

ABSTRAK

Tri Suci Handayani. Implementasi Model Pembelajaran Kooperatif Berbasis Masalah Terintegrasi Buku Ajar dalam Meningkatkan Hasil Belajar dan Menumbuhkembangkan Karakter Siswa. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, Mei 2015.

Penelitian ini bertujuan untuk mengetahui: (1) Perbedaan hasil belajar siswa yang diajarkan menggunakan model pembelajaran kooperatif berbasis masalah terintegrasi buku ajar kimia SMA/MA yang telah dikembangkan dengan hasil belajar siswa yang diajar menggunakan model pembelajaran kooperatif berbasis masalah terintegrasi buku ajar kimia SMA/MA sekolah. (2) Perbedaan peningkatan hasil belajar siswa yang diajarkan menggunakan model pembelajaran kooperatif berbasis masalah terintegrasi buku ajar kimia SMA/MA yang telah dikembangkan dengan peningkatan hasil belajar siswa yang diajar menggunakan model pembelajaran kooperatif berbasis masalah terintegrasi buku ajar kimia SMA/MA sekolah. (3) Model pembelajaran kooperatif berbasis masalah terintegrasi buku ajar kimia SMA/MA yang telah dikembangkan dalam meningkatkan hasil belajar siswa. (4) Model pembelajaran kooperatif berbasis masalah terintegrasi buku ajar kimia SMA/MA yang telah dikembangkan dalam menumbuhkembangkan nilai-nilai karakter mulia siswa. (5) Hubungan antara nilai karakter mulia siswa dengan hasil belajar siswa. Sampel penelitian sebanyak 2 kelas yang diambil secara *purposive sampling* yang dijadikan sebagai kelas eksperimen 1 yang diajar menggunakan model pembelajaran kooperatif berbasis masalah terintegrasi buku ajar yang telah dikembangkan dan kelas eksperimen 2 yang diajar menggunakan model pembelajaran kooperatif berbasis masalah terintegrasi buku ajar kimia SMA/MA. Instrumen penelitian menggunakan tes hasil belajar dan lembar observasi. Data berdistribusi normal dan homogen. Hipotesis penelitian diuji dengan menggunakan independent sample t-test dan uji korelasi. Teknik analisis yang digunakan adalah dengan bantuan program SPSS 17.0. Hasil penelitian dan pengujian menunjukkan: (1) H_{a1} diterima dengan Sig. (1-tailed) $< \alpha$ ($0,012 < 0,05$) (2) H_{a2} diterima dengan Sig. (1-tailed) $< \alpha$ ($0,00 < 0,05$) (3) Peningkatan hasil belajar kelas eksperimen 1 (65%) lebih tinggi daripada Peningkatan hasil belajar kelas eksperimen 2 (55%) (4) Nilai karakter komunikatif, kreatifitas, tanggung jawab, toleransi dan rasa ingin tahu pada kelas eksperimen 1 lebih berkembang daripada kelas eksperimen 2. (5) H_{a3} diterima dengan Sig. $< \alpha$ ($0,015 < 0,05$) untuk karakter komunikatif, Sig. $< \alpha$ ($0,003 < 0,05$) untuk karakter kreatifitas, Sig. $< \alpha$ ($0,013 < 0,05$) untuk karakter tanggung jawab, sig $< \alpha$ ($0,049 < 0,05$) untuk karakter toleransi dan Sig. $< \alpha$ ($0,045 < 0,05$) untuk karakter rasa ingin tahu..

Kata Kunci: Pembelajaran, Karakter, Kooperatif Berbasis Masalah, Buku Kimia yang Dikembangkan

ABSTRACT

Tri Suci Handayani. implementation cooperative problem-based learning model integrated chemistry textbook in improving learning outcomes and develop student's character. Thesis, Medan: Chemical Education graduate program, State University of Medan, 2015.

This Study aims to determine: (1) The difference between the results of student learning taught by cooperative problem-based learning model integrated chemistry textbook SMA/ MA which has been developed with the learning outcomes of students taught by cooperative problem-based learning model integrated chemistry textbook SMA/ MA. (2) The difference between the increase in student learning outcomes are taught using cooperative problem-based learning model integrated chemistry textbook SMA/ MA which has been developed with the progressive increase student learning outcomes are taught using cooperative problem-based learning model integrated chemistry textbook SMA/ MA. (3) Whether are Model is learning cooperative problem-based learning model integrated chemistry textbook SMA/ MA which has been developed can effectively improve result learning outcomes. (4) Whether are Model is learning cooperative problem-based learning model integrated chemistry textbook SMA/ MA which has been developed can effectively develop student's character. (5) The relationship the character of students with learning outcomes of students who are taught by cooperative problem-based learning model integrated chemistry textbook SMA/ MA that has been developed. The experimental study, with a sample of two classes are taken by purposive sampling at 1 experimental class taught by cooperative problem-based learning model integrated chemistry textbook SMA/ MA are developed and the experimental class II taught using cooperative problem-based learning model integrated chemistry textbook SMA/ MA. Research instruments used test and pieces of observation during the learning process is performed to measure the character of students. Normal distribution of data and homogeneous. The hypothesis was tested by using the self-t one party and correlation. Data were analyzed menggunakan SPSS 17.0 with 0.05 significance level . The results of research and testing indicate: (1) H_{a1} received level Sig. (1-tailed) $< \alpha$ (0,012 $<$ 0,05). (2) H_{a2} received level Sig. (1-tailed) $< \alpha$ (0,00 $<$ 0,05). (3) The effectiveness of student learning outcomes (gain) experimental 1 (65%) higher than experimental class 2 (55%). (4) The value of character Communicative, Creativity, Responsibilities end Tolerance in the experimental class 1 in more developed than experimental class 2. (5) H_{a3} received level Sig. $< \alpha$ (0.015 $<$ 0.05) for the character Communicative, Sig. $< \alpha$ (0.003 $<$ 0.05) for the character Creativity, Sig. $< \alpha$ (0.013 $<$ 0.05) for characters Responsibilities and sig $< \alpha$ (0.049 $<$ 0.05 for Tolerance character and Sig. $< \alpha$ (0.045 $<$ 0.05) for the character curiosity.

Keywords: Learning, Character, Cooperative Problem-Based, Chemistry Textbooks
develope

