ABSTRAK

Novi Yanthy NIM. 8126141013. Analisis Buku Ajar Kimia Untuk SMA/MA Kelas X Semester I Berdasarkan Kurikulum 2013 Dalam Upaya Meningkatkan Hasil Belajar Dan Menumbuhkembangkan Karakter Siswa.

Penelitian ini bertujuan untuk menganalisis urutan penyajian buku ajar kimia yang digunakan pada SMA/MA kelas X di Sumatera Utara, menyusun urutan materi pelajaran kimia kelas X yang sesuai dan sistematis mengacu pada Kurikulum 2013 dan mengembangkan buku pelajaran kimia SMA/MA kelas X yang standar sesuai Kurikulum 2013. Penelitian pengembangan ini menggunakan data kualitatif yang dijelaskan melalui angket dengan lembar kelayakan buku yang berisi indikator-indikator penilaian yang berasal dari Badan Standar Nasional Pendidikan (BSNP). Sampel penelitian ini antara lain SMA Negeri 5 Medan, SMA Dharmawangsa, MAN 1 Medan dan MAN 2 Medan. Adapun perlakuan sampel sebanyak 2 kelas yaitu kelas eksperimen dan kelas kontrol. Pengumpulan data dilakukan dengan tes objektif untuk hasil belajar siswa sebelum dan sesudah proses pembelajaran, lembar observasi selama proses pembelajaran dilakukan serta angket untuk mengukur karakter yang berkembang yang dilakukan pada akhir pembelajaran. Data dianalisis menggunakan *SPSS 19* dengan taraf signifikan 0,05. Hasil penilaian berupa rerata tentang validasi untuk menentukan layak atau tidaknya buku tersebut digunakan di SMA/MA kelas X. Hasil analisis kualitas buku ajar kimia yang dikembangkan berdasarkan beberapa aspek seperti :1) Kesesuaian Urutan Materi Dengan Kompetensi Inti dan Kompetensi Dasar sebesar 98,33%; 2) Keakuratan Materi Ajar sebesar 89,50%; 3) Kemuktahiran Materi sebesar 81,25%; 4) Teknik Penyajian dan Pendukung Penyajian sebesar 89,83%; dan 5) Koherensi dan Keruntutan alur Pikir sebesar 90,83%.Rerata skor kualitas buku ajar sebesar 90 dan 85. Selain itu penelitian ini meningkatkan hasil belajar dan karakter siswa seperti Tanggung Jawab, Kreatifitas, Komunikatif dan Psikomotorik. Untuk mengetahui perbedaan hasil belajar dan karakter siswa dengan menggunakan model CPBL (Cooperative Problem Based Learning). Hasil penelitian menunjukkan bahwa (1) Model pembelajaran *CPBL* meningkatkan hasil belajar serta karakter tanggung jawab, kreatifitas, komunikatif serta psikomotorik, (2) terdapat perbedaan yang signifikan dari model CPBL, nilai karakter tanggung jawab, kreatifitas , komunikatif, serta psikomotorik dari model yang diterapkan masing-masing dengan nilai sig. 0.05.

Kata Kunci : *Buku Ajar, Cooperative Problem Based Learning, Hasil Belajar, Tanggung Jawab, Kreativitas, Komunikatif, Psikomotorik.*

ABSTRACT

Novi Yanthy. 8126141013. The analytical of chemistry textbook in the Tenth Grade of First Semester for Senior High School based on 2013 Curriculum in an effort to improve students' Achievement and develop students' character.

This study aims to analyze he order of presentation of chemistry textbooks that used in Tenth Grade of Senior high school in North Sumatra, arrange the order of tenth grade chemistry subject appropriate and systematic which reference to the 2013 curriculum and develop he standard of Tenth Grade chemistry textbooks according to 2013 curriculum. The development study used quantitative data through questionnaires described the eliqibility of sheet book which consist of the assessment indicators that derived from Education National Standards Institution (BSNP). The samples of this study are SMA N 5 Medan, Dharmawangsa Senior High School, MAN 1 Medan, and MAN 2 Medan. The sample treatment is divided into two, experimental class and control class. The Data collection is done with objective tests, observation sheets during the learning process is done as well as a questionnaire to measure the evolving character at the end of learning. Data were analyzed using SPSS 19 with significance level 0.05. tehe results of a study to determine the mean of the validation whether or not it is used in the Tenth Grade of Senior High School. The analysis results of the quality of teaching chemistry books are developed based on several aspects such as : 1). The conformity order with the material core competence and basic compeences was 98,33%, 2). The accuracy of teaching materials was 89,50%, 3). The recency of material was 81,25 %, 4). The presentation techniques and supporting was 90,83%. The mean score of textbooks quality was 90 and 85. In addition, this research improves students' achievement and character such as responsibility, creative, communicative and psychomotor. To determine difference in students' achievement and students' character by using Cooperative problem Based Learning (CPBL). The results of this study indicate that 1). CPBL models improve students' achievement and character like responbility, creative, communicative and psychomotor. 2) There are significant differences from the CPBL model, the value character of responbility, creative, communicative and psychomotor of the model applied each with a significant value of 0.05.

Key word : Textbooks, *Cooperative Problem Based Learning*, Students' achievement, responsibility, creative, communicative, psychomotor.