

PENERAPAN MODEL PEMBELAJARAN *AUDITORY, INTELLECTUALLY, REPETITION (AIR)* TERHADAP PRESTASI BELAJAR SISWA KELAS XI SMA N 1 KALASAN PADA MATERI LARUTAN PENYANGGA TAHUN PELAJARAN 2017/2018

Wiwid Wirandany¹

¹Mahasiswa Prodi Pendidikan Kimia, Universitas Islam Indonesia, Yogyakarta
(wirandanywiwid15@gmail.com)

ABSTRAK

Tujuan diadakannya penelitian ini yaitu mengetahui perbedaan yang signifikan antara penerapan model pembelajaran *Auditory, Intellectually, Repetition (AIR)* dengan model pembelajaran konvensional terhadap prestasi belajar siswa aspek pengetahuan, aspek sikap dan aspek keterampilan pada materi Larutan Penyangga. Model *Auditory, Intellectually, Repetition (AIR)* diterapkan pada kelas eksperimen sedangkan model pembelajaran konvensional diterapkan pada kelas kontrol. Populasi yang digunakan untuk penelitian ini yaitu seluruh siswa kelas XI SMA Negeri 1 Kalasan tahun ajaran 2017/2018. Teknik pengambilan sampel yang digunakan yaitu teknik *purposive sampling*. Teknik pengumpulan data yang digunakan yaitu teknik tes untuk aspek pengetahuan, sedangkan untuk aspek sikap dan aspek keterampilan menggunakan teknik non tes yang terdiri dari angket sikap dan lembar observasi keterampilan siswa. Berdasarkan hasil penelitian yang telah dilakukan dapat disimpulkan: (1) Terdapat perbedaan yang signifikan antara penerapan model pembelajaran *Auditory, Intellectually, Repetition (AIR)* dengan model pembelajaran konvensional terhadap prestasi belajar aspek pengetahuan. (2) Terdapat perbedaan yang signifikan antara penerapan model pembelajaran *Auditory, Intellectually, Repetition (AIR)* dengan model pembelajaran konvensional terhadap prestasi belajar aspek sikap. (3) Terdapat perbedaan yang signifikan antara penerapan model pembelajaran *Auditory, Intellectually, Repetition (AIR)* dengan model pembelajaran konvensional terhadap prestasi belajar aspek keterampilan.

Kata Kunci: *Auditory, Intellectually, Repetition (AIR)*, Prestasi Belajar, Larutan Penyangga.

**IMPLEMENTATION OF AUDITORY, INTELLECTUALLY,
REPETITION (AIR) LEARNING MODEL ON LEARNING
ACHIEVEMENTS OF CLASS XI STUDENTS OF
SMA N 1 KALASAN BUFFER SOLUTION MATERIAL
ACADEMIC YEAR 2017/2018**

Wiwid Wirandany¹

¹Chemistry Education Student, Islamic University of Indonesia, Yogyakarta.
(wirandanywiwid15@gmail.com)

ABSTRACT

The purpose of this research was to find out the significant differences between the implementation learning model of Auditory , Intellectually, Repetition (AIR) with conventional learning model on student learning achievement on aspects of knowledge, aspects of attitudes and aspects of skills in the buffer solution material. The Auditory, Intellectually, Repetition (AIR) model is applied to the experimental class while the conventional learning model is applied to the control class. The population used for this study is all students of class XI of SMA 1 Kalasan academic year 2017/2018. The samples were taken by purposive sampling technique. Data collection techniques using test method for learning achievement of knowledge aspect and non test method form observation for learning activity of attitude and skills aspects. Based on the results of the research, it can be concluded: (1) There was significant difference between the implementation of the Auditory, Intellectually, Repetition (AIR) learning model, and the conventional learning model towards the learning achievement of the knowledge aspect. (2) There was significant difference between the implementation of the Auditory, Intellectually, Repetition (AIR) learning model and the conventional learning model towards the attitude learning achievement aspects. (3) There was significant difference between the implementation of the Auditory, Intellectually, Repetition (AIR) learning model and the conventional learning model towards the learning achievement of skills aspects.

Keywords: Auditory, Intellectually, Repetition (AIR), Learning Achievement, Buffer Solution.