**ABSTRAK**

ULFA LAELA RAMBEGA, *Implementasi Media Pembelajaran Virtual dengan Variasi Model Lembar Kerja terhadap Kemampuan Berpikir Kreatif Peserta Didik Kelas XII IPA SMA Negeri 21 Makassar.* (Dibimbing oleh Subaer dan Ahmad Yani)

Penelitian ini adalah penelitian eksperimen yang bertujuan untuk mengetahui; (1) Peningkatan kemampuan berpikir kreatif kelompok peserta didik yang diajar dengan media laboratorium virtual menggunakan lembar kerja terbimbing, (2) Peningkatan kemampuan berpikir kreatif kelompok peserta didik yang diajar dengan media laboratorium virtual menggunakan lembar kerja terbuka, dan (3) Adanya perbedaan kemampuan berikir kreatif yang signifikan antara kelompok peserta didik yang diajar dengan media laboratorium virtual menggunakan lembar kerja terbimbing dan kelompok peserta didik yang diajar dengan media laboratorium virtual menggunakan lembar kerja terbuka tahun ajaran 2012/2013.

Populasi dalam penelitian ini adalah seluruh peserta didik kelas XII IPA SMA Negeri 21 Makassar tahun ajaran 2012/2013 yang terdiri 2 kelas yaitu kelas XII IPA1 dan kelas XII IPA2, yang sekaligus merupakan sampel dengan jumlah 87 peserta didik. Hipotesis penelitian adalah terdapat perbedaan kemampuan berpikir kreatif yang signifikan antara kelompok peserta didik kelas XII IPA SMA Negeri 21 Makassar tahun ajaran 2012/2013 yang diajar media laboratorium virtual menggunakan lembar kerja terbimbing dengan kelompok peserta didik yang diajar media laboratorium virtual menggunakan lembar kerja terbuka. Instrumen penelitian yang digunakan adalah tes pilihan ganda yang memenuhi kriteria valid dengan reliabilitas soal 0,75 sebanyak 31 butir.

Hasil penelitian analisis deskriptif menunjukkan bahwa terdapat peningkatan keterampilan berpikir kreatif peserta didik kelas XII IPA SMAN 21 Makassar jika diajar menggunakan media laboratorium virtual dengan variasi model lembar kerja dan analisis inferensial menunjukkan terdapat perbedaan yang tidak signifikan kemampuan berpikir kreatif antara kelompok peserta didik yang diajar dengan media laboratorium virtual menggunakan lembar kerja terbimbing yang memperoleh nilai hasil rata-rata sebesar 18,67 dan kelompok peserta didik yang diajar dengan media laboratorium virtual menggunakan lembar kerja terbuka dengan hasil rata-rata sebesar 19,08

**ABSTRACT**

**SITTI RAHMATANG. 2013. *Development of Physics Learning Media based Camtasia on The Model of Learning Cycle 5E to the Students of Class VIII.7 of SMP Negeri Jeneponto1 Binamu, Jeneponto Regency* (supervised by Eko Hadi Sujiono and Subaer)**

This research aims to develop learning media based Camtasia on the model of learning cycle 5E to the students of class VIII.7 of SMP Negeri 1 Binamu at Jeneponto Regenc y, by number of 32 students. The research questions of this research are : (1) how are the characteristic of physics learning media based camtasia on the model of learning cycle 5E to the students of class VIII.7 of SMP Negeri 1 Binamu at Jeneponto Regency? (2) How are the characteristics of Physics learning based camtasia on the model on the model of learning cycle 5E to the students of class VIII.7 of SMP Negeri 1 Binamu at Jeneponto Regency? (3) How students’ activitiesin learning by using media based camtasia on the model of learning cycle 5E? (4) How the learning effectiveness of students in their learning activities by using media based camtasia on the model of learning cycle 5E. The procedure of development followed the model of 4-D which comprises on the phase of define, design and develop. The phase of define, including initial-end analysis, teacher analysis, students analysis,analysis of assignments, analysis concept, and specification of learning objectives. The phase of design includes media selection, format selection, and early design.On the phase of development, validiation was conducted by the expert and then revised, thus it obtained a reasonable result to be used.

The result of the research shows that (1) learning media based camtasia tutorial for the students has a media display that is equipped with navigation, guidance of program, and such facilities to make the program easier to be used. Therefor, the media is valid and reliable to each aspect of a statement; (2) learning devices, such as lesson plan, module for students and teacher, and students’ worksheet were presented in softcopy in the form of CD auto run. But, it also presented in hardcopy form to be learned and filled directly by the students. Therefore, it is valid and reliable; (3) students activities during the learning process was above 80% of each activity criteria, those are students pay attention on the demonstration, finding the concept, calculating, exercising, categorizing, conducting the concept, presenting, and concept creation. It indicates that the learning has been done can activate the learners. This learning model gives chances to the student to explore, so it may become a supporting media in teaching and learning process. Precentages of students’ learning effectiveness on each meeting were: on the first meeting is 67%, second meeting is 76%, third meeting 81%, and fourth meeting is 90%. The results indicated that effectiveness of learning media based camtasia on the model of learning cycle 5E to the students of class VIII.7 of SMP Negeri 1 Binamu at Jeneponto Regencyis on the category of highly adequate toward the learning affectivity conducted.