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The aims of this research were to know: (1) the effect of learning model (PBL, LC7E, integration with LC7E and PBL) towards learning outcomes; (2) the effect of the high and the low of self-regulation towards learning outcomes; (3) the effect of the high and the low creativity on learning outcomes; (4) the interaction between the learning model with the self-regulation towards learning outcomes; (5) the interaction between learning model with the creativity towards learning outcomes; (6) the interaction between self-regulation with creativity towards learning outcomes; (7) the interaction between learning model with self regulation and creativity towards learning outcomes. This research using experiment method with factorial design 3x2x2. The population of the research was all of the students in X Sains class SMA Negeri 2 Karanganyar for the first semester 2013/2014. The sample of the research was determined by cluster random sampling technique that consisted of three classes. The first experiment class was treated using PBL model, the second experiment class was treated using LC7E model, the third experiment class was treated using integration PBL and LC7E model. The test technique for collected data student's achievement of the cognitive. The non-test technique by questionnaire for the ability self-regulation data, creativity, psychomotor aspects, affective aspects and observation sheets for affective and psychomotor aspects. The research hypothesis was analyzed with unequal cell number using software SPSS 18. The research result showed that: (1) There is effect between PBL model, LC7E model, integration of model PBL and LC7E towards learning outcomes of cognitive, affective, psychomotor; (2) there is effect between self-regulation towards cognitive; (3) there is effect between creativity towards the cognitive and affective; (4) no interaction between PBL model, LC7E model, integration of model PBL and LC7E, with self-regulation on learning outcomes of cognitive, affective and psychomotor; (5) no interaction between PBL model, LC7E model, integration of PBL and LC7E model with creativity on learning outcomes of cognitive, affective and psychomotor; (6) no interaction between self-regulation with creativity on learning outcomes of cognitive, affective and psychomotor; (7) no interaction between PBL model, LC7E model, integration of PBL and LC7E model with self-regulation and creativity on learning outcomes of cognitive, affective, psychomotor.

Key Words: Problem Based Learning, Learning Cycle Model 7E, self-regulation, creativity

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The purpose of this research is to know the influence of PBL model, POE model and integrated PBL-POE towards students' achievement, overviewed from students'creativities and students' inference abilities.This research achievement used students' creativities and students' inference abilities method with factorial design 3x2x2. The research population is grade XI science class student SMA Negeri 1 Bojonegoro. Sample research is decided randomly with cluster random sampling technics. In 2013/ 2014 academic year, it consisted of three classes. Experiment class I was given PBL model treatment consist of 32 students, experiment class II was given POE model treatment consists of 32 students and experiment class III was given integrated PBL-POE treatment and consists of 32 students. Data accumulation used technic test for cognitive study result, questionnaire for affective study result, psycomotor, creativity and inferency ability. Hyphothesis research test uses anova which three ways cell is not equel with help of software SPSS 18. The research result: 1) There is influence from integrated PBL-POE towards students' achievement in cognitive, affective, psychomotor; 2) There is creativity influence towards students' achievement; 3) There is no influence for students' inferency abilities towards students' achievement; 4) There is no learning model interaction with creativity low and high category influence towards students' achievement; 5) There is learning model interaction with students' inference abilities low and high category influence towards students' achievement; 6) There is influence from interaction between creativity and students' inferency abilities toward students' achievement; 7) There is no influence from interaction between PBL model with students' creativity and students' inference abilities towards students' achievement.

Key Words: PBL, POE, integrated PBL-POE, students' creativity, students' inference ability, students' achievement

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The purpose of this study was to determine the effect of Problem Based Learning (PBL), Blended Learning (BL) models, and the Integration of BL-PBL, capability of evaluating and creativity toward student's achievement. This experimental research was carried out in September to December 2013. The populations of research were all students in grade XI of SMA Negeri l Pati Academic Year 2013/2014 that consists of 262 students divided into eight study groups. The sample of research was consisted of three study groups; they were XI-IPA2, XI-IPA4 and XI-IPA6 determined by random cluster sampling technique. XI-IPA2 study group used BL model, XI-IPA4 study group used PBL model, and XI-IPA6 study group used the Integration of BL-PBL models. The data was collected by using the instrument of cognitive test, and questionnaires of affective, psychomotor, capability of evaluating and creativity. The data then was analyzed by using three-ways ANAVA with 3x2x2 factorial design with signification 5%, and it then was continued by using Scheffe test if there was interaction. Based on the data analysis, it can be concluded that: 1) There was no difference of effect of BL, PBL, and the Integration of BL-PBL models toward student's cognitive, affective and psychomotor achievements; 2) There was difference of effect of capability of evaluating toward student's cognitive, affective and psychomotor achievements; 3) There was effect of creativity toward student's cognitive, affective and psychomotor achievements; 4) There was no interaction between BL, PBL, and the Integration of BL-PBL models with the capability of evaluating toward student's cognitive, affective and psychomotor achievements; 5) There was interaction between BL, PBL models, and the Integration of BL-PBL with the creativity toward student's cognitive, affective and psychomotor achievements; 6) There was interaction between capability of evaluating and creativity toward student's cognitive, affective and psychomotor achievements; 7) There was no interaction between BL, PBL models, and the Integration of BL-PBL, capability of evaluating and creativity toward student's cognitive, affective and psychomotor achievements.

Key Words: blended learning, problem based learning models, capability of evaluating, and creativity.

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The objective of this development research was to know: 1) a product- learning module based POE (Prediction, Observation and Explanation) with Roundhouse Diagram (RD) to empowering 10th grade student's science process skills and student's explaining abilities of State Senior High School 5 Surakarta; 2) the feasibility of module based POE with RD to empowering 10th grade student's science process skills and student's explaining abilities of State Senior High School 5 Surakarta; 3) the effectiveness of module based POE with RD to empowering 10th Grade student's science process skills and student's explaining abilities of State Senior High School 5 Surakarta. This research used Research and Development (R&D) method which refers to the development of Borg and Gall modification. The sample used in the research development are early: 1) field trial sample consisting of 6 validators; 2) The main field trial sample consisting 10 students and 1 teacher; 3) operational field trial sample consisting of 32 students. The intsrumen used in the research are questionnaire, observation, interview and test. The operational field trial used one group pretest-posttest design. Science process skills and explaining abilities data are tested by paired t-test and counted by normalized N-gain. Based on the results of research it can be concluded that: 1) the development of module based on POE with RD using a modified Borg and Gall's development model through some steps that are research and collecting information, planning, develop a preliminary form of the product, preliminary field testing, the main product revision, playing field testing, product revision operations, field operations, final product revition, dissemination and implementation; 2) the feasibility of module based on POE with RD which is developed at the trial is categorized as good by the expert, very good by the practitioners and good by the students as well; 3) the effectiveness of module based on POE with RD is significantly increased as medium categorized in empowering science process skills and high categorized in empowering the ability to explain.

Key Words: Module Development, POE, RD, Science Process Skills, Explaining Abilities

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Penelitian ini bertujuan untuk mencari suatu strategi pembelajaran yang efektif dan efisien dalam mengajarkan kompetensi dasar keseimbangan ekosistem dan AMDAL bagi siswa program Keahlian Administrasi Perkantoran di SMK Negeri 1 Banyudono dengan cara mengaktifkan siswa pada proses pembelajaran. Strategi dalam penelitian tindakan kelas ini dilakukan melalui 2 siklus dan pada setiap siklus meliputi kegiatan perencanaan , pelaksanaan , observasi dan refleksi. Sedang untuk mengaktifkan siswa dalam penelitian ini , peneliti menggunakan lembar kerja yang diberikan kepada siswa dalam kelompok besar dan kelompok kecil. Yang menjadi subjek pada penelitian tindakan kelas ini adalah siswa kelas XII program Keahlian Administrasi Perkantoran di SMK Negeri 1 Banyudono sedang objeknya adalah pembelajaran pada kompetensi dasar mengidentifikasi konsep Keseimbangan Ekosistem dan AMDAL pada mata pelajaran IPA yang diajarkan dengan cara mengaktifkan siswa dalam kelompok besar dan kelompok kecil. Dari penelitian yang diadakan dengan meneliti kondisi awal siswa yang diukur dengan alat tes tertulis dan hasil penelitian tindakan kelas dengan 2 siklus terlihat adanya peningkatan hasil yang dicapai siswa dalam menguasai materi keseimbangan ekosistem, dan AMDAL yang diberikan. Peningkatan penguasaan materi ini mulai dari siklus I siswa dapat meningkat sebesar 20 % dari kondisi awal sedangkan dari kondisi di siklus I setelah dilakukan tindakan pada siklus II meningkat sebesar 0 %. Dari Hasil penelitian tindakan kelas ini maka peneliti merekomendasikan pada pengambil jabatan ataupun pelaksana pembelajaran dalam hal ini yaitu pengajar untuk mengajarkan materi pembelajaran dalam bentuk kelompok dan dengan teknik mengikut sertakan peran serta keaktifan siswa.

Key Words: Pembelajaran dengan kelompok besar dan kelompok kecil, pembelajaran yang efektif dengan metode STEADI, keseimbangan Ekosistem dan AMDAL

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Trend of Learning of XXI century is full of skills, one of the skills is social skill. In fact, learning by rote is the most applicated in junior high school in Indonesia. One example of junior high school happened in VIIIB class of UM laboratory school. Module system has been applying there. It causes individual learning so that reduces the social interaction and social skill. One of the solutions for this problem is TGT-GI strategy, it is included to cooperation model of learning. This research is conducted based on lesson study class action. Aim of the research is to improve student's social skill by application of TGT-GI strategy in VIIIB Class of UM Laboratory Junior High School. The results of this research shows the average of student's social skills was 19,34 % increased. In wich 32,44 in the I cycle and 38,71 in the II cycle. Based on this result, it was clocluded that TGT-GI strategy able to improve student's social skills in VIIIB Class of UM Laboratory Junior High School.

Key Words: Social Skill, TGT-GI, Classroom Action Research-Lesson Study

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Semua naskah yang dimuat dalam Jurnal Bioedukasi Volume 7 No. 1 Februari 2014, telah ditelaah oleh penyunting ahli (Mitra Bestari) berikut ini.

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