

ABSTRAK

Nur Hasanah. 2018. *Efektivitas Model Pembelajaran ARCS (Attention, Relevance, Confidence, Satisfaction) Dengan Strategi Guided Note Taking Terhadap Hasil Belajar Siswa SMP*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I Mochammad Ahied dan Pembimbing II Wiwin Puspita Hadi

Penelitian ini bertujuan untuk mengetahui pengaruh efektivitas Model Pembelajaran ARCS (*Attention, Relevance, Confidence, Satisfaction*) Dengan Strategi *Guided Note Taking* untuk mengukur hasil belajar siswa pada materi zat aditif dan zat adiktif kelas VIII SMP Negeri 1 Tanjungbumi tahun 2018/2019. Penelitian ini merupakan penelitian eksperimen dengan menggunakan desain penelitian *Quasi Experimental*. Populasi pada penelitian ini adalah seluruh kelas VIII SMP Negeri 1 Tanjungbumi. Sampel yang digunakan adalah kelas VIII-D sebanyak 32 siswa sebagai kelas kontrol dan kelas VIII-E sebagai kelas eksperimen. Teknik analisis data pengujian hipotesis hasil belajar siswa menggunakan Uji-t sampel bebas dengan program SPSS 16. Hasil pengujian hipotesis hasil belajar siswa diperoleh nilai $-t_{hitung} < t_{tabel} < t_{hitung}$ ($-3.600 \leq 1,998 \leq 3.600$) maka H_0 ditolak dan H_1 diterima. Berdasarkan hasil uji hipotesis tersebut maka dapat disimpulkan bahwa model pembelajaran ARCS dengan strategi *Guided Note Taking* efektif terhadap hasil belajar siswa. Respon siswa diperoleh nilai rata-rata 91% dengan kriteria respon sangat layak. Keterlaksanaan pembelajaran diperoleh nilai rata-rata 100% dengan kriteria keterlaksanaan sangat baik.

Kata kunci : Hasil belajar siswa, model ARCS, strategi *guided note taking*

ABSTRACT

Nur Hasanah. 2018. *Effectiveness of ARCS (Attention, Relevance, Confidence, Satifaction) Learning Models with Guided Note Taking Strategies Against the Learning Outcomes of Junior High School Students*. Thesis, Science Education Study Program, Faculty of Science Education, Trunojoyo Madura University. Counselor I Muhammad Ahied and Counselor II Wiwin Puspita Hadi

This study aims to know the effect of the effectiveness of the ARCS (Attention, Relevance, Confidence, Satifaction) Learning Model with Guided Note Taking Strategy to measure student learning outcomes in additive and additive substances in class VIII of Tanjungbumi State 1 Year 2018/2019. This research is an experiment research using Quasi Experiment research design. The population in this study were all eighth grade students of SMP Negeri 1 Tanjungbumi. The sample used was class VIII-D as many as 32 students as a control class and class VIII-E as an experimental class. Data analysis techniques hypothesis testing student learning outcomes using the free sample t-test with SPSS 16. The results of testing the hypothesis of student learning outcomes obtained by value-t count $< t_{table} < t_{hitung}$ ($-3.600 \leq 1.998 \leq 3.600$) then H_0 is rejected and H_1 is accepted. Based on the results of the hypothesis testing, it can be concluded that the ARCS learning model with the Guided Note Taking strategy is effective on student learning outcomes. Student responses obtained an average value of 91% with very decent response criteria. Implementation of learning obtained an average value of 100% with very good implementation criteria.

Keywords: Student learning outcomes, ARCS model, guided note taking strategy