

Kholifatut Syakdiyah. 2019. *Pengaruh Model Pembelajaran Children Learning In Science (Clis) Terhadap Pemahaman Konsep Dan Keterampilan Proses Sains Siswa Pada Pembelajaran IPA Kelas III UPTD SDN Bancaran 2*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I: Andika Adinanda S, S.Pd., M.Pd, Pembimbing II: Umi Hanik, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Children Learning In Science (CLIS)* terhadap pemahaman konsep dan keterampilan proses sains. Penelitian ini merupakan penelitian kuantitatif dengan desain *Quasi Exsperimental Design* yang dilaksanakan pada kelas III SDN Bancaran 2 sejumlah 40 siswa. Teknik pengambilan sampel yang digunakan adalah sampel jenuh. teknik pengumpulan data yang digunakan adalah tes. Berdasarkan hasil uji hipotesis pemahaman konsep siswa menggunakan *uji-t dua sampel independent* diperoleh $t_{hitung} = 2,879 > t_{tabel} = 2,093$ maka H_0 ditolak, artinya terdapat perbedaan pemahaman konsep antara kelas eksperimen dan kelas kontrol. Sedangkan keterampilan proses sains siswa berdasarkan *uji-t dua sampel independent* diperoleh $t_{hitung} = 3,657 > t_{tabel} = 2,093$ maka H_0 ditolak, artinya terdapat perbedaan keterampilan proses sains siswa antara kelas eksperimen dan kelas kontrol. Berdasarkan perbedaan hasil pemahaman konsep dan keterampilan proses sains siswa maka dapat disimpulkan bahwa pembelajaran menggunakan model *CLIS* dapat berpengaruh terhadap pemahaman konsep dan keterampilan proses sains siswa kelas III SDN Bancaran 2.

Kata kunci: *Model CLIS, Pemahaman Konsep, Keterampilan Proses Sains.*

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ABSTRACT

This research was to determine the effect of the Children Learning In Science (CLIS) learning model on understanding the concepts and skills of science processes. This research is a quantitative study with the design of Quasi Experimental Design which was carried out in class III SDN Bancaran 2 with a total of 40 students. The sampling technique used is a saturated sample. Data collection techniques used are tests. Based on the results of the hypothesis understanding of the concept of students using the t-test two independent samples obtained $t_{\text{count}} = 2.879 > t_{\text{table}} = 2.093$ then H_0 is rejected, meaning that there are differences in understanding concepts between the experimental class and the control class. While the science process skills of students based on the two independent t-test samples obtained $t_{\text{count}} = 3.657 > t_{\text{table}} = 2.093$ then H_0 is rejected, meaning that there are differences in students' science process skills between the experimental class and the control class. Based on differences in the results of understanding the concepts and science process skills of students, it can be concluded that learning using the CLIS model can influence the understanding of concepts and science process skills of class III SDN Bancaran 2.

Keywords: *CLIS Model, Understanding of Concepts, Science Process Skills.*