

ABSTRAK

Azkiyatun Nisa (1192060015): “Pengaruh Model Pembelajaran *Survey, Question, Read, Recite, Review* (SQ3R) Terhadap Hasil Belajar Siswa Berbantu *Wordwall* Pada Materi Sistem Indera”

Penelitian ini dilatarbelakangi kesulitan memahami materi sistem indera yang berdampak pada rendahnya hasil belajar siswa. Tujuan penelitian ini untuk menganalisis pengaruh model *Survey, Question, Read, Recite, Review* (SQ3R) terhadap hasil belajar siswa pada materi sistem indera. Metode dalam penelitian ini digunakan quasi experimental dengan jenis desain *non-equivalent control group* menerapkan dua kelas XI IPA 1 dan XI IPA 2 dengan subjek penelitian sebanyak 64 siswa. Instrumen yang digunakan berupa lembar observasi, *pretest*, *posttest*, dan angket respon siswa. Data hasil belajar berupa nilai rata-rata *pretest* dan *posttest* kelas eksperimen yaitu 48.35 dan *posttest* 70.06, sedangkan nilai *pretest* dan *posttest* kelas kontrol yaitu 46.39 dan *posttest* 58.39. Hasil belajar siswa mengalami peningkatan dengan nilai rata-rata kelas eksperimen 0.42 berkriteria sedang dan kelas kontrol 0.22 berkriteria rendah. Hasil uji hipotesis diperoleh $0.009 < 0.05$, berarti H_0 ditolak dan H_1 diterima. Rata-rata persentase respon siswa terhadap pembelajaran dengan menggunakan media *wordwall* sebesar 87.7% berkriteria sangat kuat dan respon siswa terhadap pembelajaran tanpa menggunakan media *wordwall* sebesar 82% dengan berkriteria sangat kuat. Sebagian kecil siswa pada kedua kelas SQ3R mengalami kendala pada saat membuat hipotesis dan menganalisis data hanya pada kelas SQ3R terbimbing. Hasil penelitian mengindikasikan bahwa hasil belajar kognitif siswa pada kelas SQ3R terbimbing lebih baik dibandingkan kelas SQ3R terstruktur. Model SQ3R terbimbing dapat digunakan untuk membekalkan hasil belajar kognitif siswa.

Kata Kunci: SQ3R, Wordwall, Hasil belajar, Sistem Indera

ABSTRACT

Azkiyatun Nisa (1192060015): *“The Effect of Survey, Question, Read, Recite, Review (SQ3R) Learning Model on Wordwall Assisted Student Learning Outcomes on Sensory System Material”*

This research was motivated by difficulties in understanding sensory system material which had an impact on low student learning outcomes. The aim of this research is to analyze the influence of the Survey, Question, Read, Recite, Review (SQ3R) model on student learning outcomes in sensory system material. The method used in this research was quasi experimental with a non-equivalent control group design using two classes XI IPA 1 and XI IPA 2 with research subjects of 64 students. The instruments used were observation sheets, pretest, posttest, and student response questionnaires. The learning outcome data is in the form of the average pretest and posttest scores for the experimental class, namely 48.35 and posttest 70.06, while the pretest and posttest scores for the control class are 46.39 and posttest 58.39. Student learning outcomes have increased with an average score for the experimental class of 0.42, which is a medium criterion and the control class is 0.22, a low criterion. The hypothesis test results obtained were $0.009 < 0.05$, meaning H_0 was rejected and H_1 was accepted. The average percentage of student responses to learning using wordwall media was 87.7% with very strong criteria and student responses to learning without using wordwall media was 82% with very strong criteria. A small number of students in both SQ3R classes experienced problems when creating hypotheses and analyzing data only in the guided SQ3R class. The research results indicated that students' cognitive learning outcomes in the guided SQ3R class were better than those in the structured SQ3R class. The guided SQ3R model can be used to provide students with cognitive learning outcomes.

Keywords: *SQ3R, Wordwall, Learning outcomes, Sense System*