

## ABSTRAK

**Misfahul Faridloh.** Pengaruh Model Pembelajaran *Blended Learning* Berbantu Aplikasi *PlantNet Plant Identification* Terhadap Keterampilan Proses Sains Siswa Pada Materi *Plantae*

Materi *Plantae* dengan salah satu objek pembahasan yaitu mengenal tumbuhan sekitar dengan mengklasifikasikan tumbuhan tersebut sesuai dengan ciri- ciri yang dimiliki oleh tumbuhan dengan cara melakukan observasi untuk meningkatkan keterampilan proses sains. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Blended Learning* berbantu aplikasi *PlantNet Plant Identification* terhadap Keterampilan Proses Sains Siswa pada Materi *Plantae*. Metode yang digunakan adalah *Quasi Experimen* dengan berbentuk *Pretest- Posttest Control Group Design*. Pengambilan sampel dilakukan secara *purposive sampling*. X MIPA 1 (Kelas Eksperimen) dan X MIPA 3 (Kelas Kontrol) dengan masing- masing kelas berjumlah 36 siswa. Instrumen penelitian yang digunakan berupa lembar observasi, tes pilihan ganda keterampilan proses sains, dan lembar angket. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran pada kelas eksperimen diperoleh nilai rata- rata aktivitas guru sebesar 91% dan aktivitas siswa sebesar 98% dan kemampuan keterampilan proses sains siswa menggunakan model *Blended Learning* berbantu aplikasi *PlantNet Plant Identification* menghasilkan nilai rata- rata *pretest* 55 dan *Posttest* 79. Pada kelas kontrol menghasilkan nilai rata- rata *Pretest* 53 dan *Posttest* 76. Terdapat Pengaruh Model Pembelajaran *Blended Learning* Berbantu Aplikasi *PlantNet Plant Identification* Terhadap Keterampilan Proses Sains dengan nilai  $Z_{hitung} < Z_{tabel}$ , yaitu  $0,026 < 0,05$ .

**Kata kunci:** *Blended Learning*, Keterampilan Proses Sains, *Plantae*.

## **ABSTRACT**

**Misfahul Faridloh.** *The Effect of Learning Models Blended Learning Assisted Application PlantNet Plant Identification Against Students' Science Process Skills in Plantae Material*

*Plantae material with one of the objects of discussion is getting to know the surrounding plants by classifying these plants according to the characteristics possessed by plants by making observations to improve science process skills. This study aims to determine the effect of the learning model Blended Learning assisted application PlantNet Plant Identification on Students' Science Process Skills on Plantae Material. The method used is As an experiment with shape Pretest- Posttest Control Group Design. Sampling is done by purposive sampling. X MIPA 1 (Experimental Class) and X MIPA 3 (Control Class) with 36 students in each class. The research instruments used were observation sheets, multiple choice tests of science process skills, and questionnaires. The results showed that the implementation of learning in the experimental class obtained an average value of teacher activity of 91% and student activity of 98% and the ability of students' science process skills using the model Blended Learning assisted application PlantNet Plant Identification yields an average value pretest 55 and Posttest 79. In the control class produces an average value Pretest 53 and Posttest 76. There is an influence of learning models Blended Learning Assisted Application PlantNet Plant Identification Against Science Process Skills with a value of Z count < Z table, namely  $0.026 < 0.05$ .*

**Keywords:** *Blended Learning, Science Process Skills, Plantae.*

