

ABSTRAK

Wenny Pintalitna Tarigan. The Effect of Interactive Digital Module, Self Efficacy and Dormitory Program on Students' Learning Achievement, Retention, Autonomy and Activity in Grade XI IA at SMAN 2 Balige.

Penelitian ini bertujuan untuk: (1) Mengembangkan modul pembelajaran digital interaktif, elektronik dan teks yang dikembangkan pada materi sistem pencernaan untuk kelas XI IA SMA; (2) Mengetahui pengaruh modul pembelajaran; efikasi diri dan program asrama terhadap hasil belajar, memori retensi, kemandirian dan aktivitas belajar. Metode penelitian adalah penelitian pengembangan model Dick and Carey dan eksperimen kuasi dengan teknik analisis data menggunakan uji Anova Tiga Jalur, Anova Satu Jalur dan uji-t.

Subjek uji coba modul pembelajaran terdiri dari dua ahli materi pelajaran Biologi, dua ahli modul pembelajaran, satu ahli media pembelajaran elektronik, tiga siswa untuk uji perorangan, sepuluh siswa dan guru untuk uji kelompok kecil, tiga puluh siswa SMAN 1 Berastagi untuk uji kelompok sedang dan 60 siswa SMAN 2 Balige untuk uji kelompok besar. Data kualitas dari produk pengembangan dikumpulkan menggunakan angket. Sampel dalam penelitian eksperimen terdiri dari 6 kelas (*total sampling method*). Instrumen pengumpulan data menggunakan: (1) Angket efikasi diri, kemandirian dan aktivitas belajar dalam bentuk pernyataan tertutup dengan skala Likert 1-4; (2) Tes hasil belajar dan retensi belajar dalam bentuk pilihan ganda berjumlah 30 item.

Hasil penelitian menunjukkan bahwa: (1) Uji ahli materi, modul pembelajaran dan media pembelajaran berada pada kriteria sangat layak (88,30%, 93,98%, 88,25%); (4) Uji kelompok besar untuk modul pembelajaran interaktif, elektronik dan teks berturut-turut yaitu 92,53%, 86,064%, 81,355% berada pada kriteria sangat layak; (5) Uji kelompok sedang yaitu 84,59%, 80,18%, 76,56% berada pada kriteria layak; (6) Uji kelompok kecil yaitu 75,71%, 73,20%, 71,19% berada pada kriteria layak.

Hasil penelitian eksperimen menunjukkan terdapat pengaruh: (1) modul pembelajaran terhadap hasil belajar ($p=0.000$), retensi ($p=0.000$), kemandirian belajar siswa ($p=0.000$) dan aktivitas belajar ($p=0.000$); (2) efikasi diri terhadap kemandirian belajar siswa ($p=0.02$); (3) program asrama terhadap aktivitas belajar dan kemandirian belajar siswa ($p=0.000$); (4) interaksi program asrama dan efikasi diri terhadap kemandirian belajar ($p=0.000$); (5) interaksi modul pembelajaran dan efikasi diri terhadap kemandirian belajar ($p=0.002$) dan aktivitas belajar ($p=0.004$); (6) interaksi modul pembelajaran dan program asrama terhadap retensi dan aktivitas belajar ($p=0.000$); (7) interaksi modul pembelajaran, efikasi diri dan program asrama terhadap aktivitas belajar ($p=0.007$). Penelitian eksperimen menunjukkan tidak terdapat pengaruh: (1) efikasi diri terhadap hasil belajar, retensi dan aktivitas belajar (2) program asrama terhadap hasil belajar dan retensi; (3) Meskipun demikian kemampuan interpretasi informasi siswa yang memiliki efikasi diri tinggi lebih tinggi dibandingkan dengan kemampuan siswa yang memiliki efikasi diri rendah.

Kata Kunci: Aktivitas Belajar, Efikasi Diri, Hasil Belajar, Kemandirian Belajar, Modul Pembelajaran, Retensi, Sistem Pencernaan

ABSTRACT

Wenny Pintalitna Tarigan. The Effect of Interactive Digital Module, Self Efficacy and Dormitory Program on Students' Learning Achievement, Retention, Autonomy and Activity in Grade XI IA at SMAN 2 Balige.

This research has aims to: (1) Develop the interactive digital, electronic and text learning modules and (2) Investigate the effect of learning modules; self efficacy; dormitory program on students' learning achievement, autonomy, activities and memory retention. The research method is the development with Dick and Carey model and quasi-experiments with data analysis techniques using Three Ways and One Way Anova, t-test.

Subject of learning module assessment consists of two Biology matter experts, two learning module experts, one electronic media expert, three students for individual trials, ten students and teachers as small group testing, thirty students of SMAN 1 Berastagi for medium group testing and 60 students of SMAN 2 Balige as large group testing. Quality data of product developed were collected using questionnaires. Samples of this experiment were all 6 classes (total sampling method). Instruments for data collection were taken by using: (1) Self-efficacy, learning autonomy and activity questionnaire in closed statements with Likert scale 1-4; (2) Test of learning achievement and retention in 30 multiple choice items.

The results of developmental research showed that: (1) Module assessment by matter, learning modules and media experts were very decent criteria (88.30%, 93.98%, 88.25%); (2) Large group testing of interactive, electronic and text learning modules, respectively were 92.53%, 86.064%, 81.355% belong to very decent criteria; (3) Medium group testing respectively were 84.59%, 80.18%, 76.56% belong to decent criteria; (6) Small group testing respectively were 75.71%, 73.20%, 71.19% belong to decent criteria.

The results of experimental studies indicated there was an effect of : (1) learning modules on learning achievement ($p = 0.000$), retention ($p = 0.000$), learning autonomy ($p = 0.000$) and learning activities ($p = 0.000$);(2) self efficacy on learning autonomy ($p = 0.02$) (3) dormitory program on learning activities and autonomy ($p = 0.000$); (4) interaction of boarding program and self efficacy on learning autonomy ($p = 0.000$); (5) interaction of learning modules and self efficacy on learning autonomy ($p = 0.002$) and activities ($p = 0.004$); (6) interaction of learning modules and dormitory program on retention and learning activities ($p = 0.000$);(7) interaction of learning modules, self-efficacy and dormitory program on learning activities ($p = 0.007$). There was not effect of: (1) self-efficacy on learning achievement, retention and learning activities; (2) dormitory program on learning achievement and retention. However the ability of information interpretation of students who had high self-efficacy were higher than the ability of the students who had low self-efficacy.

Keywords: Digestive System, Learning Achievement, Learning Activity, Learning Autonomy, Learning Module, Retention