata kelas kontrol sebesar 32. Setelah diberikan perlakuan, kemudian di berikan posttest, diperoleh nilai rata-rata hasil belajar siswa pada kelas eksperimen sebesar 77,8 dan nilai rata-rata kelas kontrol sebesar 76,6, kedua kelas mengalami peningkatan hasil belajar, pada kelas eksperimen mengalami peningkatan 0,68 atau 68% dan pada kelas kontrol mengalami peningkatan 0,65 atau 65% setelah diberikan perlakuan. Dapat disimpulkan bahwa model pembelajaran *Discovery Learning* berbantuan *E-Modul* dapat meningkatkan hasil belajar kimia siswa khususnya pada materi larutan penyangga.

Kata Kunci: *Discovery Learning*, *E-Modul*, Hasil Belajar

ABSTRACT

Tiara Khairisa NIM 4203131034 (2024), The Effect of the Discovery Learning Learning Model Assisted by E-Modules on the Improvement of Chemistry Learning Outcomes of High School Students on Buffer Solution Materials.

This study aims to determine the effect of the E-Module-assisted Discovery Learning learning model on the improvement of chemistry learning outcomes of high school students on buffer solution materials. This study uses two classes, in the experimental class is given treatment using the Discovery Learning learning model with Ispring media, and for the control class using the conventional learning model. From the results of the study, the average score after being given a pretest in the experimental class was 29.6, and the average score of the control class was 32. After being given treatment, then given a posttest, the average score of student learning outcomes in the experimental class was 77.8 and the average score of the control class was 76.6, both classes experienced an increase in learning outcomes, in the experimental class there was an increase of 0.68 or 68% and in the control class there was an increase of 0.65 or 65% after being given treatment. It can be concluded that the Discovery Learning learning model assisted by E-Module can improve students' chemistry learning outcomes, especially in buffer solution materials.

Keywords: Discovery Learning, E-Module, Learning Outcomes