

**PENGARUH MODEL PEMBELAJARAN CONNECTING ORGANIZING  
REFLECTING EXTENDING (CORE) BERBASIS SCIENCE  
ENVIRONMENT TECHNOLOGY SOCIETY  
(SETS) TERHADAP HASILBELAJAR IPA  
SISWA KELAS V SD DI GUGUS I  
KECAMATAN BULELENG**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Connecting Organizing Reflecting Extending(CORE)* berbasis *Science Environment Technology Society(SETS)* terhadap hasil belajar IPA siswa kelas V SD di Gugus I Kecamatan Buleleng. Jenis penelitian ini adalah eksperimen semu (*Quasi Experiment*) dengan desain penelitian yakni *Posttest Only Control Group Design*. Data hasil belajar IPA diperoleh melalui metode tes dengan instrumen pengumpulan data berupa soal pilihan ganda sebanyak 25 butir soal. Data yang telah terkumpul kemudian dilakukan analisis menggunakan statistik deskriptif dan statistik inferensial dengan Uji-T digunakan sebagai cara untuk pengambilan keputusan atas hipotesis yang telah ditentukan. Berdasarkan hasil analisis hipotesis yang telah dilakukan dengan menggunakan uji-t diperoleh  $t_{hitung} = 2,992$  sedangkan  $t_{tabel} = 2,000$ . Hal ini berarti  $t_{hitung} > t_{tabel}$ , sehingga  $H_0$  ditolak dan  $H_1$  diterima, dengan kesimpulan bahwa terdapat pengaruh model pembelajaran *Connecting Organizing Reflecting Extending (CORE)* berbasis *Science Environment Technology Society (SETS)* terhadap hasil belajar IPA siswa kelas V SD di Gugus I Kecamatan Buleleng. Adapun nilai rata-rata yang diperoleh siswa pada kelompok eksperimen yakni  $\bar{X}_1 = 76,00$ , sedangkan nilai rata-rata siswa kelompok kontrol yakni  $\bar{X}_2 = 62,85$ . Hal ini berarti  $\bar{X}_1 = 76,00 > \bar{X}_2 = 62,85$ . Dengan demikian, dapat disimpulkan bahwa penerapan model pembelajaran *Connecting Organizing Reflecting Extending (CORE)* berbasis *Science Environment Technology Society (SETS)* berpengaruh terhadap hasil belajar IPA siswa kelas V SD di Gugus I Kecamatan Buleleng.

Kata Kunci: *CORE*, *SETS*, hasil belajar IPA

**EFFECT OF LEARNING CONNECTING ORGANIZING REFLECTING  
EXTENDING (CORE) MODEL BASED ON SCIENCE ENVIRONMENT  
TECHNOLOGY SOCIETY(SETS) TOWARDS RESULTS  
OF LEARNINGCLASS V STUDENTS OF SD IN  
CLUSTER I BULELENG DISTRICT**

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**ABSTRACT**

This study aims to determine the effect of the Connecting Organizing Reflecting Extending (CORE) learning model based on the Science Environment Technology Society (SETS) on the science learning outcomes of fifth grade elementary school students in Cluster I Buleleng District. This type of research is quasi-experimental (Quasi Experiment) with a research design that is Posttest Only Control Group Design. Science learning outcomes data obtained through the test method with data collection instruments in the form of multiple choice questions totaling 25 items. The data that has been collected is then analyzed using descriptive statistics and inferential statistics with the T-Test used as a way to make decisions on the hypotheses that have been determined. Based on the results of the analysis of hypotheses that have been done using t-test obtained  $t_{count} = 2.992$  while  $t-table = 2,000$ . This means that  $t_{count} > t-table$ , so that  $H_0$  is rejected and  $H_1$  is accepted, with the conclusion that there is an influence of the Learning Environment Reflecting Extending (CORE) learning model based on the Science Environment Technology Society (SETS) on the science learning outcomes of fifth grade elementary school students in Cluster I Buleleng District. The average value obtained by students in the experimental group is  $\bar{X}_1 = 76,00$ , while the average value of the control group students is  $\bar{X}_2 = 62,85$ . This means  $\bar{X}_1 = 76,00 > \bar{X}_2 = 62,85$ . Thus, it can be concluded that the application of the Connecting Organizing Reflecting Extending (CORE) learning model based on the Science Environment Technology Society (SETS) influences the learning outcomes of science students in grade V elementary school in Cluster I Buleleng District.

Keywords: CORE, SETS, science learning outcomes