

ABSTRAK

Nurjamiah Nasution, NIM 4202331001 (2025). Pengaruh Metode *Reading to Learn* (R2L) terhadap Pembuatan Rangkuman dan Hasil Belajar Siswa pada Materi Ikatan kimia.

Penelitian ini dilatarbelakangi rendahnya hasil belajar siswa dan kegiatan literasi yang belum cukup efektif membantu siswa memahami materi kimia. Penelitian ini bertujuan untuk mengetahui pengaruh metode *Reading to Learn* (R2L) terhadap pembuatan rangkuman dan hasil belajar siswa pada materi ikatan kimia. Penelitian menggunakan pendekatan kuantitatif dengan metode kuasi-eksperimen dan desain *pretest-posttest control group design*. Populasi penelitian terdiri atas enam kelas, dengan dua kelas sebagai sampel penelitian, masing-masing berjumlah 32 siswa. Kelas eksperimen diajar menggunakan metode *Reading to Learn*, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Instrumen penelitian menggunakan lembar wawancara, lembar penilaian rangkuman, dan instrumen soal. Hasil penelitian menunjukkan bahwa penggunaan metode *Reading to Learn* memberikan pengaruh yang signifikan terhadap kemampuan pembuatan rangkuman. Hal ini dibuktikan berdasarkan hasil uji t pihak kanan bahwa nilai $\text{sig } 0,001 < 0,05$ maka H_0 ditolak dan H_a diterima. Metode *Reading to Learn* juga memberikan pengaruh yang signifikan terhadap hasil belajar siswa. Hal ini dibuktikan berdasarkan hasil uji t pihak kanan bahwa nilai $\text{sig } 0,006 < 0,05$ maka H_0 ditolak dan H_a diterima. Selain itu, terdapat korelasi antara pembuatan rangkuman dengan hasil belajar siswa. Hal ini dibuktikan berdasarkan hasil uji korelasi *Pearson product moment* bahwa $r_{\text{hitung}} > r_{\text{tabel}}$ yaitu $0,609 > 0,349$, yang menunjukkan korelasi kuat dan harga $\text{sig } 0,000 < 0,05$ maka H_0 ditolak dan H_a diterima. Hasil penelitian ini dapat menjadi rujukan bagi peneliti selanjutnya terkait penggunaan metode *Reading to Learn* sebagai kegiatan literasi yang efektif pada materi kimia yang berbeda.

Kata kunci: *Reading to Learn* (R2L), Rangkuman, Hasil Belajar, Ikatan Kimia

ABSTRACT

Nurjamiah Nasution, NIM 4202331001 (2025). The Effect of the *Reading to Learn* (R2L) Method on Germ Making and Student Learning Outcomes on Chemical Bonding Materials.

This research is motivated by the low learning outcomes of students and literacy activities that are not effective enough to help students understand chemistry materials. This study aims to determine the influence of the *Reading to Learn* (R2L) method on the creation of student summaries and learning outcomes on chemical bonding materials. The research uses a quantitative approach with quasi-experimental methods and *pretest-posttest control group design*. The research population consisted of six classes, with two classes as research samples, totaling 32 students each. The experimental class was taught using the *Reading to Learn* method, while the control class used conventional learning. The research instrument uses interview sheets, summary assessment sheets, and question instruments. The results of the study show that the use of the *Reading to Learn* method has a significant influence on the ability to create summaries. This is proven based on the results of the right-party t-test that the sig value is $0.001 < 0.05$, then H_0 is rejected and H_a is accepted. The *Reading to Learn* method also has a significant influence on student learning outcomes. This is proven based on the results of the right-party t-test that the sig value is $0.006 < 0.05$, then H_0 is rejected and H_a is accepted. In addition, there is a correlation between making summaries and student learning outcomes. This is proven based on the results of the *Pearson product moment correlation test* that the calculation of the $r_{table} >$ is $0.609 > 0.349$, which shows a strong correlation and the price of sig $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. The results of this study can be a reference for future researchers regarding the use of the *Reading to Learn* method as an effective literacy activity in different chemical materials.

Keywords: *Reading to Learn* (R2L), Summary, Learning Outcomes, Chemical Bonding