

ABSTRAK

Syifa Roihana Nurul Latipah (1202060117). “Penerapan LKPD Berbasis Pendekatan Saintifik Untuk Meningkatkan Penguasaan Konsep Siswa Pada Konsep Klasifikasi Tumbuhan *Angiospermae*”.

Abstrak. Penelitian ini bertujuan untuk menganalisis pengaruh penerapan LKPD berbasis pendekatan saintifik untuk meningkatkan penguasaan konsep siswa pada konsep klasifikasi tumbuhan *Angiospermae*. Penelitian menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen dan desain *Nonequivalent Control Group Design*. Sampel penelitian terdiri atas 45 peserta didik kelas VII MTs Manba’ul Huda, yaitu 22 peserta didik kelas eksperimen dan 23 peserta didik kelas kontrol. Data penelitian diperoleh melalui lembar observasi keterlaksanaan pembelajaran, tes penguasaan konsep, dan angket respons siswa. Hasil penelitian menunjukkan bahwa rata-rata *Pretest* dan *Posttest* kelas eksperimen masing-masing sebesar 53,41 dan 79,77, dengan nilai *N-Gain* sebesar 0,55 kategori sedang. Kelas kontrol memperoleh rata-rata *Pretest* dan *Posttest* sebesar 52,83 dan 63,04, dengan nilai *N-Gain* sebesar 0,21 kategori rendah. Berdasarkan indikator kognitif C1–C6, peningkatan tertinggi kelas eksperimen terdapat pada C4 – Menganalisis sebesar 0,63, sedangkan terendah pada C3 – Menerapkan sebesar 0,52. Hasil uji *Mann–Whitney U* memperoleh nilai *U* sebesar 78,000 dengan *Sig. (2-tailed)* < 0,001, sehingga H_0 ditolak dan H_1 diterima. Keterlaksanaan pembelajaran berada pada kategori sangat baik dan respons siswa memperoleh persentase 91,86% dengan kategori sangat baik. Dengan demikian, penerapan LKPD berbasis pendekatan saintifik berpengaruh untuk meningkatkan penguasaan konsep siswa pada konsep klasifikasi tumbuhan *Angiospermae*.

Kata Kunci: LKPD, Pendekatan Saintifik, Penguasaan Konsep, Klasifikasi Tumbuhan, *Angiospermae*

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ABSTRACT

Syifa Roihana Nurul Latipah (1202060117). “*Application of Scientific Approach-Based Student Worksheets (LKPD) to Improve Students’ Concept Mastery on the Concept of Plant Classification Angiospermae*”

Abstract. This study aimed to analyze the effect of applying scientific approach-based student worksheets (LKPD) to improve students’ concept mastery on the concept of plant classification Angiospermae. The study employed a quantitative approach using a quasi-experimental method with a Nonequivalent Control Group Design. The sample consisted of 45 seventh-grade students of MTs Manba’ul Huda, comprising 22 students in the experimental class and 23 students in the control class. Data were collected through learning implementation observation sheets, a concept mastery test, and a student response questionnaire. The results showed that the mean Pretest and Posttest scores of the experimental class were 53.41 and 79.77, respectively, with an N-Gain score of 0.55 in the medium category. The control class obtained mean Pretest and Posttest scores of 52.83 and 63.04, respectively, with an N-Gain score of 0.21 in the low category. Based on the C1–C6 cognitive indicators, the highest increase in the experimental class was found in C4 – Analyzing at 0.63, while the lowest was in C3 – Applying at 0.52. The Mann–Whitney U test obtained a U value of 78.000 with Sig. (2-tailed) < 0.001, indicating that H_0 was rejected and H_1 was accepted. Learning implementation was categorized as very good, and students’ responses reached 91.86%, also categorized as very good. Thus, the application of scientific approach-based student worksheets has an effect on improving students’ concept mastery on the concept of plant classification Angiospermae.

Keywords: LKPD, Scientific Approach, Concept Mastery, Plant Classification, Angiospermae