

**COMPARISON OF SIMULATION-BASED LEARNING MEDIA AND  
GAME TO CAPTURE STUDENTS POWER LEARN CLASS X  
ACADEMIC YEAR 2011/2012 IN THE SMA GOTONG ROYONG SEMIN  
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**ABSTRACT**

This study aims to determine the ratio of media-based learning simulations and games to capture the learning of students in learning chemistry "Acid Tongue" class X second semester of 2011/2012 academic year in SMA Gotong Royong Semin.

The research was conducted in class X semester 2 in SMA Gotong Royong Semin, namely the class XA (with media-based learning simulations) as a control class and the class XB (with media-based learning games) as an experimental class with 40 students each. The research method is a quasi experimental done. The selected design was nonequivalent control group design. The sampling technique in this study using purposive sampling. About the validity of test items based on the assessment of the experts (expert judgment) and reliabilias test using Cronbach's Alpha. Data analysis technique for testing the results of studies using the test for normality, homogeneity test, t test and Mann-Whitney test if the data using SPSS 17.0.

The results showed that media-based learning game better as a medium to deliver instructional material on the subjects of chemistry to the grasp of students' learning than with simulation-based learning media. This is demonstrated by hypothesis testing posttest. The results of hypothesis testing with the Mann-Whitney posttest, the value of significance was  $0.00 < 0.05$ , so that  $H_0$  refused and  $H_a$  is received, which means the media is different simulation-based learning with media-based learning games as a medium to deliver instructional material on the subjects of chemistry to perception of student learning. In the descriptive analysis of posttest data can be concluded that the media game better as a medium to deliver instructional material on the subjects of chemistry to the grasp of students' learning from the simulation of learning media.