

THE EFFECT OF ICARE LEARNING MODEL IMPLEMENTATION TOWARDS HIGH SCHOOL STUDENTS' CURIOSITY, RESPONSIBILITY, AND CHEMISTRY LEARNING OUTCOME

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ABSTRACT

This study aims to analyze the differences in students' chemistry learning outcomes covered curiosity, responsibility, and cognitive achievement between students who are subjected to learn about electrolyte nonelectrolyte solution using ICARE in experimental class and discovery learning in the control class.

This research is an experimental study using the posttest-only group design. The research sample consisted of 68 students in as the experimental class and 69 as the control class. Curiosity and responsibility were measured using a questionnaire that consisted of 20 statements outlined from 7 criteria referred to various sources and references. The questionnaire was validated theoretically through a review by 3 expert in the field of chemistry, education and evaluation as an expert judgment, to determine the appropriateness of the instruments used. Students' learning outcomes was measured using 30 multiple choice questions that consist of 5 options. Before, the instrument were validated empirically. Based on the ITEMAN programme analysis, the results obtained 24 valid questions.

Research analysis results shows there were significant differences in curiosity, responsibility and chemistry learning outcomes between in the experimental and control class. This is based on the results of the subject difference t-test of the three variables which show a significant value < 0.05 . The results also showed that students from SMA N 1 Pleret in the experimental class received 100% higher scores on application items, while students from SMA N 1 Tempel in the experimental class 75%.

Kata Kunci: ICARE, curiosity, responsibility, and cognitive achievement