

ABSTRAK

Syahfrizal Tarigan. Efektivitas Penerapan Model Mengajar Menginduksi Perubahan Konsep (M3PK) Terhadap Keaktifan dan Hasil Belajar Kimia Siswa Kelas X SMA Pada Pokok Bahasan Struktur Atom. Tesis. Medan. Program Pascasarjana Universitas Negeri Medan, 2010.

Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh penerapan pembelajaran M3PK terhadap keaktifan siswa yang diberi tugas meringkas pelajaran, membuat pertanyaan-jawaban dan pembelajaran konvensional pada pokok bahasan Struktur Atom. (2) Pengaruh penerapan pembelajaran M3PK terhadap hasil belajar kimia siswa yang diberi tugas meringkas pelajaran, membuat pertanyaan-jawaban dan pembelajaran konvensional pada pokok bahasan Struktur Atom. (3) Hasil belajar kimia siswa yang memiliki keaktifan belajar tinggi dibandingkan dengan hasil belajar kimia siswa yang memiliki keaktifan belajar rendah. (4) Besar efektivitas hasil belajar kimia siswa yang diajar menggunakan M3PK yang diberi tugas meringkas pelajaran dan membuat pertanyaan-jawaban dibanding pembelajaran konvensional. Sampel berjumlah 120 orang. Instrumen penelitian ini adalah tes hasil belajar dan lembar observasi keaktifan belajar. Hipotesis diuji dengan *General Linear Model (GLM)* pada taraf signifikansi 0,05 dengan menggunakan program SPSS 17.0 for windows. Hasil pengujian hipotesa menunjukkan: (1) Terdapat pengaruh yang berbeda secara signifikan dari penerapan M3PK diberi tugas meringkas pelajaran, membuat pertanyaan-jawaban dan pembelajaran konvensional terhadap keaktifan belajar siswa SMA yang ditunjukkan dengan harga sig = 0,000; (2) Terdapat pengaruh yang berbeda secara signifikan dari penerapan M3PK diberi tugas meringkas pelajaran, membuat pertanyaan-jawaban dan pembelajaran konvensional terhadap hasil belajar kimia siswa SMA yang ditunjukkan dengan harga sig = 0,006; (3) Hasil belajar kimia siswa yang memiliki keaktifan belajar tinggi lebih besar dibandingkan dengan siswa yang memiliki keaktifan belajar sedang dan rendah yang ditunjukkan oleh harga sig = 0,002. (4) Pembelajaran M3PK yang diberi tugas meringkas pelajaran, membuat pertanyaan-jawaban lebih efektif dibanding pembelajaran konvensional. Besar efektivitas dari penerapan M3PK yang diberi tugas meringkas pelajaran terhadap hasil belajar kimia siswa adalah sebesar 13,63 % dan besar efektivitas dari penerapan M3PK yang diberi tugas membuat pertanyaan-jawaban terhadap hasil belajar kimia siswa adalah sebesar 9,09 %.

ABSTRACT

Syahfrizal Tarigan. The Effectiveness of Application Induces Model of Teaching on Concept Changes of Activiy and Outcomes in learning Chemistry especially at Atomic Structure in Senior High school; Thesis. 2010. The postgraduate Studies Program of Chemistry Education in the State University of Medan

This study is aimed for: (1) Finding influence of application the active learning (M3PK) to students activity who are given task for summarizing the lesson, making questions-answers and learning conventionally the atomic structure sub material. (2) Finding influence of applying (M3PK) to students results who are given task for summarizing the lesson, making questions-answers and learning conventionally the atomic structure sub material. (3) The result (out comes) of students Chemist learning, specifically those who have more activity to be compared to those who have less activity in learning. (4) Finding the range of out comes of students who are instructed with M3PK, in which the are given task of summarizing the lesson, making question and answer when being compared to learning convensionally. The samples of this study 120 persons. Instruments used are the results of active learning and its observation sheet. The hypothesis was examined with General Linear Model (GLM) at the 0.05 level using SPSS for windows 17.0. Hypothesis test results showed: (1) There is a significant different effect between the introduction M3PK, in which students were given tasks of summarizing the lessons, making questions and answers and learning conventionally, spesifically about students' chemistry learning out comes in senior high school which indicated by sig = 0.000; (2) There are significant different effects between applying M3PK in which students were given tasks of summarizing the lessons, making questions and answers and learning conventionally, spesifically about students' chemistry learning out comes which indicated by sig = 0.006, (3) The students' chemistry learning results whose high level of activeness and compared to those whose low and middle level of activeness showed by higher than students who have active learning medium and low as indicated by sig = 0.002. (4). M3PK model of teaching who are giving task for summarizing the lesson and making question-answer more effectiv than convensional learning. The effectiveness level of M3PK implementation in which the students were given tasks of the lesson hasbeen indicated by students, learning results 13,63 %. While the effectiveness level of M3PK implementation in which the students were given tasks of making questions and answers has been indicated by studensts learning results 9.09%.