

PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE *GROUP INVESTIGATION* DENGAN ASESMEN KINERJA TERHADAP PENGUASAAN KONSEP IPA, SIKAP ILMIAH, DAN KETERAMPILAN PROSES SAINS SISWA KELAS IV SDN DI KOTA SINGARAJA

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ABSTRAK

Penelitian ini bertujuan menganalisis perbedaan penguasaan konsep IPA, sikap ilmiah, dan keterampilan proses sains antara kelompok siswa yang mengikuti model pembelajaran kooperatif tipe *group investigation* dengan asesmen kinerja, model pembelajaran kooperatif tipe *group investigation* dan model pembelajaran konvensional. Jenis penelitian ini adalah kuasi eksperimen dengan rancangan *nonequivalent pretest-posttest control group design*. Penelitian dilakukan pada siswa kelas IV SD Negeri di Kota Singaraja dengan populasi berjumlah 43 SD Negeri. Pemilihan sampel menggunakan *multi stage random sampling* sehingga terpilih 2 SDN untuk kelompok eksperimen I (n= 60), 2 SDN untuk kelompok eksperimen II (n= 60) dan 2 SDN untuk kelompok kontrol (n = 45). Kelompok eksperimen I menggunakan model pembelajaran kooperatif tipe *group investigation* dengan asesmen kinerja, kelompok eksperimen II menggunakan model pembelajaran kooperatif tipe *group investigation* dan kelompok kontrol menggunakan pembelajaran konvensional. Instrumen yang digunakan dalam penelitian ini, yaitu tes penguasaan konsep IPA ($r_i = 0,816$), kuesioner sikap ilmiah ($r_i = 0,922$), dan lembar observasi keterampilan proses sains ($r_{nn} = 0,931$) yang telah diujicobakan. Data hasil penelitian dianalisis dengan MANOVA. Hasil analisis menyatakan bahwa terdapat perbedaan yang signifikan penguasaan konsep IPA, sikap ilmiah, dan keterampilan proses sains yang mengikuti model pembelajaran kooperatif tipe *group investigation* dengan asesmen kinerja, model pembelajaran kooperatif tipe *group investigation*, dan pembelajaran konvensional.

Kata-kata kunci: *group investigation*, penguasaan konsep IPA, sikap ilmiah, keterampilan proses sains

**THE EFFECT OF GROUP INVESTIGATION TYPE COOPERATIVE
LEARNING MODELS WITH PERFORMANCE ASSESSMENTS
TOWARD THE SCIENCE CONCEPTS MASTERY, SCIENTIFIC
ATTITUDES, AND STUDENTS' SCIENCE PROCESS SKILLS ON
FOURTH GRADE STUDENTS IN SINGARAJA**

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ABSTRACT

This research was aimed to analyze differences in the mastery of science concepts, scientific attitudes, and students' science process skills of student with group investigation type cooperative learning models with performance assessments, group investigation type cooperative learning models, and conventional learning model. This study was a quasy-experiment with a nonequivalent pretest-posttest control group design. The study was done with the fourth grade students in Singaraja city with a population of 43 public elementary schools. The sample was selected using multi stage random sampling and 2 elementary schools were selected for the experimental group I (n = 60), 2 elementary schools were selected for the experimental group II (n = 60) and) and another 2 for the control group (n = 45). The experimental group I used group investigation type cooperative learning model with performance assessment, the experimental group II used group investigation type cooperative learning model and the control group used the conventional teaching model. The study used science concept mastery test ($r_i = 0,816$), scientific attitude questionnaire ($r_i = 0,922$), observation sheet of science process skills ($r_{nn} = 0,931$). This study applied of MANOVA. The result of the analysis showed that there were significant difference in mastery of the concepts of science, scientific attitudes, and science process skills that learned with the group investigation type cooperative learning model with performance assessment, group investigation type cooperative learning model, and conventional teaching model.

Keywords: group investigation, science concepts mastery, scientific attitudes, and science process skills