ABSTRAK

GRACE EUNIKE SINAGA Implementasi Kombinasi Model Pembelajaran Berbasis Masalah Dan Inkuiri Terbimbing Pada Pembelajaran Kimia Larutan Di SMA Kelas XI Untuk Meningkatkan Hasil Belajar Kimia dan Nilai Karakter Siswa. Tesis. Medan. 2014. Program Studi Pendidikan Kimia Program Pascasarjana Universitas Negeri Medan (UNIMED).

Penelitian ini bertujuan untuk menganalisis (1) Perbedaan yang signifikan hasil belajar kimia siswa yang diajar dengan model pembelajaran langsung , model pembelajaran berbasis masalah dan inkuiri terbimbing, dan model pembelajaran berbasis masalah dan inkuiri terbimbing dengan komputer, (2) Perbedaan yang signifikan karakter kerja keras, kreativitas, peduli lingkungan, gemar membaca dan rasa ingin tahu (KKPGR) siswa yang diajar dengan menggunakan model pembelajaran langsung, model pembelajaran berbasis masalah dan inkuiri terbimbing, dan model pembelajaran berbasis masalah dan inkuiri terbimbing dengan komputer, dan (3) hubungan antara karakter siswa dengan hasil belajar kimia siswa terhadap model pembelajaran yang diterapkan. Penelitian ini bersifat eksperimental. Populasi penelitian adalah seluruh siswa SMA kelas XI di kota Medan Tahun Ajaran 2013/2014. Teknik pengambilan sampel dengan menggunakan *Purposive Sampling*, yaitu SMAN 2, SMAN 7 dan SMAN 17 Medan masing masing sebanyak 3 kelas. Instrumen penelitian berupa tes hasil belajar kimia dan observasi peningkatan nilai karakter siswa. Teknik analisis data yang digunakan adalah analisis varians (Anova) 1 arah (*One way Anova*) dengan SPSS 20 for windows pada taraf signifikansi $\alpha = 0{,}05$. Berdasarkan hasil pengolahan data, disimpulkan (1) Secara signifikan terdapat perbedaan hasil belajar kimia antara siswa yang diajar dengan model pembelajaran langsung, model pembelajaran berbasis masalah dan inkuiri terbimbing, dan model pembelajaran berbasis masalah dan inkuiri terbimbing dengan komputer. (2) Secara signifikan terdapat perbedaan nilai karakter KKPGR yang terkembang antara siswa yang diajar dengan model pembelajaran langsung, model pembelajaran berbasis masalah dan inkuiri terbimbing, dan model pembelajaran berbasis masalah dan inkuiri terbimbing dengan komputer. (3) Secara signifikan terdapat hubungan hasil belajar dengan nilai karakter KKPGR yang terkembang diantara siswa yang diajar dengan model pembelajaran langsung , model pembelajaran berbasis masalah dan inkuiri terbimbing, dan model pembelajaran berbasis masalah dan inkuiri terbimbing dengan komputer.

Kata kunci: Pembelajaran berbasis masalah, Inkuiri Terbimbing dan Pembelajaran Langsung.

ABSTRACT

GRACE EUNIKE SINAGA The Implementation Of Combination Model of Problem Based Learning and Guided Inquiry In Chemistry Solution for High School Class XI To Improve The Results of Chemistry Learning and Value of Students's Character. Thesis. Medan. 2014. Chemistry Education Study Program Postgraduate School State University of Medan (UNIMED).

This study aims to analyzed (1) The difference of chemical enhancement of learning outcomes of students who were taught significantly between Direct Instruction model, Problem Based Learning and Guided Inquiry, and Problem Based Learning and Guided Inquiry with computers, (2) Differences of character KKPGR students enhancement as significantly were taught using Direct Instruction model, Problem Based Learning and Guided Inquiry and Problem Based Learning and Guided Inquiry with computers, and (3) the relationship between the character and chemical students outcomes with the learning towards learning model is applied. This studied was experimental. The population was all students high school of XI class in Medan as 2013/2014 Academic Year. Sampling technique used purposive sampling , that was SMAN 2, SMAN 7 and SMAN 17 Medan respectively 3 classes. The research instrument was studying chemistry test results and observations increased in the value of the character of students. The data analysis technique used the analysis of variance (ANOVA) 1 way (One way ANOVA) with SPSS 20 for windows at significance level $\alpha = 0.05$. Based on the results of data processing, it was concluded (1) Significantly there were differences in learning outcomes between students who were taught chemistry by learning model of Direct Instruction compared with the model of Problem Based Learning as compared with the integrated Guided Inquiry model of Problem Based Learning is integrated guided inquiry using computer. (2) Significantly there were differences of character values of hard work, creative, care for the environment, like to read, and curiosity that was developed between the students who were taught by the learning model of Direct Instruction compared with the model of Problem Based Learning integrated Guided Inquiry model than the Problem based Learning integrated Guided Inquiry using the computer. (3) Significantly there is a relationship with the learning outcomes of the character values of hard work, creative, care for the environment, like to read, and curiosity are spreading among the students who are taught by the model of Direct Instruction compared with the model of Problem Based Learning as compared with the integrated Guided Inquiry model of Problem Based Learning is integrated guided inquiry using computer.

Keywords: Problem Based Learning, Guided Inquiry and Direct Instrusction