

## ABSTRAK

Mutiara Agustina Nst. NIM 8116142014. Penerapan Model Pembelajaran Untuk Meningkatkan Hasil Belajar Kimia dan Karakter Komunikatif Serta Percaya Diri Pada Materi Kimia Larutan di SMA. Tesis. Program Studi Pendidikan Kimia Pascasarjana Universitas Negeri Medan. 2013.

Penelitian ini bertujuan menentukan model pembelajaran yang dapat meningkatkan hasil belajar kimia, karakter komunikatif, dan percaya diri siswa pada materi kimia larutan di SMA. Populasi penelitian adalah seluruh SMA Negeri di Kota Medan. Sampel dalam penelitian ini diambil secara *sampling purposif*, yaitu SMA Negeri 1, SMA Negeri 2 dan SMA Negeri 3 Medan masing-masing sebanyak 3 kelas. Kelas eksperimen 1 diberi pembelajaran dengan model *direct instruction*, kelas eksperimen 2 diberi pembelajaran dengan model pembelajaran berbasis masalah tanpa media dan kelas eksperimen 3 diberi pembelajaran dengan model pembelajaran berbasis masalah dengan media *internet*. Teknik analisis data menggunakan *one way Anava* dengan *SPSS 19 for windows* pada taraf signifikansi  $\alpha = 0,05$ . Hasil penelitian menunjukkan bahwa (1) Terdapat perbedaan hasil belajar kimia siswa yang signifikan antara siswa yang diajar dengan model pembelajaran *direct instruction* dan model pembelajaran berbasis masalah tanpa media serta model pembelajaran berbasis masalah dengan media *internet* pada materi Kimia Larutan, (2) Terdapat perbedaan karakter komunikatif siswa yang diajar dengan model pembelajaran *direct instruction* dan model pembelajaran berbasis masalah tanpa media serta model pembelajaran berbasis masalah dengan media *internet*, (3) Terdapat perbedaan karakter percaya diri siswa yang diajar dengan model pembelajaran *direct instruction* dan model pembelajaran berbasis masalah tanpa media serta model pembelajaran berbasis masalah dengan media *internet*, (4) Terdapat hubungan yang signifikan antara karakter komunikatif dengan hasil belajar siswa yang diajar dengan model pembelajaran berbasis masalah dengan media *internet*, (5) Terdapat hubungan yang signifikan antara karakter percaya diri dengan hasil belajar siswa yang diajar dengan model pembelajaran *direct instruction*, dan model pembelajaran berbasis masalah tanpa media serta model pembelajaran berbasis masalah dengan media *internet*, (6) Hasil belajar, karakter komunikatif, dan karakter percaya diri siswa yang diajar dengan model pembelajaran berbasis masalah dengan media *internet* paling baik.

## ABSTRACT

Mutiara Agustina Nst. NIM 8116142014. Application of Learning Model to Improve Learning Chemistry and Communicative Confidence Character In Content Solution Chemistry for High School. Thesis. Chemistry Education Departement of Postgraduate Program, State University of Medan. 2013.

This study aims to determine the learning model to improve learning outcomes chemistry, communicative character, and character-confidence of students in the material solution chemistry in high school. The study population was all high schools in the city of Medan. The samples were taken by purposive sampling, ie SMA 1, SMA 2 and SMA 3 Medan respectively 3 classes. Class 1 given experimental model of learning with direct instruction, class 2 given experiment with a model of learning problem-based learning without media and 3 were given a class experiment with a model of learning problem-based learning with the Internet media. Analysis using one-way ANOVA with SPSS 19 for windows at significance level  $\alpha = 0.05$ . The results showed that (1) There are differences in students' learning outcomes a significant chemistry between students taught with direct instruction model of learning and problem-based learning model without the media as well as problem-based learning model with internet media Solution Chemistry on the material, (2) There are differences in character communicative students taught with direct instruction model of learning and problem-based learning model without the media as well as problem-based learning model with internet media, (3) There are differences in the character of self-confidence of students who are taught with direct instruction model of learning and problem-based learning model without the media as well as models problem-based learning with internet media, (4) There is a significant relationship between the communicative character of the learning outcomes of students who are taught with a problem-based learning model with internet media, (5) There is a significant relationship between self-confident character with the learning outcomes of students who are taught by direct instruction model of learning, and problem-based learning model without the media as well as problem-based learning model with internet media, (6) The results of learning, communicative character, confidence and character who taught students with problem-based learning model with the best internet media.

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