

ABSTRACT

Sri Purwanti (NIM : 8106176023). “The Effects of Problem Solving Learning Model and Scientific Attitude Towards Physics Student Learning Outcomes.”

The purposes of the research are: to determine the differences between learning outcomes physics students with problem solving learning model and learning model of Direct Instruction. The difference in results between the studied physics scientific attitude is low and the high. Interaction between problem solving learning model with the level of scientific attitude of students in influencing student learning outcomes. The sample in this study conducted in cluster random sampling of two classes, where first class as a class experiment applied problem solving learning model and second class as a class of control applied learning model of Direct Instruction. The instruments used in this research achievement test physics in the form of descriptions of 8 questions and instrument scientific attitude questionnaire with 22 questions that have been declared valid and reliable. From the results of this study concluded that there are differences in learning outcomes physics students with problem solving learning model and model Direct instruction learning. There are differences between the low scientific attitude and high scientific attitude. There is interaction between problem solving learning model with the level of scientific attitude of students in influencing student learning outcomes. Learning outcomes of students who are taught by problem solving learning model is influenced also by the scientific attitude of students, while the learning outcomes of students who were taught by the model of Direct Instruction was not influenced by the scientific attitude of students.

Keywords: Problem Solving, Scientific Attitude and Learning Outcomes



ABSTRAK

Sri Purwanti (NIM : 8106176023) “Pengaruh Model Pembelajaran *Problem Solving* dan Sikap Ilmiah Terhadap Hasil Belajar Fisika”

Penelitian ini bertujuan: Untuk mengetahui apakah ada perbedaan hasil belajar fisika siswa yang diajarkan menggunakan model pembelajaran *Problem Solving* dengan yang diajarkan menggunakan model pembelajaran *Direct Instruction*. Perbedaan hasil belajar fisika siswa yang memiliki sikap ilmiah rendah dan sikap ilmiah tinggi. Interaksi antara model pembelajaran *Problem Solving* dengan tingkat sikap ilmiah siswa dalam mempengaruhi hasil belajar siswa. Sampel dalam penelitian ini dilakukan secara *cluster random sampling* sebanyak dua kelas, dimana kelas pertama sebagai kelas eksperimen diterapkan model pembelajaran *Problem Solving* dan kelas kedua sebagai kelas kontrol diterapkan model pembelajaran *Direct Instruction*. Instrumen yang digunakan dalam penelitian ini yaitu instrumen tes hasil belajar fisika dalam bentuk uraian sebanyak 8 soal dan instrumen angket sikap ilmiah sebanyak 22 soal yang telah dinyatakan valid dan reliabel. Dari hasil penelitian dapat disimpulkan bahwa Hasil belajar fisika siswa dengan model pembelajaran *Problem Solving* lebih baik dari model pembelajaran *Direct Instruction*. Terdapat perbedaan hasil belajar fisika antara kelompok sikap ilmiah rendah dan kelompok sikap ilmiah tinggi. Hasil belajar fisika kelompok sikap ilmiah tinggi lebih baik dari kelompok sikap ilmiah rendah. Terdapat interaksi antara model pembelajaran *Problem Solving* dan model pembelajaran *Direct Instruction* dengan tingkat sikap ilmiah siswa dalam mempengaruhi hasil belajar siswa. Model pembelajaran *Problem Solving* lebih optimal diterapkan untuk siswa yang memiliki sikap ilmiah tinggi. Sedangkan hasil belajar siswa yang diajarkan dengan model pembelajaran *Direct Instruction* tidak dipengaruhi sikap ilmiahnya.

Kata Kunci : *Problem Solving*, Sikap Ilmiah dan Hasil Belajar