ABSTRAK

YUYUN MAHRANI. 8166182056. Pengaruh Model Pembelajaran Kooperatif Berbasis Kolaboratif dan Keterampilan Proses Sains Terhadap Hasil Belajar IPA Siswa Kelas V SD N 060818 Kecamatan Medan Kota. Tesis Program Studi Pendidikan Dasar Pasca Sarjana Universitas Negeri Medan. 2021.

Penelitian ini bertujuan untuk manganalisis: (1) Pengaruh model pembelajaran kooperatif berbasis kolaboratif terhadap hasil belajar IPA siswa pada tema siklus air; (2) Pengaruh keterampilan proses sains terhadap hasil belajar IPA siswa, dan; (3) Interaksi antara model pembelajaran kooperatif dan keterampilan proses sains terhadap hasil belajar IPA siswa. Penelitian ini adalah penelitian *Quasi Experiment* dengan menerapkan perlakuan (*treatment*) model pembelajaran kooperatif tipe *Talking Stick* berbasis kolaboratif pada kelas eksperimen (VA) dan model pembelajaran kooperatif tipe *Picture and Picture* pada kelas kontrol (VB) yang masing-masing terdiri dari 20 siswa. Instrumen yang digunakan yaitu tes hasil belajar, tes keterampilan proses sains dan lembar observasi yang telah divalidasi. Hasil penelitian dianalisis dengan menggunakan uji *ANAVA* dua jalur (*2x2 factorial ANAVA*) yang menunjukkan bahwa: 1) Hasil belajar IPA siswa yang diajarkan dengan model kooperatif tipe *Talking Stick* berbasis kolaboratif lebih baik secara signifikan daripada model pembelajaran kooperatif tipe *Picture and Picture* dengan F_{hitung} = 3,308 yang lebih besar dari nilai F_{tabel} = 3,25 dan signifikansi 0,015 lebih kecil dari 0,05; 2) Hasil belajar IPA antara siswa yang memiliki keterampilan proses sains tinggi lebih baik secara signifikan daripada hasil belajar IPA siswa yang memiliki keterampilan proses sains rendah dengan F_{hitung} = 5,106 yang lebih besar dari nilai F_{tabel} = 3,25 dan signifikansi 0,047 yang lebih kecil dari 0,05 dan; 3) Terdapat interaksi antara model pembelajaran kooperatif dan keterampilan proses sains terhadap hasil belajar IPA siswa dengan F_{hitung} = 3,999 yang lebih besar dari nilai F_{tabel} = 3,25 dan signifikansi 0,035 yang lebih kecil dari 0,05.

Kata kunci: hasil belajar, keterampilan proses sains, *talking stick* berbasis kolaboratif.

ABSTRACT

YUYUN MAHRANI. 8166182056. The Effect of Collaborative-based Cooperative Learning Model and Science Process Skills on Science Learning Outcomes of Class V Students of State Elementary School 060818 District Medan City. Thesis of Postgraduate Basic Education Study Program, State University of Medan. 2021.

This study aimed to analyze: (1) The effect of collaborative-based cooperative learning models on student science learning outcomes on the theme of the water cycle; (2) The effect of science process skills on students' science learning outcomes, and; (3) The interaction between cooperative learning models and science process skills on students' science learning outcomes. This research was a Quasi Experiment study by applying the Talking Stick cooperative learning model treatment based on collaborative learning in the experimental class (VA) and the Picture and Picture cooperative learning model in the control class (VB), each consisting of 20 students. The instruments used were learning outcomes tests, science process skills tests and validated observation sheets. The results were analyzed using the two-way ANOVA test (2x2 factorial ANOVA) which showed that: 1) The learning outcomes of students taught by the collaborative-based Talking Stick cooperative model were significantly better than the Picture and Picture cooperative learning model with F_{count} = 3,308 which is greater than the value of F_{table} = 3,25 and the significance of 0,015 was less than 0,05; 2) Science learning outcomes among students who have high science process skills were significantly better than science learning outcomes of students who have low science process skills with F_{count} = 5,106 which was greater than the value of F_{table} = 3,25 and a significance of 0,047 which was smaller than 0,05 and; 3) There was an interaction between the cooperative learning model and science process skills on students' science learning outcomes with F_{count} = 3,999 which was greater than the F_{table} value = 3,25 and the significance value was 0,035 which was smaller than 0,05.

Keywords*: *learning outcomes, science process skill, collaborative-based talking stick.