

ABSTRACT

Doriana. The Effect of Elaboration Learning Strategi and Social interaction towards Learner's Achievement of PKnS at SMK Sinar Husni Medan. *Thesis*. Post Graduate Program, State University of Medan, Desember 2007.

The objective of this study is for knowing the effect of (1) Learning strategi using elaboration and conventional (2) Social inetraction, i.e. high and low (3) The Sosial interaction between learning Strategi and social inetraction towards learning achievement of PKnS.

The result of this study revealed that (1) there is a significant difference between the achievement of PKnS by using elaboration Strategi and conventional ($F = 7.461 > F_{table} = 7.19$; $\bar{x} A_1 = 26.038 > \bar{x} A_2 = 25.808$), (2) there is a significant difference between the achievement of PKnS with low and high of sosial interaction ($F = 190.265 > F_{table} = 7.19$; $\bar{x} B_1 = 35.231 > \bar{x} B_2 = 19.654$) (3) there was an interaction effect found between learning Strategi and Sosial interaction that made differences for achievement of PKnS. ($F = 48.075 > F_{table} = 7.19$).

Analysis using Tuckey revealed that (1) Learners with social interaction base and received elaboration Strategi have higher achievement of PKnS than learners with high social inetraction and received conventional Strategi ($Q = 4.249 > Q_{table} = 3.791$; $\bar{x} A_1B_1 = 37.115 > \bar{x} A_2B_1 = 33.577$), (2) Learners with low social inetraction and received elaboration Strategi have no different achievement of PKnS than learners with low social inetraction and received conventional Strategi ($Q = 3.477 < Q_{table} = 3.791$; $\bar{x} M_1K_2 = 20.731 > \bar{x} A_2B_2 = 18.577$), (3) Learners with high social inetraction and received elaboration Strategi have higher achievement of PKnS than learners with low social inetraction and received the same Strategi ($Q = 19.893 > Q_{table} = 3.791$; $\bar{x} A_1B_1 = 37.115 > \bar{x} A_1B_2 = 20.731$), (4) Learners with high social inetraction and received conventional Strategi have higher achievement of PKnS than learners with low social inetraction and received the same Strategi ($Q = 19.121 > Q_{table} = 3.791$; $\bar{x} A_2B_1 = 33.577 > \bar{x} A_2B_2 = 18.577$), (5) Learners with low social inetraction and received elaboration Strategi have lower achievement of PKnS than learners with high social inetraction and received the conventional Strategi ($Q = 16.644 > Q_{table} = 3.791$; $\bar{x} A_1B_2 = 20.731 > \bar{x} A_2B_1 = 33.577$) (6) Learners with high social inetraction and received elaboration Strategi have higher achievement of PKnS than learners with low social inetraction and received the conventional Strategi ($Q = 23.370 > Q_{table} = 3.791$; $\bar{x} A_1B_1 = 37.115 > \bar{x} A_2B_2 = 18.577$).

Based on the research above it was showing that learning Strategi and sosial inetraction influenced to learner's achievement of PKnS at SMK Sinar Husni Medan. The research expected to give an well input to learners and teachers.

ABSTRAK

Doriana. Pengaruh Strategi Pembelajaran Elaborasi dan Interaksi Sosial Terhadap Hasil Belajar PKnS Siswa SMK Sinar Husni Medan. Tesis. Medan : Program Pasca Sarjana Universitas Negeri Medan, Desember 2007.

Penelitian ini bertujuan untuk mengetahui pengaruh (1) Strategi pembelajaran elaborasi dan konvensional (2) Interaksi Sosial yaitu Interaksi Sosial tinggi dan rendah, dan (3) interaksi antara Strategi pembelajaran dan Interaksi Sosial terhadap hasil belajar PKnS.

Penelitian ini dilakukan pada pelajaran PKnS di SMK Sinar Husni Medan yang menggunakan desain faktorial 2×2 dan mengambil Siswa kelas X sebagai sampel penelitian. Variabel bebas penelitian adalah Strategi pembelajaran dan Interaksi Sosial, sedangkan variabel terikat adalah hasil belajar PKnS. Interaksi Sosial dan hasil belajar PKnS diukur melalui tes objektif. Data dianalisis dengan ANAVA 2 JALUR pada taraf signifikansi $\alpha=0,05$.

Hasil penelitian adalah sebagai berikut: (1) Hasil belajar PKnS Siswa yang diperlakukan dengan Strategi pembelajaran elaborasi lebih tinggi daripada hasil belajar Siswa yang diperlakukan dengan Strategi pembelajaran konvensional ($F_{hitung} = 7,461 > F_{tabel} = 7,19$; $\bar{x} M_1 = 26,038 > \bar{x} M_2 = 25,808$) (2) Hasil belajar PKnS Siswa yang memiliki Interaksi Sosial tinggi lebih tinggi dari Siswa yang memiliki Interaksi Sosial rendah ($F_{hitung} = 190,265 > F_{tabel} = 7,19$; $\bar{x} K_1 = 35,231 > \bar{x} K_2 = 19,654$) (3) Terdapat interaksi antara Strategi pembelajaran dan Interaksi Sosial yang memberikan perbedaan pengaruh pada hasil belajar PKnS ($F_{hitung} = 48,075 > F_{tabel} = 7,19$).

Berdasarkan hasil penelitian yang dilakukan dapat dikemukakan bahwa Strategi pembelajaran dan Interaksi Sosial mempengaruhi hasil belajar PKnS Siswa SMK Sinar Husni Medan. Hasil penelitian ini diharapkan dapat memberikan suatu masukan yang bermanfaat baik bagi siswa maupun guru.