

Listiani Latifatul Alief. 2023. *Penerapan Model Pembelajaran Conneting, Organizing, Reflecting, Extending (CORE) Untuk Meningkatkan Keterampilan Proses Sains Siswa*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Eva Ari Wahyuni

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *CORE* terhadap keterampilan proses sains siswa. Penelitian ini merupakan kuantitatif jenis *quasi eksperimen*, dengan desain penelitian yaitu *non equivalent control group design*. Penelitian ini dilaksanakan di SMPN 4 Kamal dengan populasi siswa kelas VIII tahun ajaran 2022/2023. Pengambilan sampel 20 siswa kelas VIII A dan 21 siswa kelas VIII B dilakukan dengan teknik *purposive sampling*. Pengumpulan data menggunakan instrumen berupa lembar observasi, tes keterampilan proses sains dan angket. Hasil observasi keterlaksanaan pembelajaran selama 3 kali pertemuan memperoleh rata-rata persentase 99,20% dengan kategori sangat baik. Hasil keterampilan proses sains diperoleh dari pengujian hipotesis (uji *Mann-Whitney*) dengan sig. $0,000 < 0,05$ artinya H_1 diterima, artinya terdapat perbedaan keterampilan proses sains antara kelas eksperimen dan kelas kontrol. Hasil peningkatan keterampilan proses sains diperoleh dari uji *N-Gain Score* menunjukkan nilai rata-rata peningkatan keterampilan proses sains kelas eksperimen yaitu 0,91 sedangkan kelas kontrol 0,68 yang artinya peningkatan keterampilan proses sains kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol. Respons siswa terhadap model pembelajaran memperoleh hasil rata-rata persentase 89,60% dengan kategori baik. Kesimpulan dari penelitian ini yaitu penerapan model pembelajaran *CORE* dapat mempengaruhi keterampilan proses sains siswa.

Kata kunci: keterampilan proses sains, model pembelajaran *CORE*, pembelajaran IPA

Listiani Latifatul Alief. 2023. *The Implementation Conneting, Organizing, Reflecting, Extending (CORE) Learning Model to Increase Student's Science Process Skills*. Thesis, Natural Science Education Study Program, Faculty of Education, Universitas of Trunojoyo Madura. Advisor: Eva Ari Wahyuni

ABSTRACT

This research aims to determine the implementation's effect of CORE learning model on students' science process skills. This research is quasi-experimental quantitative type, with non-equivalent control group design at SMPN 4 Kamal with population of class VIII students for 2022/2023 academic year. Sampling of 20 students in class VIII A and 21 students in class VIII B was carried out using purposive sampling technique. Instruments in form of observation sheets, science process skills tests and questionnaires. Observing the implementation of learning during 3 meetings obtained an average proportion of 99.20% in very good category. The results of science process skills were obtained from Mann-Whitney test with sig. 0.000 < 0.05, meaning that there are differences in science process skills between experimental class and control class. The results of increasing science process skills obtained from N-Gain Score test showed that average value of increasing science process skills in experimental class was 0.91 while that control class was 0.68, which means that science process skills improvement in experimental class was higher than of control class. Student responses with average of 89.60% in good category. The conclusion from this study is that application of CORE learning model can affect students' science process skills.

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Keywords: *learning model CORE, science process skills, science learning*