ABSTRAK

SITI KHAERUNNISA: "Pengaruh Model *Cooperative Learning* Tipe *Jigsaw* Terhadap Keterampilan Proses Sains Siswa Pada Materi Inovasi Teknologi Biologi".

Keterampilan proses sains merupakan aspek penting yang harus dimiliki siswa pada abad 21. Penelitian ini bertujuan untuk menganalisis pengaruh model *Cooperative Learning* tipe *Jigsaw* terhadap KPS pada materi inovasi teknologi biologi. Metode yang digunakan adalah *quasi eksperimen* dengan *non equivalent control group design*. Instrumen yang digunakan meliputi lembar observasi, soal berindikator KPS, dan angket kendala siswa. Hasil penelitian menunjukkan bahwa keterlaksanaan aktivitas guru dan siswa mencapai kriteria sangat baik. Pada kelas dengan model *Cooperative Learning* tipe *Jigsaw* nilai *pretest* 41,1 dan *posttest* 86,1. Sedangkan kelas tanpa model *Cooperative Learning* tipe *Jigsaw* nilai *pretest* 38,1 dan *posttest* 65,4. Hasil uji hipotesis menunjukkan terdapat pengaruh signifikan penggunaan model *Cooperative Learning* tipe *Jigsaw* terhadap KPS siswa dengan *Sig.* 0,00 < 0,05 maka H_0 ditolak dan H_a diterima, data tersebut diperkuat oleh nilai *effect size* sebesar 0,9 yang menunjukkan kategori berpengaruh besar. Respon siswa terhadap model *Cooperative Learning* tipe *Jigsaw* memperoleh hasil yang baik dengan persentase 89%. Maka dapat disimpulkan bahwa terdapat pengaruh model *Cooperative Learning* tipe *Jigsaw* terhadap KPS siswa pada materi inovasi teknologi biologi. Penelitian ini dapat dijadikan referensi variasi model pembelajaran sehingga siswa memperoleh pengalaman belajar yang lebih bermakna.

Kata Kunci: *Cooperative Learning* Tipe *Jigsaw*, Inovasi Teknologi Biologi, Keterampilan Proses Sains

ABSTRACT

SITI KHAERUNNISA: *"The Influence of the Jigsaw Type Cooperative Learning Model on Students' Science Process Skills in Biological Technology Innovation Material".*

Science process skills are an important aspect that students must have in the 21st century. This research aims to analyze the influence of the Jigsaw type Cooperative Learning model on KPS in biological technology innovation material. The method used was quasi-experimental with a non-equivalent control group design. The instruments used include observation sheets, questions with KPS indicators, and student obstacle questionnaires. The research results showed that the implementation of teacher and student activities reached very good criteria. In the class with the Jigsaw Cooperative Learning model, the pretest score was 41.1 and posttest 86.1. Meanwhile, the class without the Jigsaw Cooperative Learning model had a pretest score of 38.1 and a posttest of 65.4. The results of the hypothesis test show that there is a significant influence of the use of the Jigsaw type Cooperative Learning model on students' KPS with Sig. 0.00 < 0.05 then H0 is rejected and Ha is accepted. This data is strengthened by an effect size value of 0.9 which indicates a large influential category. Student responses to the Jigsaw type Cooperative Learning model obtained good results with a percentage of 89%. So it can be concluded that there is an influence of the Jigsaw type Cooperative Learning model on students' KPS in biological technology innovation material. This research can be used as a reference for variations in learning models so that students gain a more meaningful learning experience.

Keywords: *Biological Technology Innovation, Jigsaw type Cooperative Learning, Science Process Skills*