ABSTRAK

Penelitian yang telah dilakukan berjudul "Pembelajaran *Problem Solving* tipe Woolnough dan Allsop pada Siswa SMA dalam Konteks Pencegahan Korosi". Penelitian ini didasarkan pada rendahnya penyampaian pembelajaran yang pada umumnnya dilakukan dengan ceramah (teacher centered) sehingga kurang mengeksplor siswa dalam memecahkan masalah, sedangkan salah satu tuntutan kurikulum kimia SMA adalah siswa dituntut mampu memecahkan masalah. Selain itu siswa hanya menerima konsep atau teori tanpa memaknai proses perolehannya serta kurang mengaplikasikan di kehidupan sehari-hari. Berdasarkan alasan tersebut maka tujuan penelitian ini ingin memperoleh informasi mengenai performa guru dan siswa dalam pembelajaran *problem solving* tipe Woolnough dan Allsop pada konteks pencegahan korosi serta memperoleh informasi tentang kemampuan siswa dalam memecahkan masalah melalui soal *real life.* Konteks pencegahan korosi dijadikan topik penelitian yang layak dengan konsep dasar yaitu reaksi redoks serta elektrokimia. Design penelitian ini adalah penelitian *evaluatif*. Subjek dalam penelitian ini adalah 40 siswa kelas XII di salah satu SMA Negeri di kota Bandung. Instrumen penelitian berupa format penilaian performa guru dan siswa, serta butir soal tentang keterampilan pemecahan masalah yang mengikuti tahapan *problem solving* tipe Woolnough dan Allsop. Hasil penelitian menunjukkan bahwa performa guru dalam pembelajaran *problem solving* tipe Woolnough dan Allsop pada tahap perencanaan dikategorikan sangat baik (96%) dan tahap pelaksanaan dikategorikan sangat baik (94%). Performa siswa pada pelaksanaan pembelajaran *problem solving* tahap identifikasi masalah dikategorikan baik (74%), tahap merumuskan masalah dikategorikan sangat baik (92%), tahap merancang eksperimen dikategorikan baik (64%), tahap melaksanakan eksperimen dikategorikan cukup (59%) sertatahap evaluasi dan kesimpulan dikategorikan baik (65%), sedangkan sikap siswa dikategorikan baik (79%) dan kinerja siswa dikategorikan baik (78%). Adapun kemampuan pemecahan masalah siswa yang dicapai siswa dengan pembelajaran *problem solving* tipe Woolnough dan Allsop dikategorikan sedang dengan N-Gain sebesar 0,4.

Kata kunci: Pembelajaran problem solving, tipe Woolnough dan Allsop, pencegahan korosi

ABSTRACT

The study conducted is entitled "The Problem Solving Learning of Woolnough and Allsop Types On High School Students in the Context of Corrosion Prevention". The study was based on the lack of learning delivery which is generally done with the lecture method (teacher centered); in this method, the students are less explored in solving a problem, while one of high school chemistry curriculum demands is the students are required to be able to solve the problem. In addition, students receive only a concept or theory without conceptualizing acquisition and less applying in everyday life. Based on these reasons, the purpose of this study wanted to gain information about performance of teachers and students in problem solving learning of Woolnough and Allsop types in the context of corrosion prevention, and information about students' skills in solving problem of real life questions. Corotion Prevention was used as a viable research topic with the basic concept electrochemical and redox reaction. Research design is evaluative. Subjects in this study were 40 students of class XII in one of high schools in Bandung City. The research instruments are the performance appraisal format of teachers and students, and set of questions referring to problem solving skills that follow the stages of problem solving of Woolnoughd and Allsop types. The results showed that the performance of the teacher in problem solving teaching of Woolnough and Allsop types at the planning stage is categorized as very good (96 %) and at implementation stage is categorized as very good (94 %). Performance of students in the problem solving learning implementation at identification problem stage is considered as good (74 %); it is categorized as very good (92 %) at formulating problem stage; it is considered as excellent (64 %) at designing experiments stage; it is considered as sufficient (59 %) at carrying out experiments stage; and it is categorized as excellent (65 %) at evaluation and conclusions stage. While the attitude of students is categorized as good (79 %), and performance of students is categorized as good (78 %). As for the problem solving ability of students that achieved by students with problem solving learning of Woolnough and Allsop types is categorized by N - Gain of 0.4.

Key of word : Problem Solving Learning, Woolnough and Allsop Types, Corrosion Prevention.