ABSTRAK

SUSANA. Efek Model Pembelajaran *Learning Cycle* Berbasis Peta Konsep Terhadap Aktivitas Dan Hasil Belajar Siswa Di SMA AR- Rahman Medan. Tesis Medan. Program Studi Pendidikan Fisika Pascasarjana Universitas Negeri Medan, 2014.

Penelitian ini bertujuan untuk : (1) Mengetahui perbedaan aktivitas dengan model pembelajaran menggunakan *Learning Cycle* berbasis peta konsep dan *Learning Cycle*.(2) Mengetahui perbedaan hasil belajar siswa dengan model pembelajaran menggunakan *Learning Cycle* berbasis peta konsep dan *Learning Cycle*. Penelitian ini merupakan penelitian quasi eksperimen. Populasi penelitian adalah seluruh siswa kelas X SMA AR- RAHMAN Semester 2 T.P 2013/2014. Sampel penelitian terdiri dari dua kelas dengan jumlah sampel 74 orang yang ditentukan dengan *Purposive sampling*, yaitu X-1 sebagai kelas eksperimen menggunakan model pembelajaran *Learning Cycle* Peta Konsep sebanyak 36 orang dan X-2 sebagai kelas kontrol menggunakan model pembelajaran *Learning Cycle* sebanyak 38 orang. Instrumen penelitian berupa tes hasil belajar terdiri dari 17 soal dalam bentuk pilihan berganda dan lembar observasi aktivitas. Uji persyaratan telah dilakukan berupa normalitas dan homogenitas, yang diperoleh hasil bahwa data normal dan homogen. Hipotesis dianalisis menggunakan uji t pada taraf signifikan 0.05 dengan bantuan SPSS 17.0 *for windows.* Hasil penelitian menunjukkan : (1) Model pembelajaran *learning cycle berbasis peta konsep* lebih baik dalam meningkatkan aktivitas siswa daripada model pembelajaran *learning cycle.* (2) Model pembelajaran *learning cycle berbasis peta konsep* lebih baik dalam meningkatkan hasil belajar fisika siswa daripada model pembelajaran *learning cycle.*

Kata kunci : Aktivitas belajar siswa, Hasil Belajar, Model pembelajaran *Learning Cycle*

ABSTRACT

SUSANA . Effect Based Learning Model Learning Cycle Concept Map And Activities Of Student Results In High School Field AR-Rahman. Tesis. Medan : The Post Graduate of Physics Education in the State University of Medan, 2014.

This study aims to : (1) Know the difference activity with learning models using concept maps based Learning Cycle and Learning Cycle. (2) Knowing the difference in learning outcomes of students with learning model using concept maps based Learning Cycle and Learning Cycle . This study was a quasi-experimental study . The study population was all students of class X SMA AR - RAHMAN TP Semester 2 2013/2014 . The study population was all students of class X SMA AR - RAHMAN TP Semester 2 2013/2014 . The study sample consisted of two classes with a sample of 74 people is determined by purposive sampling , the X - 1 as a class experiment using a learning model Learning Cycle Concept Map as many as 36 people and X - 2 as a control class using learning model Learning Cycle as many as 38 people . The research instrument is achievement test consisting of 17 multiple-choice questions in the form of observation and activity sheets . Test requirements have been carried out in the form of normality and homogeneity , which is the result that the normal data and homogeneous. Hypotheses were analyzed using t-test at a significant level with 0:05 SPSS 17.0 for Windows. The results showed : (1)Learning model of learning cycle based concept map better in improving student learning activities physics than model of learning cycle.(2) Learning model of learning cycle based concept map better in improving student learning outcomes physics than model of learning cycle.

Keyword : Student learning activities, Learning Outcomes, Learning Cycle Model
              based learning