

**UPGRADING StUDENTS IN SOLVING POBLEMS THROUGHT PROTISTS
CONCEPT INTERRUPTED CASE STUDY METHOD. Supervisor 1, 2016. Dr. rer.
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ABSTRACT

The background of this research from the observation and observation in school SMA Negeri 17 Bandung. The results of student learning in biology classes is low. The learning method used at the time of KBM make students bored and passive. This study aims to prove there a learning outcome Interrupted teaching methods Case Study, the subject matter protists. The method used is an experimental method (Pre-Experimental Design). Design research is a One-group pretest-posttest design. The subject of this research is the students of class X Mathematics and Natural Sciences 1 SMAN 17 in Bandung in the first semester of the school year is a class X 2016-2017. Sebagai Mathematics and Natural sample 1 determined by purposive sampling technique. The parameters measured in this study are student learning outcomes, including cognitive, affective and psychomotor. Instrument in the form of 20 multiple choice questions to measure cognitive domains. Non-testing instruments such as rubrics and case studies to measure affective and psychomotor. The result showed the average value of 38.16 pretest and posttest average of 89.43. Test hypotheses and obtained significant results, because $t_{count} > t_{table}$ that is equal to $21.57 > 2.73$. Test Gain obtained was 0.78 sikategorikan being. The result of data processing shows that the hypothesis H_0 is rejected. There are significant differences between students before studying with Interrupted learning methods Case Study with the value of students who have been given treatment Interrupted learning teaching methods Case Study. Affective and psychomotor student showed good criterion. It can be said learning method Interrupted Case Study in Biology study on the concept of protists able to solve problems and improve student learning outcomes.

Keywords: Learning Outcomes, Interrupted Learning Methods Case Study, Concepts protists, Significant.