# ABSTRAK

**Lidyan Tanaiyo, 2015. Pengaruh Model Pembelajaran AIR (*Auditory Intellectualy and Repetition*) Terhadap Hasil Belajar Siswa Pada Topik Hidrosfer Di Kelas X SMA Negeri 3 Gorontalo**. Skripsi, Jurusan Ilmu dan Teknologi Kebumian, Program Studi S1 Pendidikan Geografi, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Gorontalo. ***Pembimbing I Prof. Dr. Enos Taruh, M.Pd dan Pembimbing II Dr. Sunarty S. Eraku, M.Pd***

Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan model pembelajaran AIR *(Auditory Intellectualy Repetition*) terhadap hasil belajar siswa pada topik hidrosfer. Populasi penelitian ini adalah siswa kelas X IIS SMA Negeri 3 Gorontalo tahun ajaran 2014/2015. Sampel dalam penelitian ini adalah kelas X4 sebagai kelas eksperimen dan X1 sebagai kelas kontrol. Penelitian eksperimen ini menggunakan desain *Posttest-Only Control Design.* Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrument tes essay. Berdasarkan hasil analisis data, diperoleh hasil uji normalitas dan homogenitas kedua kelompok berdistribusi normal dan homogen. Serta hasil pengujian hipotesis di dapatkan $t_{hitung} > t_{tabel}$ yaitu 7,060 > 1,9916 artinya terdapat pengaruh penerapan model pembelajaran AIR (*Auditory Intellectualy and Repetition)* terhadap hasil belajar siswa pada topik hidrosfer di kelas X SMA Negeri 3 Gorontalo.



**Kata Kunci** : Model Pembelajaran AIR (*Auditory Intellectualy and Repetition*), Hasil Belajar

ABSTRACT

**Israil. 2015. The Influence Of Children Learning In Science (CLIS) Learning Model toward the Students' Learning Achievement In Integrated Social Science Subject Of Geography Topic In SMP N 8 Gorontalo.** *Skripsi.* Department of Geo Science and technology, Faculty of Mathematics and Natural Science, State University of Gorontalo. Principal Supervisor was Dr. Nawir Sune, M.Si and CO-supervisor was Daud Yusuf, S.Kom., M.Si

This research is an experimental research designed to find out the extent of the influence of CLIS Learning model toward the student' learning achievement in Integrated Social Science Of Geography Topic in SMP N 8 Gorontalo.

Based on the findings of this research it was concluded that there was a significant differences between the class which was taught using the CLIS learning model and the class which was taught using the direct learning model toward the students' learning achievement integrated social science of geography topic in SMP N 8 Gorontalo. This was based on the hypothesis test in which, it was found that the $t_{count}$=13.71. Meanwhile, the significance level was α=0.05 and the $df=n_1 + n_2-2$. The Ho was accepted if the $t_{(1-1/2\alpha)} < t_{count} < t_{(1-1/2\alpha),}$ in which $t_{(1-1/2\alpha)}$ was found from the distributor table t and $df=n_1 + n_2-2$ and the chance $_{(1-1/2\alpha),}$ for other value the Ho was rejected. Therefore, it was found that $t_{(1-1/2(0.05)(31+30-2)}$ $t_{(0,975)(59)}$ =2.021. Therefore, the t count was bigger than the t table and count was not within the acceptable range that was = -2.021 to + 2.021 then the Ho was rejected and the H1 was accepted, it means the there was significant differences in students' learning achievement between those who were taught using the CLIS learning model and those who were taught using the direct learning model. Therefore, the hypothesis of the research, which stated that: "there were significant differences between the students' learning achievement of those who were taught using the CLIS learning model and those who were taught using the direct learning model in the integrated social science of geographic topic in SMP N 8 Gorontalo" was pronounced **accepted.**

**Keywords:** CLIS Learning Model, Learning Achievement.