

Sulfa Diana. 2019. Penerapan Model Pembelajaran *Argument Driven Inquiry* (ADI) Untuk Melatihkan Kemampuan Argumentasi Siswa. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Fatimatul Munawaroh dan Pembimbing 2: Irsad Rosidi.

ABSTRAK

Penelitian bertujuan untuk mengetahui pengaruh model pembelajaran ADI terhadap kemampuan argumentasi siswa. Penelitian menggunakan metode *Quasi Experimental Design* dengan teknik *Nonequivalent Control Grup Design*. Penelitian dilaksanakan di SMPI Lughatul Islamiyah dengan populasi semua siswa kelas VII pada pokok bahasan pencemaran lingkungan. Teknik pengambilan sampel menggunakan *purposive sampling*. Pengumpulan data menggunakan observasi, angket, tes dan dokumentasi. Teknik analisis data menggunakan uji t sampel bebas. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) Ada pengaruh model pembelajaran ADI terhadap kemampuan argumentasi siswa mendapat nilai signifikansi $0,010 < 0,05$ dengan rumus $-t_{hitung} < t_{tabel} < t_{hitung}$ sehingga dapat dituliskan $-2,686 < 2,018 < 2,686$ dengan kategori H_0 ditolak. (2) Kemampuan argumentasi siswa kelas eksperimen sebesar 75,09% dengan kategori baik, persentase *self assesment* sebesar 77,15% dengan kategori baik, persentase *peer assesment* sebesar 78,97% dengan kategori baik dan persentase pengamatan *teacher observation* sebesar 89,96% dengan kategori sangat tinggi. (3) Keterlaksanaan pembelajaran menggunakan model pembelajaran ADI sangat baik dengan persentase 100%. (4) Respon siswa terhadap pembelajaran menggunakan model pembelajaran ADI kategori baik sebesar rata-rata positif 64,54% dan kategori sangat baik dengan persentase rata-rata negatif 3,63%.

Kata kunci: kemampuan argumentasi, model ADI, pembelajaran IPA

Sulfa Diana. 2019. *The Implementation of ADI Learning to train student's argument*. Thesis of Education of Natural Sciences Program Stud, Faculty of Educational Sciences. Trunojoyo University, Madura. 1st Advisors: Fatimatul Munawaroh and 2nd advisors: Irsad Rosidi.

ABSTRACT

This study is to find the influence of ADI learning model to train student's argument. This study uses experimental quasi and nonequivalent control group as the research design. This study is conducted on second class students of SMPI Lughatul Islamiyah. The population was all seventh-grade students in the academic, toward the explanation of ray environmental pollution. This study uses purposive sampling. This study uses testing technique as the technique of collecting the data in order to test student's competency of argument thought, observation, paper of student's response and documentation. This study also uses free sampling technique as the technique of analysing the data. The result of this study shows that: (1) the ADI learning model student's argument of thought significantly up to 0,010. It shows the score of significance less than 0,05, and $-t_{count} < t_{table} < t_{count}$ is $-2,686 < 2,018 < 2,686$ (2) the argument ability value is 75,09% that shows a good category for experiment class, and self assessment is 77,15% that shows a good category for experiment class, peer assessment is 78,97% that shows a good category for experiment class, and teacher observation is 89,96% that shows a very high category for experiment class. (3) the learning implementation is significant with percentage of 100% that shows a very good category for experiment class (4) the students response toward ADI learning model that shows good category with percentage positive of 64,54% and very good category with percentage negative of 3,63%.

Key word: argument ability, *Argument Driven Inquiry* model, science learning