

## ABSTRAK

**Lailatul Try Maulida (1212060066)** “Pengaruh Model Pembelajaran *Group Investigation* Berbasis *Outdoor Learning* Terhadap Keterampilan Proses Sains Siswa Pada Materi Ekosistem”

Keterampilan proses sains merupakan kemampuan penting yang perlu dikuasai siswa pada abad ke-21. Namun, kenyataannya keterampilan proses sains siswa masih tergolong rendah, terutama pada materi ekosistem. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Group Investigation* (GI) berbasis *Outdoor Learning* terhadap keterampilan proses sains siswa. Penelitian menggunakan metode kuasi eksperimen dengan desain *pretest-posttest control group design*. Sampel ditentukan dengan teknik *purposive sampling*, terdiri dari kelas VII-A sebagai kelas eksperimen dan VII-B sebagai kelas kontrol. Hasil penelitian menunjukkan keterlaksanaan pembelajaran di kelas eksperimen mencapai 96% untuk aktivitas guru dan 92% untuk aktivitas siswa dengan kategori “sangat baik”. Nilai rata-rata *posttest* keterampilan proses sains siswa kelas eksperimen adalah 84,75 dengan peningkatan N-Gain sebesar 0,62 (kategori sedang). Sementara itu, kelas kontrol memperoleh rata-rata *posttest* 79,75 dengan N-Gain sebesar 0,51 (kategori sedang). Uji hipotesis menggunakan *independent sample t-test* menghasilkan nilai Sig. (2-tailed) < 0,05, sehingga  $H_0$  ditolak dan  $H_1$  diterima. Data tersebut diperkuat oleh hasil refleksi siswa pada kelas eksperimen dengan indikator Fact (62,5%), Feeling (50%), Finding (45,8%) pada kategori sangat baik, dan Future (37,5%) kategori baik. Dengan demikian, dapat disimpulkan bahwa model GI berbasis *Outdoor Learning* berpengaruh positif dalam meningkatkan keterampilan proses sains siswa pada materi ekosistem.

**Kata Kunci:** *Group Investigation*, *Outdoor Learning*, Keterampilan Proses Sains, Ekosistem.

## ABSTRACT

**Lailatul Try Maulida (1212060066)** *“The Effect of the Group Investigation Learning Model Based on Outdoor Learning on Students’ Science Process Skills in the Ecosystem Topic”*

*Science process skills are important abilities that students need to master in the 21st century. However, in reality, students' science process skills are still relatively low, especially in ecosystem material. This study aims to analyze the effect of the Group Investigation (GI) learning model based on Outdoor Learning on students' science process skills. The study used a quasi-experimental method with a pretest-posttest control group design. The sample was determined by purposive sampling technique, consisting of class VII-A as the experimental class and VII-B as the control class. The results showed that the implementation of learning in the experimental class reached 96% for teacher activities and 92% for student activities with the category "very good". The average posttest score of students' science process skills in the experimental class was 84.75 with an N-Gain increase of 0.62 (moderate category). Meanwhile, the control class obtained an average posttest of 79.75 with an N-Gain of 0.51 (moderate category). Hypothesis testing using an independent sample t-test produced a Sig. (2-tailed) value  $< 0.05$ , so  $H_0$  was rejected and  $H_1$  was accepted. These data are supported by student reflections in the experimental class, with Fact (62.5%), Feeling (50%), Finding (45.8%) in the excellent category, and Future (37.5%) in the good category. Therefore, it can be concluded that the GI model based on Outdoor Learning has a positive effect on improving students' science process skills in ecosystems.*

**Keywords:** *Group Investigation, Outdoor Learning, Science Process Skills, Ecosystem.*

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