PENGARUH METODE *PROBLEM SOLVING* TERHADAP HASIL BELAJAR BIOLOGI SISWA PADA MATERI POKOK PENCEMARAN LINGKUNGAN DI KELAS X SMA SWASTA PRAYATNA MEDAN T.P 2011/2012

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode *problem solving* terhadap hasil belajar biologi siswa pada materi pokok pencemaran lingkungan di kelas X SMA Swasta Prayatna Medan T.P 2011/2012. Populasi dalam penelitian ini adalah siswa kelas X SMA Swasta Prayatna Medan tahun pelajaran 2011/2012 sebanyak 4 kelas. Sampel dalam penelitian ini diambil sebanyak 2 kelas yang ditentukan secara acak sederhana (*random sampling*) yaitu 1 kelas eksperimen yang diajarkan dengan metode *problem solving* dan 1 kelas kontrol yang diajarkan dengan metode konvensional. Instrumen yang digunakan dalam penelitian ini adalah tes hasil belajar biologi pada materi pokok pencemaran lingkungan sebanyak 25 soal yang telah dinyatakan valid. Penilaian hasil belajar siswa dilakukan dengan menggunakan skala 0-100.

Hasil penelitian diperoleh: 1) hasil belajar biologi siswa kelas eksperimen setelah diajarkan dengan metode *problem solving* pada materi pokok pencemaran lingkungan di kelas X SMA Swasta Prayatna Medan T.P 2011/2012 diperoleh rata-rata sebesar 79,80 dengan standar deviasi 6,59; 2) hasil belajar biologi siswa kelas kontrol setelah diajarkan dengan metode pembelajaran konvensional pada materi pokok pencemaran lingkungan di kelas X SMA Swasta Prayatna Medan T.P 2011/2012 diperoleh rata-rata sebesar 76,50 dengan standar deviasi 6,42; dan 3) ada pengaruh yang signifikan penggunaan metode *problem solving* terhadap hasil belajar biologi siswa pada materi pokok pencemaran lingkungan di kelas X SMA Swasta Prayatna Medan T.P 2011/2012 ($t_{hitung} > t_{tabel}$ yaitu 2,269 > 2,00). Penggunaan metode *problem solving* memberikan pengaruh terhadap hasil belajar biologi sebesar 4,3% lebih tinggi dibandingkan metode konvensional. Sebagai tindak lanjut dari hasil penelitian ini diharapkan kepada guru biologi untuk dapat menerapkan metode *problem solving* dalam mengajarkan materi-materi biologi.

THE EFFECT OF PROBLEM SOLVING METHOD TOWARD THE STUDENTS' BIOLOGY ACHIEVEMENT AT MATTER ENVIRONMENTAL POLLUTION IN CLASS X SMA SWASTA PRAYATNA MEDAN ACADEMIC YEARS 2011/2012

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ABSTRAK

This study aims to determine the effect of the use of problem solving methods to the student's biology achievement on the subject matter of environmental pollution in the class X at SMA Swasta Prayatna Medan academic years 2011/2012. The populations in this study were the students SMA Swasta Prayatna Medan of class X academic years 2011/2012 as much as 4 classes. The sample in this study were drawn as many as two classes of random sampling, is an experimental class was taught by the method of problem solving and a control class taught by conventional methods. Instruments used in this study are the test of biological studies on the subject matter of environmental pollution by 25 questions that have been declared valid. Student learning outcomes assessment is done by using a scale of 0-100.

The results obtained: 1) the results of studying biology the student experiments class after grade taught by the method of problem solving on the subject matter of environmental pollution in the class X SMA Swasta Prayatna Medan academic years 2011/2012 earned an average of 79.80 with a standard deviation of 6.59; 2) the results of studying biology the student control class after grade taught by the conventional teaching methods on the subject matter of environmental pollution in the class X SMA Swasta Prayatna Medan academic years 2011/2012 earned an average of 76.50 with a standard deviation of 6.42, and 3) there is a significant influence on the use of problem solving methods toward the students biology achievement in the subject matter of environmental pollution in the class X SMA Swasta Prayatna Medan academic years 2011/2012 ($t_{count} > t_{table}$ is 2.269 > 2.00). The use of problem solving methods to give effect toward the students' biology achievement is 4.3% higher than conventional methods. As a follow-up of the results of this study are expected to biology teachers to be able to apply the methods of problem solving in the teaching of biological materials.