

ABSTRAK

FAJAR OKTA WIDARTA. Pengaruh Penerapan Media dan Teknik Peta Konsep pada Strategi Pembelajaran *Advance Organizer* Terhadap Hasil Belajar Biologi, Retensi, dan Persepsi Siswa SMP Negeri 2 Kabupaten Aceh Tamiang. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, Desember 2012.

Penelitian ini bertujuan untuk mengetahui perbandingan: (1) Hasil belajar biologi, retensi, dan persepsi siswa yang dibelajarkan dengan strategi *advance organizer* menggunakan teknik peta konsep dengan siswa yang dibelajarkan tanpa teknik peta konsep; (2) Hasil belajar biologi, retensi, dan persepsi siswa yang dibelajarkan dengan strategi *advance organizer* menggunakan media film dengan siswa yang dibelajarkan menggunakan video camtasia; (3) Hasil belajar biologi, retensi, dan persepsi siswa yang dibelajarkan dengan strategi *advance organizer* menggunakan media film dan teknik peta konsep dengan siswa yang dibelajarkan menggunakan media film tanpa teknik peta konsep, menggunakan video camtasia dan teknik peta konsep, dan menggunakan video camtasia tanpa teknik peta konsep. Populasi penelitian adalah seluruh siswa kelas VIII SMP Negeri 2 Kabupaten Aceh Tamiang, sebanyak enam kelas. Sampel penelitian sebanyak empat kelas. Teknik pengambilan sampel secara *cluster random sampling*. Teknik analisis data menggunakan *analysis of covarians* (ANACOVA). Hasil pengujian hipotesis menunjukkan: (1) Terdapat perbedaan hasil belajar biologi yang signifikan antara siswa yang dibelajarkan menggunakan teknik peta konsep dengan siswa yang dibelajarkan tanpa teknik peta konsep ($p = 0,005 < 0,05$), namun tidak berbeda untuk retensi dan persepsi siswa ($p = 0,899$ dan $p = 0,435$); (2) Tidak terdapat perbedaan hasil belajar biologi dan persepsi antara siswa yang dibelajarkan menggunakan media film dengan siswa yang dibelajarkan menggunakan video camtasia ($p = 0,231$ dan $p = 0,323$), namun berbeda signifikan untuk retensi siswa ($p = 0,001 < 0,05$); (3) Hasil belajar biologi siswa yang dibelajarkan dengan strategi *advance organizer* menggunakan media film dan teknik peta konsep, media film tanpa teknik peta konsep, video camtasia dan teknik peta konsep, dan video camtasia tanpa teknik peta konsep berbeda signifikan ($p = 0,022 < 0,05$), namun tidak berbeda untuk retensi dan persepsi siswa ($p = 0,053$ dan $p = 0,475$). Berbagai model strategi *advance organizer* dapat dijadikan alternatif untuk meningkatkan hasil belajar biologi, retensi, dan persepsi siswa dalam belajar biologi.

Kata Kunci: *Advance Organizer*, Teknik Peta Konsep, Film, Video Camtasia, Hasil Belajar Biologi, Retensi Memori, Persepsi Siswa.

ABSTRACT

FAJAR OKTA WIDARTA. *The Effect of Application Media and Concept Map Technique in Advance Organizers Strategy on Students' Biology Achievement, Retention, and Students' Perception at The State Secondary School 2 of Aceh Tamiang.* Thesis. Medan: Postgraduate School of The State University of Medan, December 2012.

The aim of this study was to know the comparison of: (1) Students' biology achievement, retention, and students' perception who taught using concept map technique in advance organizers strategy than students who taught without it; (2) Students' biology achievement, retention, and students' perception who taught using film in advance organizers strategy than students who taught using camtasia video; (3) Students' biology achievement, retention, and students' perception who taught using film and concept map technique in advance organizers strategy than students taught using film without concept map technique, camtasia video and concept map technique, and camtasia video without concept map technique. The population in this research was all students of grade VIII of The State Secondary School 2 Aceh Tamiang, with six classes of population. The sample was four classes. It was taken through cluster random sampling technique. The technique of analyzing data was conducted through analysis of covarians (ANACOVA). The hypothesis showed that: (1) There was a significant difference to the students' biology achievement between students taught using the concept map technique than students taught without it ($p = 0,005 < 0,05$), however there were no difference to the retention and students' perception ($p = 0,899$ and $p = 0,435$); (2) There were no difference to the students' biology achievement and perception between students taught using film than camtasia video ($p = 0,231$ and $p = 0,323$), however there was a significant difference to the students' retention ($p = 0,001 < 0,05$); (3) Students' biology achievement who taught using film and concept map technique, film without concept map technique, camtasia video and concept map technique, and camtasia video without concept map technique was difference significantly ($p = 0,022 < 0,05$), however no difference to retention and students' perception ($p = 0,053$ and $p = 0,475$). Many models of advance organizers strategy can be alternative to enhance students' biology achievement, retention, and students' perception in learning biology.

Key Words: Advance Organizer, Concept Map Technique, Film, Camtasia Video, Students' Biology Achievement, Memory Retention, Students' Perception.