

## ABSTRAK

**Roslianna Purba.** Pengaruh Strategy Pembelajaran Dengan Modul dan Motivasi Berprestasi Terhadap Hasil Belajar Biologi Siswa di SMA Negeri Lubukpakam.

Tujuan Penelitian ini adalah untuk mengetahui pengaruh urutan penyajian materi modul dan motivasi berprestasi siswa, dan pengaruh interaksi antara strategi pembelajaran modul dan motivasi berprestasi terhadap hasil belajar biologi siswa. Penelitian ini merupakan penelitian kuasi eksperimen dan dilakukan di SMA Negeri Lubukpakam. Total populasi berjumlah 275 siswa dengan jumlah sampel 100 siswa yang diambil berdasarkan tingkat motivasi berprestasi siswa. Sampel dari SMA Negeri 1 Lubukpakam strategi pembelajaran modul urutan UCL sebanyak 50 siswa yang memiliki motivasi berprestasi tinggi dan rendah, sedangkan 50 siswa di SMA Negeri 2 Lubukpakam yang memiliki motivasi tinggi dan rendah mendapat perlakuan strategi pembelajaran modul dengan urutan LUC. Data hasil belajar diukur dengan tes pilihan ganda dengan lima pilihan alternative (reliabilitas = 0,881, Spearman-Brown) sedangkan motivasi berprestasi diukur dengan angket (reliabilitas = 0,959, Spearman-Brown). Data diuji normalitas (uji Lilliefors) dan homogenitasnya (uji Barlett) terlebih dahulu sebelum dianalisis (uji hipotesis penelitian) dengan analisis variansi dua jalur (two ways of anava) pada  $\alpha < 0,05$ . Pengujian hipotesis menunjukkan bahwa hasil belajar biologi siswa yang dibelajarkan dengan urutan penyajian LUC lebih tinggi daripada UCL ( $F_{hitung} = 8,05 > F_{0,05 (1,96)} = 3,94; \alpha = 5\%$ ), dan hasil belajar biologi siswa yang memiliki motivasi berprestasi tinggi lebih tinggi dari siswa yang motivasi berprestasi rendah ( $F_{hitung} = 12,97 > F_{0,05 (1,96)} = 3,94; \alpha = 5\%$ ) juga berpengaruh signifikan terhadap Strategi pembelajaran modul dan motivasi berprestasi siswa terhadap hasil belajar biologi siswa ( $F_{hitung} = 16,87 > F_{0,05 (1,96)} = 3,94; \alpha = 5\%$ ). Uji lanjut dengan uji Scheffe dibuktikan bahwa siswa yang dibelajarkan dengan urutan penyajian LUC lebih tinggi hasil belajarnya dibandingkan dengan UCL. Sedangkan siswa yang memiliki motivasi berprestasi rendah lebih tinggi hasil belajarnya bila dibelajarkan dengan urutan penyajian UCL dibanding LUC.



## ABSTRACT

The Effect of Teaching strategy with Module and Achievement Motivation on the Student Performance in Biology at SMA Negeri Lubukpakam.

The goal of this research is to know the effect of learning strategy with module and students achievement motivation and the interaction effect of learning strategy with module and students motivation on achievement in Biology. The research is an experiment queasy research and coundeted at SMA Negeri Lubukpakam. The total of population is 275 students with a sum of 100 students as sample. Those are taken based on the level of students, achievement motivation. As sample in SMA Negeri 1 Lubukpakam, the learning strategy with module treatment of UCL is 50 students who have high and low achievement motivation and 50 students in SMA Negeri 2 Lubukpakam have high and low achievement motivation of learning of module treatment of LUC. The instrument of studying research is measured multiply choice with a five alternative choisen (realibility = 0,881, Spearman-Brown). Where as the achievement motivation is measured (reability = 0,959, spearman-Brown). Tested normality data (Liliefors test) and its homogeneity (Barllett's test) firstly, before being analysed (hyphotesis test) wits (two ways of Anava) on  $\alpha < 0,05$ . The hypothesis testing so showed that students biology studying result which was learnt with LUC presentation is higher than UCL ( $F_{count} = 8,05 > F_{0,05 (1,96)} = 3,94; \alpha = 5\%$ ), and students biology studying result who have higher achievement motivation than students who have low achievement motivation ( $F_{count} = 12,97 > F_{0,05 (1,96)} = 3,94; \alpha = 5\%$ ), also it is significant to the learning strategy with module and achievement motifation on students performance in Biology ( $F_{count} = 16,87 > F_{0,05 (1,96)} = 3,94; \alpha = 5\%$ ). The next test with Scheffe's test was proved that students who studied with LUC presentation were higher the result of their study compared with UCL presentation. Where as students who had low achievement motifation were higher the result of their study, if being learnt with UCL presentation compared with LUC.

