

Amaliya S. 2018. *Pengaruh Model Pembelajaran Student Facilitator and Explaining (SFAE) Terhadap kecakapan akademik siswa*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Laila Khamsatu Muharrami dan Wiwin Puspita Hadi.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Student Facilitator And Explaining* (SFAE) terhadap kecakapan akademik siswa. Penelitian berjenis kuantitatif menggunakan *quasi experimental design* dengan desain penelitian *Non-equivalent Control Group Design*. Penelitian dilaksanakan di SMPN 01 Kamal dengan populasi siswa kelas VII Tahun Ajaran 2017/2018. Teknik pengambilan sampel menggunakan teknik *Purposive Sampling*. Sampel penelitian sebanyak 2 kelas. Berdasarkan hasil penelitian dapat disimpulkan bahwa. (1) Ada pengaruh model pembelajaran *Student Facilitator And Explaining* (SFAE) terhadap kecakapan akademik siswa. Nilai kecakapan akademik siswa kelas eksperimen > kontrol, yakni 16,67% dan *Posstest* yakni 65,8% . H_0 ditolak H_1 diterima. Nilai kecakapan akademik siswa kelas eksperimen lebih besar dari kontrol, yakni 25,69% dan *Posstest* yakni 91,14% (2) Siswa merespon dengan sangat baik mengenai pembelajaran menggunakan model SFAE, dengan nilai persentase sebesar 85,59%. (3) Model pembelajaran SFAE sudah terlaksana dengan sangat baik, dengan persentase 85,33.

Kata Kunci : Kecakapan Akademik, Model pembelajaran SFAE, Pembelajaran IPA.

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ABSTRACT

The aim of this research is to know the effect of Student Facilitator And Explaining (SFAE) model toward students academic skill. The quantitative research uses a quasi experiment method with non-equivalent control group design. The research in SMPN 01 Kamal with population the students 2017/2018 of VII. The sampling technique was use purposive sampling. There are 2 sample class. Based on the results of this research, it can be concluded that: (1) Student Facilitator And Explaining (SFAE) model advance students academic skill. The value of academic skill students experiment class > students control class is 16,67% and Posttest 65,8%. H_0 is fault and H_1 is true. The value of academic skill the student of eksperiment class is more better than students of the control class, is 25,69% and posttest 91,14%. (2) students' respons toward SFAE model was very sturdy, is 85,59%. (3) feasibility of science learning by SFAE model carried out was very good, is 85,33.

Keywords: Academic Skill, SFAE learning model, Science learning.