

ABSTRACT

Hariyanti. 2012. **The Effect of Using the Contextual Learning Approach and Creativity on the Second Year Students' Learning Achievement in Biology at SMP Negeri 36 Siak.** Thesis.Graduate Program of Padang State University.

Biology is a science which is based on the finding's of the natural phenomenon systematically, not only concerning with learning knowledge about facts, concepts, or principles of biology but also was an inventory process.

The aims of this research was to reveal (1) the difference between learning achievement of the students who were taught by using the contextual learning model and those who were taught by using the conventional one, (2) the difference between learning achievement of the students who had high creativity and were taught by using the contextual learning model and those who also had high creativity but they were taught by using the conventional model, (3) the difference between learning achievement of the students who had low creativity and were taught by using the contextual learning approach and those who also had high creativity but they were taught by using conventional model, (4) the interaction between the use of the contextual learning model and creativity toward students' learning achievement.

This Quasi experimental research used 2x2 research design and was conducted in the second semester in Academic Year 2011/2012. The population of this research was the second year students of SMP Negeri 36 which consisted of two study groups. The number of the population was 68 students. All of the population was taken as the sample. The researcher divided them into the experimental class and the control one. In getting the data, the

researcher administered a test to both sample classes, and then, the data gotten was analyzed by using t-test and Anava.

Based on the result of data analysis, it was found that; (1) learning achievement of the students who were taught by using contextual learning model was significantly different from those who were taught by using the conventional one, (2) learning achievement of the students who had high creativity and were taught by using the contextual learning model was significantly different from those who also had high creativity but they were taught by using the conventional model, (3) learning achievement of the students who had low creativity and were taught by using the contextual learning approach was significantly different from those who also had high creativity but they were taught by using the conventional model, (4) there was no interaction between the use of the contextual learning model and creativity toward students' learning achievement. In general, it can be concluded that the use of the contextual learning model gives more positive effect than the conventional model on the second year students' learning achievement in the Biology at SMP Negeri 36 Siak.

ABSTRAK

Hariyanti 2012. **Pengaruh Pendekatan Kontekstual dan Kreativitas terhadap Hasil Belajar Biologi Kelas VIII di SMP Negeri 36 Siak.** Tesis. Program Pascasarjana Universitas Negeri Padang

Ilmu Biologi berkaitan dengan cara mencari tahu tentang mahluk hidup secara sistematis, sehingga biologi bukan hanya penguasaan kumpulan pengetahuan yang berupa fakta-fakta, konsep-konsep, atau prinsip-prinsip saja tetapi juga merupakan suatu proses penemuan. Berkaitan dengan hal ini, penelitian ini bertujuan untuk mengungkapkan: (1) perbedaan hasil belajar kelompok siswa yang diajar dengan metode Kontekstual dengan kelompok siswa yang diajar dengan metode konensional ; (2) perbedaan hasil belajar antara kelompok siswa berkreativitas tinggi yang diajar dengan metode kontekstual dengan kelompok siswa berkreativitas tinggi yang diajar dengan metode konvensional; (3) perbedaan hasil belajar antara siswa kelompok kreativitas rendah yang diajar dengan metode kontekstual dengan kelompok siswa kreativitas rendah yang diajar dengan metode konvensional; (4) adanya interaksi antara metode kontekstual dengan kreativitas terhadap hasil belajar siswa.

Populasi dalam penelitian ini adalah seluruh siswa kelas VIII di SMAPN 36 Siak yang terdiri dari dua rombongan belajar berjumlah 68 orang. Sampel dalam penelitian ini adalah seluruh siswa yang termasuk dalam populasi, sehingga teknik pengambilan sampel adalah teknik total samping. Dari sampel ini maka siswa dibagi atas dua kelas penelitian yaitu kelas eksperimen dan kelas kontrol. Penelitian ini termasuk jenis quasi eksperimen dengan rancangan 2×2 , dan diselenggarakan pada semester II tahun ajaran 2011/2012. Data yang dikumpulkan melalui tes hasil belajar akan dianalisis dengan uji-t dan Anava.

Hasil analisis data memperlihatkan bahwa: (1) hasil belajar siswa yang diajar dengan metode kontekstual tidak berbeda secara signifikan dengan hasil belajar siswa yang diajar dengan metode konvensional; (2) hasil belajar kelompok siswa berkreativitas tinggi yang diajar dengan metode kontekstual juga tidak berbeda secara signifikan dengan hasil belajar kelompok siswa berkreativitas tinggi yang diajar dengan metode konvensional; (3) hasil belajar siswa kelompok kreativitas rendah yang diajar dengan metode kontekstual memang lebih tinggi, namun secara statistik hasil belajar tidak berbeda secara signifikan dengan hasil belajar kelompok siswa bermotivasi rendah yang diajar dengan metode konvensional; (4) tidak terdapat interaksi antara metode kontekstual dan motivasi dengan hasil belajar siswa. Secara umum pembelajaran menggunakan metode kontekstual memberikan pengaruh yang lebih positif pada hasil belajar biologi di kelas VIII SMPN 36 Siak jika dibandingkan dengan metode konvensional dalam setiap tingkatan kreativitas siswa.