

## ABSTRAK

**Sari, Anisa Puspita.** 2021. “Kemampuan Argumentasi Siswa yang Belajar Menggunakan Model *Argumentation Based Learning*, *Problem Based Learning*, dan *Argumentatif-Problem Based Learning* pada Materi Hidrolisis Garam”. Program Pascasarjana Universitas Jambi, Pembimbing: (I) M. Haris Effendi Hsb, S.Pd., M.Si., Ph.D (II) Dr. Drs. Harizon, M.Si.

**Kata Kunci:** Kemampuan Argumentasi, *Argumentation Based Learning*, *Problem Based Learning*, *Argumentatif-Problem Based Learning*, Hidrolisis Garam

Model pembelajaran yang dapat melatih siswa dalam mengembangkan kemampuan argumentasi adalah model *Argumentation Based Learning* (ABL) dan *Problem Based Learning* (PBL). Untuk melihat sifat khususnya model PBL terhadap kemampuan argumentasi, peneliti mencoba memodifikasi model PBL menjadi Argumentatif-PBL. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan argumentasi siswa menggunakan model ABL, PBL, dan Argumentatif-PBL pada materi hidrolisis garam, untuk mengetahui perbedaan peningkatan kemampuan argumentasi siswa yang belajar menggunakan model ABL, PBL, dan Argumentatif-PBL pada materi hidrolisis garam, dan apa saja penyebab yang mempengaruhi perbedaan kemampuan argumentasi tersebut. penelitian ini dilaksanakan di kelas XI MIA SMAN 1 Tebo dengan menggunakan tiga kelas sampel. Sebanyak 76 siswa terpilih sebagai sampel menggunakan teknik *purposive sampling*. Metode yang digunakan dalam penelitian ini adalah *mix method concurrent embedded*. Instrumen penelitian berupa lembar observasi dan soal tes *essay pretest* dan *posttest*. Dari hasil penelitian diperoleh hasil uji N-gain pada model PBL dengan nilai N-gain skor sebesar 0,82, nilai N-gain skor kelas PBL sebesar 0,78, dan nilai N-gain skor kelas Argumentatif-PBL sebesar 0,78. Hal ini menunjukkan bahwa penerapan model ABL, PBL, dan Argumentatif-PBL dapat meningkatkan kemampuan argumentasi siswa. Berdasarkan hasil uji ANOVA satu jalur pada nilai *posttest* diperoleh signifikansi sebesar 0,000. Hal ini menunjukkan terdapat perbedaan peningkatan kemampuan argumentasi siswa setelah penerapan model ABL, PBL, dan Argumentatif-PBL. Hasil observasi menunjukkan bahwa penyebab yang mempengaruhi perbedaan kemampuan argumentasi siswa di ketiga kelas yaitu pada kelas ABL dan Argumentatif-PBL aktifitas argumentasi siswa lebih intensif dibandingkan siswa yang belajar menggunakan model PBL.

## ABSTRACT

**Sari, Anisa Puspita.** 2021. *"The Argumentation Skills of Students who Learn to Use Argumentation Based Learning Models, Problem Based Learning, and Argumentative-Problem Based Learning on Salt Hydrolysis Concept"*. Jambi University Graduate Program, Supervisor: (I) M. Haris Effendi Hsb, S.Pd., M.Si., Ph.D (II) Dr. Drs. Harizon, M.Si.

**Keywords:** Argumentation Skills, Argumentation Based Learning, Problem Based Learning, Argumentative-Problem Based Learning, Salt Hydrolysis

Learning models that can train students in developing argumentation skills are Argumentation Based Learning (ABL) and Problem Based Learning (PBL) models. To see the special nature of the PBL model on argumentation ability, the researcher tried to modify the PBL model into Argumentative-PBL. This study aims to determine the improvement of students' argumentation skills using the ABL, PBL, and Argumentative-PBL models on salt hydrolysis material, to find out the differences in the increase in argumentation abilities of students who learn to use the ABL, PBL, and Argumentative-PBL models on salt hydrolysis material, and what only the causes that affect the difference in the ability of the argument. This research was conducted in class XI MIA SMAN 1 Tebo using three sample classes. A total of 76 students were selected as samples using purposive sampling technique. The method used in this research is the concurrent embedded mix method. The research instruments were in the form of observation sheets and pretest and posttest essay test questions. From the results of the study, the results of the N-gain test on the PBL model with the N-gain score of 0.82, the N-gain score of the PBL class score of 0.78, and the N-gain value of the Argumentative-PBL class score of 0.78. This shows that the application of the ABL, PBL, and Argumentative-PBL models can improve students' argumentation skills. Based on the results of the one-way ANOVA test, the posttest value obtained a significance of 0.000. This shows that there are differences in the improvement of students' argumentation skills after the application of the ABL, PBL, and Argumentative-PBL models. The results of the observations showed that the causes that influenced the differences in students' argumentation abilities in the three classes, namely in ABL and Argumentative-PBL classes, students' argumentation activities were more intensive than students who learned to use the PBL model.