ABSTRAK

Tiomelda Simarmata NIM 4202431003 (2024), Pengaruh Model Pembelajaran *Learning Cycle 5E* Berbantuan Media *I-Spring* Terhadap Hasil dan Minat Belajar Siswa SMA Kelas XI Pada Materi Kesetimbangan Kimia.

Penerapan kegiatan pembelajaran yang masih bersifat *teacher centered* menyebabkan siswa kurang aktif ketika proses belajar mengajar. Ketika pembelajaran berlangsung, siswa dinilai memiliki minat belajar yang rendah. Hal ini ditandai dari sikap siswa yang cenderung pasif dan kurang berperan saat proses pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Learning Cycle 5E* berbantuan media *I-Spring* terhadap hasil dan minat belajar siswa SMA kelas XI pada materi kesetimbangan kimia. Penelitian ini menggunakan dua sampel yang dipilih menggunakan teknik *purposive sampling* yaitu kelas XI IPA 1 dan XI IPA 2 dimana masing-masing kelas terdiri dari 34 siswa. Desain penelitian yang digunakan adalah *pretest-posttest kontrol grup design* yang melibatkan kelas eksperimen dan kelas kontrol. Instrumen yang digunakan dalam penelitian ini adalah instrumen tes berupa soal pilihan berganda berjumlah 20 soal dan instrumen non tes berupa angket minat berjumlah 20 pernyataan. Untuk uji hipotesis menggunakan uji t pihak kanan dan uji korelasi product moment. Dari hasil penelitian diperoleh nilai pada uji hipotesis I yaitu $t_{hitung} > t_{tabel}$ dimana harga t_{hitung} sebesar 9,475 dan t_{tabel} 1,996 dan pada uji hipotesis II, t_{hitung} sebesar 11,339 dan t_{tabel} sebesar 1,996. Hal ini menunjukkan adanya pengaruh model pembelajaran *Learning Cycle 5E* berbantuan media *I-Spring* terhadap hasil dan minat belajar siswa SMA kelas XI pada materi kesetimbangan kimia. Adapun korelasi antara hasil dan minat belajar diperoleh sebesar 0,71 dimana $r_{hitung} > r_{tabel}$ yaitu 0,334 sehingga H_a diterima. Kontribusi minat terhadap hasil belajar ialah sebesar 51%.

Kata Kunci : *Learning Cycle 5E*, Media *I-Spring*, Hasil Belajar, Minat Belajar

ABSTRACT

Tiomelda Simarmata NIM 4202431003 (2024), The Influence of the Learning Cycle 5E Learning Model Assisted by I-Spring Media on the Learning Outcomes and Interests of Grade XI High School Students on Chemical Equilibrium Material.

The application of learning activities is still teacher centered which causes students to be less active during the teaching and learning process. When learning takes place, students are also considered to have low interest in learning. This is characterized by the attitude of students who tend to be passive and play less role during the learning process. This study aims to determine the effect of the Learning Cycle 5E learning model assisted by I-Spring media on the learning outcomes and interests of grade XI high school students on chemical equilibrium material. This study used two samples selected using purposive sampling techniques, namely class XI Science 1 and XI Science 2 where each class consisted of 34 students. The research design used was a pretest-posttest control group design involving experimental classes and control classes. The instruments used in this study were test instruments in the form of multiple-choice questions totaling 20 questions and non-test instruments in the form of interest questionnaires totaling 20 statements. To test the hypothesis using the right-party t-test and product moment correlation test. From the results of the study, the value obtained in the hypothesis I test, namely $t_{count} > t_{table}$ where the price t is calculated at 9,475 and t table is 1.996 and in hypothesis test II, t is calculated at 11,339 and t_{table} is 1,996. This shows the influence of the Learning Cycle 5E learning model assisted by I-Spring media on the learning outcomes and interests of grade XI high school students on chemical equilibrium material. The correlation between results and interest in learning was obtained at 0.71 where $r_{count} > r_{table}$, namely 0.334 so that H_a was accepted. The contribution of interest to learning outcomes is 51%.

Keywords: Learning Cycle 5E, Media I-Spring, Learning Outcomes, Learning Interest