

**PENGARUH MODEL PEMBELAJARAN *THINK-PAIR-SHARE* BERBANTUAN ICT  
(INFORMATION AND COMMUNICATION TECHNOLOGY) TERHADAP HASIL  
BELAJAR IPA SISWA KELAS VIII**

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**ABSTRAK**

Penelitian ini bertujuan untuk menganalisis perbedaan hasil belajar IPA antara siswa yang dibelajarkan model *tipethink pair shared* dengan berbantuan ICT (*internet and communication technology*) dan siswa yang dibelajarkan model pembelajaran *Direct Instruction*. Jenis penelitian ini adalah eksperimen semu (*quasi experiment*) dengan rancangan penelitian *pre-test post-test nonequivalent control group design*. Populasi penelitian ini adalah seluruh siswa kelas VIII di SMP Negeri 1 Busungbiu. tahun ajaran 2018/2019 yang terdiri dari 8 kelas eksperimen dengan jumlah 255 siswa. Teknik *sampling* yang digunakan dalam pengambilan sampel adalah teknik *clusterrandom sampling*, diperoleh kelas VII E sebagai eksperimen dan kelas VII H sebagai kelas kontrol. Data hasil belajar siswa dikumpulkan dengan menggunakan tes berupa pilihan ganda sebanyak 20 butir pada materi pencemaran lingkungan dan pemanasan global. Data yang diperoleh untuk mengetahui perbedaan hasil belajar IPA siswa yang dibelajarkan dengan model tipe *think pair share* dengan berbantuan ICT (*internet and communication technology*) dan hasil belajar IPA siswa yang dibelajarkan dengan pembelajaran *Direct Instruction*, dilakukan dengan uji t. Analisis data menggunakan uji-t, dapat diketahui  $t_{hitung} = 3,72 > t_{tabel} = 2,00$  pada taraf signifikansi 5%. Hasil analisis skor tes hasil belajar IPA siswa, diketahui bahwa rata-rata skor tes hasil belajar IPA siswa pada kelas eksperimen adalah 65,48 dan rata-rata skor tes hasil belajar IPA siswa pada kelas kontrol adalah 53,48. Kesimpulan hasil penelitian yaitu terdapat perbedaan hasil belajar IPA siswa yang dibelajarkan dengan model Kooperatif Tipe *think pair share* dengan berbantuan ICT (*internet and communication technology*) dan hasil belajar IPA siswa yang dibelajarkan dengan model *Direct Instruction*.

**Kata kunci:** *Think Pair Share*, ICT, dan Hasil Belajar.

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**Abstract**

This study aimed to analyze the differences in science learning outcomes between students who were taught through think-pair-share type model with ICT-assisted (internet and communication technology) and students who were educated through direct-instruction learning model. The research type was pseudo-experiment (quasi experiment) with pre-test post-test nonequivalent control group design. The research population was all eighth-grade students at SMP Negeri 1 Busungbiu in academic year 2018/2019, consisting of 8 classes with a total of 255 students. Sampling technique used was cluster random sampling technique, obtained VII E as experiment class and VII H as control class. Data on student learning outcomes were collected by multiple choice tests of 20 points on environmental pollution and global warming materials. The data obtained to find out the differences in student science learning outcomes that were studied with think-pair-share type model with ICT-assisted (internet and communication technology) and the results of student science learning that were taught by direct-instruction learning, conducted by t-test. Data analysis using t-test, can be known  $t_{\text{count}} = 3.72 > t_{\text{table}} = 2.00$  at the level of significance 5%. The results of the analysis of the student's science learning study results test score, it is known that the average test score of students' science learning study results in the experimental class is 65.48 and the average test score of students' science learning outcomes in the control class is 53.48. The conclusion of the research results is that there are differences in the results of students' science learning outcomes that is taught by think-pair-share type model with ICT-assisted (internet and communication technology) and the results of students' science learning outcomes that is taught with direct-instruction model.

**Keywords :** Think pair share, ICT, Hasil Belajar