

ABSTRAK

Rita Yulia Yulestari Rizki Utami. 2024. **PENGARUH MODEL PEMBELAJARAN *MEANS-ENDS ANALYSIS (MEA)* TERHADAP KEMAMPUAN PEMECAHAN MASALAH SISWA PADA MATERI TEORI KINETIK GAS**

Berdasarkan studi pendahuluan yang dilakukan di SMA Negeri 4 Tasikmalaya, permasalahan yang terdapat di SMA Negeri 4 Tasikmalaya adalah rendahnya kemampuan pemecahan masalah siswa pada materi teori kinetik gas serta kurangnya inovasi model pembelajaran. Rendahnya kemampuan pemecahan masalah ini ditandai berdasarkan hasil studi pendahuluan berupa wawancara kepada guru dan siswa serta tes kemampuan pemecahan masalah dengan nilai rata-rata 41,75. Peneliti menerapkan model pembelajaran *Means-Ends Analysis (MEA)* dalam mengatasi permasalahan tersebut. Tujuan penelitian ini untuk mengetahui pengaruh model pembelajaran *Means-Ends Analysis (MEA)* terhadap kemampuan pemecahan masalah siswa pada materi teori kinetik gas. Metode Penelitian yang digunakan adalah kuasi eksperimen dengan desain penelitian *nonequivalent control group desain*. Populasi penelitian ini yaitu seluruh kelas XI MIPA SMA Negeri 4 Tasikmalaya sebanyak 5 kelas dengan jumlah peserta didik 190 orang. Sampel penelitian diambil dengan menggunakan teknik *cluster random sampling* sebanyak dua kelas sampel dengan masing-masing satu kelas kontrol dan satu kelas eksperimen. Untuk mengukur kemampuan pemecahan masalah siswa dilakukan tes sebelum perlakuan (*pre-test*) dan setelah diberi perlakuan (*post-test*) berupa soal uraian. Masing-masing soal tersebut mencakup indikator kemampuan pemecahan masalah. Teknik pengolahan data yang digunakan berupa uji validasi instrumen, uji coba instrumen uji prasyarat, uji hipotesis, dan uji *N-Gain*. Berdasarkan perhitungan hipotesis didapatkan bahwa $t_{hitung} > t_{tabel}$ yaitu $4,97 > 1,67$ sehingga H_a diterima dan H_0 ditolak. Artinya ada pengaruh model pembelajaran *Means-Ends Analysis (MEA)* terhadap kemampuan pemecahan masalah siswa. Model pembelajaran *Means-Ends Analysis* berpengaruh signifikan terhadap kemampuan pemecahan masalah karena memberikan pendekatan yang sistematis yang membantu siswa dalam memecahkan masalah dan menemukan cara untuk mencapai solusi yang diinginkan.

Kata kunci: Kemampuan Pemecahan Masalah, Model Pembelajaran *Means-Ends Analysis (MEA)*, Teori Kinetik Gas

ABSTRACT

Rita Yulia Yulestari Rizki Utami. 2024. THE INFLUENCE OF THE MEANS-ENDS ANALYSIS (MEA) LEARNING MODEL ON STUDENTS' PROBLEM SOLVING ABILITY ON KINETIC GAS THEORY MATERIAL

Based on a preliminary study conducted at SMA Negeri 4 Tasikmalaya, the problems found at SMA Negeri 4 Tasikmalaya were the low problem solving abilities of students in gas kinetic theory material and the lack of innovation in learning models. This low problem solving ability is indicated based on the results of a preliminary study in the form of interviews with teachers and students as well as a problem solving ability test with an average score of 41.75. Researchers apply the Means-Ends Analysis (MEA) learning model to overcome this problem. The aim of this research is to determine the effect of the Means-Ends Analysis (MEA) learning model on students' problem solving abilities in gas kinetic theory material. The research method used was quasi-experimental with a nonequivalent control group research design. The population of this study was all 5 classes of class XI MIPA SMA Negeri 4 Tasikmalaya with a total of 190 students. The research sample was taken using a cluster random sampling technique with two sample classes with one control class and one experimental class each. To measure students' problem solving abilities, a test was carried out before treatment (pre-test) and after treatment (post-test) in the form of essay questions. Each question includes indicators of problem solving abilities. The data processing techniques used are instrument validation tests, prerequisite test instrument trials, hypothesis tests, and N-Gain tests. Based on the hypothesis calculation, it was found that $t_{count} > t_{table}$ was $4.97 > 1.67$ so that H_a was accepted and H_0 was rejected. This means that there is an influence of the Means-Ends Analysis (MEA) learning model on students' problem solving abilities. The Means-Ends Analysis learning model has a significant effect on problem solving abilities because it provides a systematic approach that helps students solve problems and find ways to achieve the desired solution.

Keywords: Problem Solving Ability, Means-Ends Analysis (MEA) Learning Model, Gas Kinetic Theory