**ABSTRAK**

ANWAR SAID, 2014, *Pengembangan Perangkat Pembelajaran Kimia Model Kooperatif Tipe STAD dengan Bantuan Peta Konsep pada Materi Pokok Larutan Penyangga*  (Dibimbing oleh Muharram dan Munir Tanrere).

Penelitian ini merupakan penelitian pengembangan (*research and development)* yang bertujuan untuk: (1) memperoleh gambaran proses pengembangan perangkat pembelajaran kimia model kooperatif tipe STAD dengan bantuan peta konsep pada materi pokok larutan penyangga yang memenuhi kaidah kevalidan, kepraktisan dan keefektifan (2) Mengetahui kualitas (kevalidan, kepraktisan, dan keefektifan) perangkat pembelajaran kimia model kooperatif tipe STAD dengan bantuan peta konsep pada materi pokok larutan penyangga. Subyek penelitian adalah peserta didik kelas XI IPA 2 SMA Negeri I Wundulako Kab. Kolaka dengan jumlah peserta didik sebanyak 29 orang pada semester genap tahun pelajaran 2013/2014. Model pengembangan perangkat pembelajaran yang digunakan adalah model Dick dan Carey. Perangkat pembelajaran yang dikembangkan adalah buku peserta didik, rencana pelaksanaan pembelajaran, lembar kegiatan peserta didik dan tes hasil belajar yang digunakan oleh guru dan peserta didik selama proses pembelajaran. Tingkat kevalidan perangkat pembelajaran berdasarkan rata-rata penilaian ahli sebesar 3,2 dengan kategori valid. Kepraktisan perangkat pembelajaran berdasarkan analisis pengamatan keterlaksanaan perangkat pembelajaran adalah sebesar 2,7 dengan kategori terlaksana seluruhnya. Keefektifan perangkat pembelajaran berdasarkan ketercapaian hasil belajar diperoleh sebanyak 21 peserta didik (84%) dinyatakan tuntas dan 4 peserta didik (16%) dinyatakan tidak tuntas, berdasarkan pengamatan aktivitas peserta didik dan guru keduanya memenuhi kriteria persentase waktu ideal yang ditetapkan, berdasarkan pengamatan pengelolaan pembelajaran diperoleh nilai rata-rata sebesar 3,4 dengan kategori tinggi, berdasarkan respon peserta didik terhadap buku peserta didik, lembar kegiatan peserta didik, dan cara guru mengajar diperoleh respon positif, berdasarkan respon guru terhadap buku peserta didik dan lembar kegiatan peserta didik diperoleh respon positif. Berdasarkan kevalidan, kepraktisan dan keefektifan, dapat ditarik kesimpulan bahwa perangkat pembelajaran yang dikembangkan valid berdasarkan penilaian ahli, praktis berdasarkan kriteria pelaksanaan pembelajaran dan cukup efektif untuk digunakan.

Kata kunci: Perangkat pembelajaran, model pembelajaran kooperatif, tipe *STAD*, peta konsep dan larutan penyangga

ABSTRACT

ANWAR SAID. 2014. *The* *Development of Chemistry Learning Tools of Cooperative Learning model of STAD Type Using Concept Map Aid on Buffer Solution Subject Material* (Supervised by Muharram and Munir Tanrere).

This study is a research and development which aims at examining (1) The process of development of chemistry learning tools of cooperative model of STAD type using concept map on buffer solution subject material in class XI at SMAN 1 Wundulako in Kolaka district, (2) the quality (valid, practical, and effective) of chemistry learning tools of cooperative model of STAD type using concept map on buffer solution subject material. The subject of the study were 29 students of class XI IPA-2 on the second semester of academic year 2013/2014 at SMAN I Wundulako in Kolaka district. The model used for the study was Dick and Carey model. The learning tools developed were textbook, lesson plan, students worksheet, and test of learning outcomes used by teacher and students during the learning process.The level of validity of learning tools based on assessment of the experts was 3,2 in average which was in valid category. The practicality of learning tools based on the observation analysis on the implementation of learning tools was 2,7 with completely implemented category. The effectiveness of learning tools based on the achievement of learning outcomes obtained 21 students (84%) which was declared as complete and 4 students (16%) was declare as incomplete. Based on the observation of students and teachers activities, both have fulfilled the criteria of the set ideal time. Based on the observation on learning management, it was obtained that the mean score was 3,4 which was in high category. Based on the students response on the textbook, students worksheet, and the way teachers teach, it was obtained positive response. Based on teachers response on the textbook and students worksheet, it was obtained positive response. Based on the validity, practicality, and effectiveness, the conclusion of the study is the learning tools which is developed is valid based on the assesment of the expert, practicality based on the criteria of the implementation of learning, and fairly effective to be used.

Keywords: *learning tools, cooperative learning model, STAD type, concept map, and buffer solution*