

ABSTRAK

Kartika, Windy. 2021. “Efektivitas Model Pembelajaran Baru Four-Step Jigsaw dan Argumentatif-Jigsaw dalam Meningkatkan Kemampuan Argumentasi Siswa SMA pada Materi Hidrolisis Garam”. Program Pascasarjana Universitas Jambi, Pembimbing: (1) Prof. Dr. rer. nat. Asrial, M. Si (2) M. Haris Effendi Hsb, S. Pd., M. Si., Ph. D

Kata Kunci: Kemampuan Argumentasi, Jigsaw, *Four-Step Jigsaw*, Argumentatif-Jigsaw, Hidrolisis garam

Salah satu model pembelajaran yang dapat melatih siswa dalam mengembangkan kemampuan berargumentasi adalah model pembelajaran jigsaw. Namun, dalam penerapannya model pembelajaran jigsaw seringkali tidak selesai dikarenakan sintaknya yang terlalu panjang. Sehingga model pembelajaran jigsaw dimodifikasi menjadi model Four-Step Jigsaw (4SJ). Dimana sintak 4SJ lebih singkat dari model pembelajaran jigsaw sebelumnya. Untuk melihat sifat khususnya model 4SJ terhadap kemampuan argumentasi, peneliti mencoba memodifikasi model 4SJ menjadi Argumentatif-Jigsaw. Penelitian ini bertujuan untuk meningkatkan kemampuan argumentasi siswa yang belajar menggunakan model Jigsaw, 4SJ dan Argumentasi-Jigsaw pada materi hidrolisis garam. Untuk mengetahui perbedaan peningkatan kemampuan argumentasi yang belajar menggunakan model jigsaw, 4SJ dan Argumentatif-Jigsaw pada materi hidrolisis garam dan apa saja penyebab yang mempengaruhi perbedaan kemampuan argumentasi tersebut. Metode yang digunakan dalam penelitian adalah *mix method concurrent embedded*. Teknik pengambilan sampel dilakukan dengan *purposive sampling*. Instrumen penelitian ini yaitu lembar observasi model jigsaw, 4SJ dan Argumentatif-Jigsaw kemudian soal tes *essay pretest* dan *posttest*. Teknik analisis lembar observasi pada penelitian ini teknik analisis deskriptif dan *interpretative coding*. Sedangkan untuk teknik analisis soal *essay* menggunakan uji N-gain, uji t-dependent dan uji ANOVA satu jalur. Hasil penelitian kemampuan argumentasi siswa yang belajar menggunakan model jigsaw sebesar 70,22, kelas 4SJ sebesar 74,44 dan pada kelas argumentatif-jigsaw sebesar 78,96. Terdapat perbedaan kemampuan argumentasi yang signifikan dari ketiga kelas setelah di uji ANOVA satu jalur diperoleh nilai sig sebesar 0,000. Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat perbedaan peningkatan kemampuan argumentasi siswa setelah penerapan model jigsaw, 4SJ dan Argumentasi-Jigsaw. Hasil observasi menunjukkan penyebab perbedaan kemampuan argumentasi siswa di ketiga kelas yaitu di kelas argumentatif-Jigsaw aktifitas argumentasi siswa lebih intensif dibandingkan siswa yang belajar menggunakan model 4SJ dan Jigsaw. Kemudian lamanya durasi pada kelas argumentatif-Jigsaw dan 4SJ lebih lama dari pada kelas jigsaw.

ABSTRACT

Kartika, Windy. (2021). The Effectiveness of the New Four-Step Jigsaw and Argumentative-Jigsaw Learning Models in Improving Students' Argumentation Skills on Salt Hydrolysis Concept. Jambi University Graduate Program, Advisors: (1) Prof. Dr rer. nat. Asrial, M. Si (2) M. Haris Effendi-Hsb, S. Pd., M. Si., Ph. D

Keywords: Argumentation Skill, Jigsaw, Four-Step Jigsaw, Argumentative-Jigsaw, Salt hydrolysis

One of the learning models that can train students in developing their argumentative abilities is the jigsaw learning model. However, in its application the jigsaw learning model is often not completed because the syntax is too long. So that the jigsaw learning model is modified into a Four-Step Jigsaw (4SJ) model. Where the 4SJ syntax is shorter than the previous jigsaw learning model. To see the special nature of the 4SJ model on argumentation ability, the researcher tried to modify the 4SJ model to be Argumentative-Jigsaw. This study aims to improve the argumentation skills of students who learn to use the Jigsaw, 4SJ and Argumentation-Jigsaw models on salt hydrolysis material. To find out the difference in the improvement of argumentation skills who learn to use the jigsaw, 4SJ and Argumentative-Jigsaw models on salt hydrolysis material and what are the causes that affect the difference in argumentation ability. The method used in this research is a concurrent embedded mix method. The sampling technique was carried out by purposive sampling. The research instrument is the jigsaw, 4SJ and Argumentative-Jigsaw model observation sheets, then the pretest and posttest essay tests. Observation sheet analysis techniques in this study were descriptive analysis techniques and interpretive coding. As for the technique of analysis of essay questions using the N-gain test, t-dependent test and one-way ANOVA test. The results of the research on the argumentative ability of students who learn to use the jigsaw model are 70.22, in the 4SJ class it is 74.44 and in the argumentative-jigsaw class it is 78.96. There is a significant difference in the argumentation ability of the three classes after the one-way ANOVA test obtained a sig value of 0.000. Based on the results of the study, it can be concluded that there are differences in the improvement of students' argumentation skills after the application of the jigsaw, 4SJ and Argumentation-Jigsaw models. The results of the observations showed that the reason for the differences in students' argumentation abilities in the three classes, namely in the argumentative-Jigsaw class, the argumentation activities of students were more intensive than students who learned to use the 4SJ and Jigsaw models. Then the duration of the argumentative-Jigsaw and 4SJ classes is longer than the jigsaw class.