

Lya Azizatum Masfufah. 2017. *Pengaruh Model Pembelajaran IPA Terpadu Tipe Integrated Pendekatan SETS (Science, Environment, Technology and Society) Terhadap Self-efficacy Siswa*. Skripsi, Prodi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen Pembimbing I Laila Khamsatul Muharrami dan Pembimbing II Irsad Rosidi.

ABSTRAK

Tujuan penelitian ini untuk mengetahui pengaruh, keterlaksanaan, respon dan *self-efficacy* siswa terhadap pembelajaran IPA terpadu tipe *Integrated* pendekatan SETS. Penelitian ini adalah eksperimen dengan menggunakan metode penelitian *quasi eksperiment*. Desain penelitian yang digunakan adalah *The Matching Only Posttest-Control Group Design*. Hasil rata-rata keseluruhan persentase observasi keterlaksanaan pembelajaran IPA terpadu tipe *Integrated* pendekatan SETS 96.03% kriteria sangat baik. Rata-rata persentase keseluruhan angket respon siswa 86.3% kriteria sangat menarik. Hasil rata-rata keseluruhan persentase *self-efficacy* pada kelas eksperimen (7B) 77.64% pada kelas kontrol (7D) 60.59%. Uji hipotesis menunjukkan terdapat perbedaan *self-efficacy* siswa yang mengikuti pembelajaran menggunakan IPA terpadu tipe *integrated* pendekatan SETS dengan *self-efficacy* siswa yang mengikuti pembelajaran menggunakan metode konvensional dengan nilai signifikansi 0.000.

Kata kunci : IPA terpadu tipe *Integrated*, pendekatan SETS, *self-efficacy*

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ABSTRACT

The purposed of this research was to knowed influence, implementation, response and student self-efficacy to integrated science learning type of integrated with approach SETS. This research was experiment by used research method of quasi experiment. Research design that used by matching only posttest-control group design. Total the average total result of observation implementation to integrated science learning type of integrated with approach SETS 96.03% criteria is very good. The average total result of student response 86.3% criteria is very interesting. Total the average total result of self-efficacy at experimen (7B) class of 77.64%, at the control (7D) class of 60.59%. Hypothesis test showed there were any different of students self-efficacy that followed integrated science learning type of approach SETS integrated with students self-efficacy that followed learning by used conventional method with the significance value of 0.000.

Keywords: Integrated science type of Integrated, approach SETS, self-efficacy

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