ABSTRAK

Freshya, NIM 4183331044 (2022). Perbedaan Hasil Belajar Siswa Yang Dibelajarkan Dengan Model Problem Based Learning Menggunakan Media Video Pembelajaran Dan Power Point Pada Materi Laju Reaksi

Penelitian ini bertujuan untuk mengetahui perbedaan hasil siswa yang dibelajarkan dengan model *problem based learning* menggunakan media video pembelajaran dan *power point* pada materi laju reaksi serta mengetahui respon siswa terhadap media pembelajaran yang digunakan. Populasi penelitian adalah seluruh siswa kelas XI IPA SMA Swasta Free Methodist Medan. Sampel diambil sebanyak 2 kelas (kelas Eksperimen I dan eksperimen II) menggunakan teknik random sampling. Instrumen yang digunakan dalam penelitian ini adalah instrumen tes dan non tes. Instrumen tes sebagai alat pengumpul data hasil belajar berupa tes objektif pilihan berganda berjumlah 20 soal yang telah teruji validitas, reliablilitas, tingkat kesukaran, daya pembeda dan distruktor setiap soalnya. Instrumen non tes sebagai alat untuk memperoleh respon siswa berupa kuesioner atau angket menggunakan rumus persentase jawaban dari kuesioner. Berdasarkan hasil pengolahan data diperoleh rata-rata pretest kelas eksperimen I adalah 36,66 dan rata-rata pretest kelas eksperimen II adalah 35. Setelah diberi perlakuan diperoleh rata- rata hasil belajar pada kelas eksperimen I sebesar 80 dan pada kelas eksperimen II diperoleh rata-rata hasil belajar sebesar 75,33. Analisis data menggunakan uji independent Sample t-Test pada taraf signifikan 0,05, dengan uji prasyarat normalitasdan homogenitas. Setelah dianalisis, diperoleh kriteria nilai sig.(2-tailed) < 0,05 atau0,011 < 0,05, sehingga Ha diterima yang menunjukkan bahwa terdapat perbedaan yang signifikan pada hasil belajar siswa yang dibelajarkan dengan model problem based learning menggunakan media video pembelajaran dengan hasil belajar siswa yang dibelajarkan dengan model *problem based learning* menggunakan media *powerpoint* pada materi laju reaksi. Kemudian rata-rata respon siswa terhadap media videopembelajaran secara keseluruhan 80,1 % sehingga dapat dikategorikan dalam kategori baik dan rata-rata respon siswa terhadap media *power point* secara keseluruhan 78,025 % sehingga dapat dikategorikan dalam kategori baik.

Kata kunci :Hasil belajar, Problem Based Learning, video pembelajaran, powerpoint, laju reaksi.

ABSTRACT

Freshya, NIM 4183331044 (2022). Differences in Student Learning Outcomes Taught Using Problem Based Learning Models Using Learning Video Media And Power Point On Reaction Rate Materials

This study aims to determine the differences in student outcomes who are taught using a problem-based learning model using instructional video media and power point on the reaction rate material and to determine student responses to the learning media used. The research population was all students of class XI IPA Free Methodist Private High School Medan. Samples were taken as many as 2 classes (experimental class I and experiment II) using random sampling technique. The instruments used in this study were test and non-test instruments. The test instrument as a means of collecting learning outcomes data is in the form of multiple-choice objective tests that are collected by 20 questions that have been tested for validity, reliability, level of difficulty, discriminatory power and each constructor. Non-test instrument as a tool to obtain student responses in the form of a questionnaire or a questionnaire using the formula for the percentage of answers from the questionnaire. Based on the results of data processing, the average pretest for the experimental class I was 36.66 and the average pretest for class II was 35. After being given the treatment, the average learning outcomes in the experimental class I was 80 and in the experimental class II the average was obtained. learning outcomes of 75.33. Data analysis used the independent Sample t-Test test at a significant level of 0.05, with the prerequisite tests for normality and homogeneity. After being analyzed, the criteria for the value of sig. (2-tailed) were obtained < 0.05 or 0.011 < 0.05, so that the Ha received indicated that there was a significant difference in student learning outcomes who were taught with a problem-based learning model using instructional video media with student learning outcomes who are taught with a problem based learning model using power point media on the reaction rate material. Then the average student response to instructional video media as a whole is 80.1% so that it can be categorized in the good category and the average student response to power point media as a whole is 78.025% so it can be categorized in the good category.

Keywords: learning outcomes, problem based learning, learning videos, powerpoint, reaction rate.