

ABSTRAK

Hizratul Fitria, NIM 4191131013 (2023). Pengaruh Model Pembelajaran Kooperatif Tipe TGT Berbantuan Kartu Berbasis *PowerPoint* Pada Materi Ikatan Kimia Terhadap Hasil Belajar Siswa.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe TGT berbantuan kartu berbasis *PowerPoint* pada materi ikatan kimia terhadap hasil belajar siswa dan untuk mengetahui respon siswa terhadap model pembelajaran kooperatif tipe TGT berbantuan kartu berbasis *PowerPoint* pada materi ikatan kimia. Jenis penelitian ini merupakan jenis penelitian *quasi eksperimen* atau eksperimen semu dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah seluruh siswa kelas X MIPA di SMA Negeri 15 Medan. Sampel diambil secara *purposive sampling* sebanyak 2 kelas. Perlakuan kedua kelas sampel dibedakan dengan penggunaan model pembelajaran kooperatif tipe TGT dikelas eksperimen sedangkan dikelas kontrol menggunakan model pembelajaran konvensional dengan media yang sama. Instrumen yang digunakan adalah instrumen tes pilihan berganda sebanyak 20 soal dan non tes berupa angket respon siswa. Data dianalisis dengan uji normalitas, homogenitas dan uji hipotesis dua pihak. Hasil analisis data menunjukkan bahwa: Ada pengaruh model pembelajaran kooperatif tipe TGT berbantuan kartu berbasis *PowerPoint* terhadap hasil belajar siswa pada materi ikatan kimia dimana nilai rata-rata siswa yang dibelajarkan dengan model pembelajaran kooperatif tipe TGT berbantuan kartu berbasis *PowerPoint* terhadap hasil belajar siswa pada materi ikatan kimia secara signifikan lebih tinggi sebesar 81,11 di kelas eksperimen dari pada nilai rata-rata siswa yang dibelajarkan dengan model pembelajaran konvensional berbantuan kartu berbasis *PowerPoint* terhadap hasil belajar siswa pada materi ikatan kimia sebesar 73,75 di kelas kontrol. Selanjutnya ada pengaruh respon siswa terhadap model pembelajaran kooperatif tipe TGT berbantuan kartu berbasis *PowerPoint* terhadap hasil belajar siswa pada materi ikatan kimia dimana nilai rata-rata persentase siswa yang dibelajarkan dengan model pembelajaran kooperatif tipe TGT berbantuan kartu berbasis *PowerPoint* terhadap hasil belajar siswa pada materi ikatan kimia secara signifikan lebih tinggi sebesar 89,05% kategori sangat baik di kelas eksperimen dari pada nilai rata-rata persentase siswa yang dibelajarkan dengan model pembelajaran konvensional berbantuan kartu berbasis *PowerPoint* terhadap hasil belajar siswa pada materi ikatan kimia sebesar 74,94% kategori baik di kelas kontrol.

Kata Kunci: Model TGT, Kartu berbasis PowerPoint, Hasil Belajar, Respon Siswa

ABSTRACT

Hizratul Fitria, NIM 4191131013 (2023). The Effect of PowerPoint-Based Card-Assisted TGT Cooperative Learning Model on Chemical Bonding Material on Student Learning Outcomes.

This study aims to determine the effect of the PowerPoint-based card-assisted TGT-type cooperative learning model on chemical bonding material on student learning outcomes and to determine student responses to PowerPoint-based card-assisted TGT-type cooperative learning model on chemical bonding material. This type of research is a quasi-experimental or quasi-experimental research with a quantitative approach. The population in this study were all students of class X MIPA at SMA Negeri 15 Medan. Samples were taken by purposive sampling of 2 classes. The treatment of the two sample classes was distinguished by the use of the TGT cooperative learning model in the experimental class, while the control class used a conventional learning model with the same media. The instrument used was a multiple choice test instrument consisting of 20 questions and a non-test in the form of a student response questionnaire. Data were analyzed by testing normality, homogeneity and two-party hypothesis testing. The results of the data analysis show that: There is an influence of the PowerPoint-based card-assisted TGT type cooperative learning model on student learning outcomes in chemical bonding material where the average value of students taught with PowerPoint-based card-assisted TGT type cooperative learning model on student learning outcomes in bonding material chemistry was significantly higher at 81.11 in the experimental class than the average value of students who were taught with conventional PowerPoint-based card-assisted learning models on student learning outcomes in chemical bonding material of 73.75 in the control class. Furthermore, there is the influence of student responses to the PowerPoint-based card-assisted TGT-type cooperative learning model on student learning outcomes in chemical bonding material where the average value of the percentage of students who are taught with PowerPoint-based card-assisted TGT-type cooperative learning model to student learning outcomes in chemical bonding material significantly higher by 89.05% in the very good category in the experimental class than the average value of the percentage of students who were taught by conventional PowerPoint-based card-assisted learning models on student learning outcomes in chemical bonding material by 74.94% in the good category in class control.

Keywords: TGT Model, PowerPoint-based Cards, Learning Outcomes, Student Responses