ABSTRAK

Muhammad Adlan Lubis: Pengaruh Model Pembelajaran Kooperatif Tipe *Two Stay Two Stray* (TSTS) dan Artikulasi Terhadap Hasil Belajar, Sikap Ilmiah dan Retensi Siswa Pada Materi Ekosistem di SMA Negeri 1 Sibabangun Kabupaten Tapanuli Tengah. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan (UNIMED), 2015.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif terhadap: (1) hasil belajar siswa, (2) sikap ilmiah dan, (3) retensi siswa pada materi ekosistem di kelas X SMA Negeri 1 Sibabangun. Metode penelitian menggunakan eksperimen semu dengan sampel penelitian sebanyak 3 kelas ditentukan secara acak dengan teknik *cluster random sampling*. Kelas A dibelajarkan dengan model pembelajaran *two stay two stray* (TSTS), kelas B dengan model pembelajaran artikulasi dan kelas C (kontrol) dengan pembelajaran konvensional. Instrumen penelitian menggunakan tes retensi memori dan hasil belajar dalam bentuk pilihan berganda dan tes sikap ilmiah dalam bentuk angket sikap ilmiah. Teknik analisis data untuk hasil belajar menggunakan Analisis Kovarians (ANAKOVA) dan untuk retensi memori dan sikap ilmiah menggunakan Analisis Varians (ANAVA) satu jalur pada taraf signifikan $\alpha = 0,05$ dengan bantuan *SPSS 21.0*. Hasil penelitian menunjukkan: (1) ada pengaruh signifikan model pembelajaran TSTS (84,71 ± 14,729); artikulasi (82,29 ± 15,942), dan konvensional (50,70 ± 23,628) terhadap hasil belajar siswa.(2) tidak ada pengaruh signifikan model pembelajaran TSTS (81,82 ± 4,397); artikulasi (81,71 ± 6,030); dan konvensional (79,62 ± 5,309) terhadap sikap ilmiah siswa. (3) ada pengaruh signifikan model pembelajaran artikulasi (76,86 ± 18,710); TSTS (72,43 ± 20,025) dan konvensional (44,86 ± 21,461) terhadap kemampuan retensi siswa. Berdasarkan data hasil penelitian dapat disimpulkan bahwa hasil belajar, sikap ilmiah dan retensi siswa yang dibelajarkan dengan model pembelajaran TSTS dan artikulasi lebih tinggi dibandingkan dengan konvensional. Oleh karena itu penerapan model pembelajaran TSTS dan artikulasi dapat digunakan untuk meningkatkan kemampuan retensi, sikap ilmiah dan hasil belajar siswa. Dan hasil penelitian ini mengimplikasikan bahwa pembelajaran dengan model pembelajaran TSTS dan artikulasi mengakomodasikan siswa kedalam proses mengingat (retensi) yang lebih baik serta meningkatkan hasil belajar di dalam kelas.

Kata Kunci: *Hasil Belajar , Sikap Ilmiah, Retensi, TSTS, Artikulasi.*

ABSTRACT

Muhammad Adlan Lubis. The Effect Of Cooperative Learning Model Type *Two Stay Two Stray* (TSTS) and Articulation on Students' Learning Outcomes, Scientific Attitude, and Retention in Ecosystem Topic in SMA Negeri 1 Sibabangun, Tapanuli Tengah. A Thesis. Medan: Postgraduate Program State University of Medan, 2015.

The aims of this research were to examine the effect of cooperative learning model on: (1) students' learning outcomes; (2) scientific attitude; and (3) student retention in ecosystem topic in grade X SMA Negeri 1 Sibabangun. This quasy experimental research were used 3 classes as the sample of research which taken by cluster random sampling technique. The A class was taught with two stay two stray (TSTS) learning models, the B class was treated with articulation learning model, and the C class was taught with conventional learning model. The research instrument were the memory retention test and learning outcomes test in multiple choice design and questionnaire for scientific attitude. The data of learning outcomes were analyzed by Analysis Of Covariance and data of scientific attitude and memory retention were analyzed by One Way Anova at $\alpha = 0,05$ with *SPSS 21.0.* The result showed: (1) there was significant effect of TSTS (84,71 ± 14,729); articulation (82,29 ± 15,942), and conventional (50,70 ± 23,628) learning model on students' learning outcomes; (2) there was no significant effect of TSTS(81,82 ± 4,397); articulation (81,71 ± 6,030); and conventional (79,62 ± 5,309) on students' scientific attitude; (3) there was significant effect of articulation (76,86 ± 18,710),TSTS (72,43 ± 20,025)and conventional (44,86 ± 21,461) to students' memory retention. Based on the research findings it wa sconcluded that students' learning outcomes, scientific attitudes, and memory retention which taught by TSTS and articulation were score higher than conventional learning model. The implementation of TSTS and articulation can be perfomed toimprove students' memory retention, scientific attitude, and learning outcomes. And this research finding implied that the learning activity with TSTS and articulation learning models accomodate students to have better rote /retention skills and improve learning outcomes in class.

Keywords:Learning outcomes, Scientific attitudes, Retention, TSTS, Articulation.