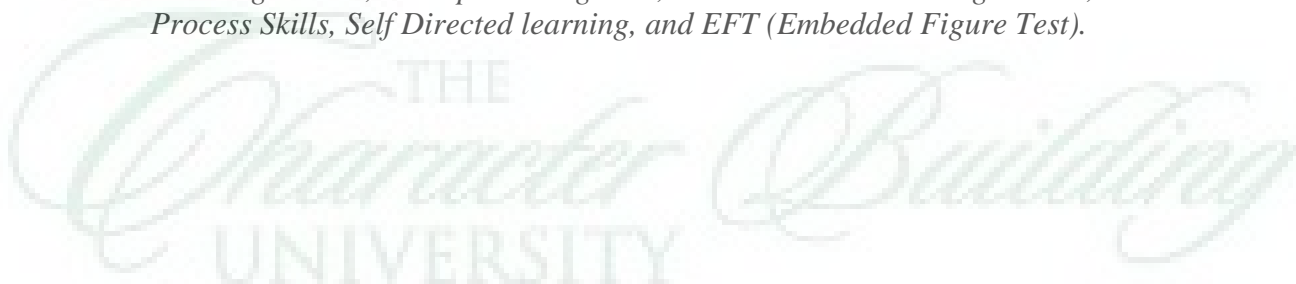


ABSTRACT

HENNY PUSPITA DEWI (8I36174012). The Effects of Project Based & Group Investigation Learning Models and Students' Cognitive Styles toward Students' Science Process Skills and Self Directed Learning of Ecosystem Topic for Grade 7th SMP Negeri 1 Labuhandeli Academic Year 2014/2015

The research was conducted to analyze the effect of learning models and students' cognitive style toward science process skills and self-directed learning of ecosystem topic at SMP Negeri 1 Labuhandeli. The results shown that; 1) The total of 99 students were divided into three different treatment classes; PjBL, Group Investigation and conventional learning model. They were enrolled on Embedded Figure Test (EFT). EFT test results shown 15.15% in PjBL class grouped as FD learner and 18.18% classified as FI students. As many as 13.13% in G.I class were grouped as FD and 20.20% was marked as FI. In the Conventional class as many as 25.25% classified as FD learner and about 8.08%. 2) There was significantly effects of learning models toward students' science process skills ($F=10.915$; $p=0.000$; $0.000 < 0.05$). Project Based Learning model was better than Group Investigation learning model better than conventional learning model to increase the science process skills of students. 3) There was significantly effects of cognitive styles toward science process skills. The Field Independent learner show the best performance in the PjBL class. The score gained of Field Independent students were higher than Field Dependent. 4) There was an interaction between learning models and cognitive styles toward science process skills. 5) There was also an effect of learning models toward self-directed learning FD and FI. 6) There was also an effect of cognitive styles toward students' self-directed learning who have field dependent (FD) and Field Independent (FI). 7) There was an interaction between learning models and cognitive styles toward students' self-directed learning.

Key words: Field dependent & field independent learning style, Project Based Learning Model, Group Investigation, Conventional Learning Model, Science Process Skills, Self Directed learning, and EFT (Embedded Figure Test).



ABSTRAK

HENNY PUSPITA DEWI (8I36174012). Pengaruh Model Pembelajaran Berbasis Proyek dan Investigasi Grup Investigasi dan Gaya Kognitif Siswa Terhadap Keterampilan Proses Sains Siswa dan Kemandirian Belajar Pada Topik Ekosistem Kelas VII SMP Negeri 1 Labuhan Deli Tahun Akademik 2014/2015

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran dan gaya kognitif siswa terhadap keterampilan proses sains siswa dan kemandirian belajar pada topik ekosistem kelas VII SMP Negeri 1 Labuhan Deli. Hasil penelitian menunjukkan bahwa 1) Sebanyak 99 siswa yang dibagi menjadi tiga kelompok perlakuan yang berbeda; PjBL, Investigasi grup dan pembelajaran konvensional. Siswa-siswi tersebut dilibatkan dalam instrumen *Embedded Figure Test* untuk memetakan gaya belajar mereka. Hasil *Embedded Figure Test* menunjukkan 15.15% pada kelas PjBL diklasifikasikan memiliki gaya belajar *Field Dependent (FI)* dan sekitar 18.18% digolongkan menjadi *Field Independent (FI)*. Sebanyak 13.13% pada kelas G.I dipetakan sebagai *Field Dependent (FD)* dan 20.20% tergolong *Field Dependent (FI)*. Sementara, pada kelas konvensional 25.25% bergaya belajar *Field Dependent (FD)* dan sisanya 8.08% bergaya belajar *Field Dependent (FI)*. 2) Terdapat pengaruh yang signifikan antara model pembelajaran terhadap KPS (Keterampilan Proses Siswa) ($F=10.915$; $p=0.000$; $0.000 < 0.05$). PjBL lebih baik daripada GI lebih baik daripada pembelajaran konvensional untuk meningkatkan KPS. 3) Terdapat pengaruh yang signifikan antara gaya kognitif siswa terhadap KPS. *Field Independent* menunjukkan hasil terbaiknya pada kelas PjBL. Perolehan nilai siswa *Field Independent* lebih tinggi daripada *Field dependent*. 4) Terdapat interaksi pada variabel model pembelajaran dan gaya kognitif siswa. 5) Terdapat juga pengaruh pada model pembelajaran dan kemandirian belajar siswa. 6) Terdapat interaksi antara model pembelajaran dan gaya kognitif siswa terhadap kemandirian belajar siswa.

Kata Kunci: *Field dependent & field independent learning style, Pembelajaran Berbasis Proyek, Investigasi Grup, Pembelajaran Konvensional, Keterampilan Proses Sains Siswa, Kemandirian Belajar dan EFT (Embedded Figure Test)*.

