

## ABSTRAK

Penelitian yang berjudul “Pengaruh Siklus Belajar Hipotesis Deduktif terhadap Penguasaan Konsep Siswa pada Materi Faktor-faktor yang Mempengaruhi Laju Reaksi” bertujuan untuk memperoleh informasi penguasaan konsep siswa SMA Kelas XI secara keseluruhan dan pada masing-masing indikator pembelajaran setelah mengikuti pembelajaran faktor-faktor yang mempengaruhi laju reaksi pada kelas eksperimen dan kelas kontrol, serta respon siswa kelas eksperimen terhadap pembelajaran. Metode penelitian yang digunakan yaitu kuasi eksperimen dengan desain penelitian “*Pretest-posttest Non equivalent Control Group Design*”. Instrumen yang digunakan adalah tes tertulis berupa pilihan ganda dan angket. Hasil penelitian menunjukkan bahwa model siklus belajar hipotesis deduktif lebih baik dalam meningkatkan penguasaan konsep siswa dibandingkan dengan model konvensional. Pada kelas eksperimen rata-rata N-gain yang diperoleh sebesar 60,94% tergolong baik, sedangkan rata-rata N-gain kelas kontrol sebesar 44,72% tergolong cukup. Peningkatan penguasaan konsep pada indikator pembelajaran menganalisis pengaruh konsentrasi terhadap laju reaksi, pengaruh suhu terhadap laju reaksi, pengaruh luas permukaan bidang sentuh, dan pengaruh katalis terhadap laju reaksi diperoleh nilai rata-rata N-gain kelas eksperimen dan kelas kontrol berturut-turut sebesar 66,04% tergolong baik dan 50% tergolong cukup, 80% tergolong baik dan 61,11% tergolong baik, 55,78% tergolong cukup dan 38,67% tergolong kurang, 43,33% tergolong cukup dan 30% tergolong kurang. Serta Respon siswa mengenai penggunaan model siklus belajar hipotesis deduktif pada semua pernyataan sikap tergolong sangat kuat.

Kata kunci : Penguasaan konsep, hipotesis deduktif, laju reaksi.

## ABSTRACT

This research entitled “The Effect of Learning Cycle Hypothetical Deductive towards Student Mastery Concept of Factors that Affect the Rate of Reaction” purposed to get an information about student’s concept mastery on second grade high school at all and in each learning indicators after having a study about factors that affect the rate of reaction in experimental and control group also student responses at experimental group to this learning. This research was design using Quasi Experiment with “*Pretest-posttest Non equivalent Control Group Design*”. The research instrument used written in the form of multiple choice tests and questionnaires. The results showed that the hypothetical deductive learning cycle model is better in improving students mastery concepts compared to conventional model. In the experimental group the average N-gain obtained by 60.94% relatively well, while the average N-gain control group is 44.72% quite enough. Increased mastery of concepts to the indicators of learning to analyze the effect of concentration on the reaction rate, the effect of temperature on the reaction rate, the effect of surface area of the touch, and the influence of the catalyst on the reaction rate obtained by the average value of N-gain experimental and control group, respectively for 66, 04% classified as good and 50% quite enough, 80% classified as good and relatively good 61.11%, 55.78% and 38.67% is quite relatively less, 43.33% and 30% is quite relatively less. As well as the response of the students regarding the use of hypothetical deductive learning cycle model at all as very strong statement.

Keywords : Concept mastery, hypothetical deductive, rate reaction.