ABSTRAK

Lisa Ariyanti Pohan : Penggunaan Strategi Pembelajaran dan Kemahiran Berpikir Terhadap Hasil Belajar Kimia

Penelitian ini bertujuan untuk mengetahui : (1) perbedaan hasil belajar kimia siswa yang diajarkan dengan strategi pembelajaran peta konsep dan konvensional, (2) perbedaan hasil belajar kimia siswa yang memiliki kemahiran berpikir induktif dan deduktif., dan (3) interaksi antara strategi pembelajaran dan kemahiran berpikir terhadap hasil belajar kimia.

Penelitian ini dilaksanakan di SMA Harapan I Medan pada tahun ajaran 2005/2006. Metode penelitian menggunakan metode kuasi eksperimen dengan rancangan faktorial 2 x 2. Populasi dalam penelitian ini adalah semua siswa kelas I SMU Harapan I Medan tahun ajaran 2005/2006 yang berjumlah 320 orang. Jumlah sampel penelitian sebanyak 80 orang tersebar pada kelas perlakuan. Perlakuan yang diberikan adalah strategi pembelajaran peta konsep di satu kelas dan konvensional di kelas yang lain. Data diperoleh dengan melakukan uji hasil belajar Kimia terhadap siswa setelah perlakuan pembelajaran diberikan. Instrumen penelitian yang digunakan sebagai pengumpul data penelitian menggunakan tes. yaitu tes hasil belajar Kimia siswa, diperoleh $r = 0.46$, tes kemahiran berpikir diperoleh $r = 0,754$. Teknik analisis data menggunakan Analisis Varians (ANAVA) dua jalur.

Hasil penelitian menunjukkan bahwa : (1) strategi pembelajaran peta konsep memberikan hasil belajar Kimia yang lebih baik bila dibandingkan dengan konvensional, diperoleh $F_{hitung} = 52,73 > F_{tabel}\ (\alpha = 0,05) = 3,92$. Hal ini terlihat dari hasil belajar Kimia yang diperoleh siswa pada kelompok yang diajar dengan strategi pembelajaran peta konsep mencapai $\bar{x} = 57,36$. Sedangkan kelompok siswa yang diajar dengan mengunakan strategi pembelajaran konvensional mencapai $\bar{x} = 38,80$, (2) kelompok siswa yang memiliki kemahiran berpikir deduktif memperoleh hasil belajar kimia yang lebih baik bila dibandingkan dengan kelompok siswa yang memiliki kemahiran berpikir induktif diperoleh $F_{hitung} = 5,80 > F_{tabel}\ (\alpha = 0,05) = 3,92$. Hal ini terlihat dari dari hasil belajar kimia yang diperoleh kelompok siswa yang memiliki kemahiran berpikir *deduktif*, $\bar{x} = 51,155$. Sedangkan kelompok siswa yang memiliki kemahiran berpikir induktif mencapai $\bar{x} = 45.005$, dan (3) tidak terdapat terdapat interaksi antara strategi pembelajaran dan kemahiran berpikir terhadap hasil belajar kimia.

ABSTRACT

Lisa Ariyanti Pohan : The used of Teaching-Learning Strategy and Thinking Skill Toward The Learning Outcomes of Chemistry

This study was aimed to discover : (1) the difference of student's learning outcomes in Chemistry taught with Conventional and concept mapping teaching-learning strategy, (2) the difference of student's learning outcomes in Chemistry with the inductive and deductive thinking skill, and (3) the interaction between the teaching-learning strategy and thinking skill toward the student learning outcomes of Chemistry.

This study was held in Senior High School (Sekolah Menengah Atas: SMA) SMA Harapan I Medan 2005/2006 school year. The method used was quasy experiment by using 2 x 2 factorial design. The population of this study was students of SMA Harapan I Medan, 2005/200 School Year. The amount of research sample was about 80 persons, who spreading over at two treatment class. One class was given concept mapping teaching-learning strategy, and thee other one was given conventional. The data was got by doing test of of Chemistry to students after the learning of the lessons has been done. The research instrument used was as compiler of research data used the test, are the test of student's learning outcomes of Chemistry, r = 0.46, the test of thinking skill, r = 0,754. The data data analysis technique which was used was to way Analysis Variance of (ANOVA).

The result of this study was : (1) Concept mapping teaching-learning strategy created a better student's learning outcomes of Chemistry, if we was compared it with the conventional, was obtained $F_{obtained} = 52,73 > F_{table}$ (α = 0,05) = 3,92. It can be seen from means of student's learning outcomes of Chemistry which was got by a student of a group who was taught by concept mapping , this group was 57,36. While a group of students who was taught by conventional was 38.80, (20 a group of students who had deductive thinking skill got better student's learning outcomes of Chemistry than who had inductive thinking skill, it was obtained $F_{obtained} = 5,80 > F_{table}$ (α = 0,05) = 3,92. It can be seen from means of student's learning outcomes of Chemistry, which was got by a goup of students who had deductive thinking skill, this group was 51,155. While they who have inductive was 45,005. (3) but there was no interaction between teaching-learning strategy and thinking skill toward the student's learning outcomes of Chemistry.