

**THE INFLUENCE OF SOCIO-SCIENCE ISSUES BASED ON INTERVENTION  
MODEL ON STUDENTS' SCIENCE PROCESS SKILL AND HIGH ORDER  
THINKING SKILL AT TOPIC CONSERVATION IN BIOLOGY  
STUDENTS AT MEDAN STATE UNIVERSITY  
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ABSTARCT**

The research aims to know the influence of socio-science issues based on intervention model on students' science process skill and high order thinking skill at topic conservation. This research was done at Medan State University on second semester of bilingual program students. The type of the research was quasi experiment, with pretest-posttest control group design. Sample of the research was 54 students consist of 23 students of experiment class and 31 students of control class .The data were taken by using instrument in form of essay test contain three indicator C4-C6 questions for Higher Order Thingking Skill, while Science Process Skill was consist of six indicators (Observing, Classifying, Interpreting, Applying, Interpreting) which have been tested for both validity and reliability. Two tailed t-test was used for data analyzise which obtained that pretest data calculation for both classes were distributed normally and homogeny. During the treatment process, class experiment was taught by using socio-science issues based on intervention model, while class control was taught by conventional learning model. The result shows higher order thingking skill and science process skill in experiment class significantly higher than control class. By the other words it can be concluded that socio-science issues based on intervention model has given an effect on students' higher order thingking skill and science process skill.

**Keyword** : *Socio-science based on intervention, Higher Order Thinking Skill, Science process skill*