

ABSTRAK

Penelitian ini didasari oleh kebutuhan siswa pada jenjang SMA yang seharusnya sudah mampu menguasai keterampilan proses sains terintegrasi, sedangkan pembelajaran yang banyak dilakukan masih mengedepankan metode ceramah sehingga siswa kurang mengasah keterampilan proses sainsnya. Penelitian yang dilaksanakan di salah satu sekolah menengah atas (SMA) di Bandung ini bertujuan untuk menganalisis pengaruh *hands on-minds on activity* terhadap peningkatan keterampilan proses sains terintegrasi siswa dalam mempelajari konsep habitat dalam ekosistem, serta mengetahui respon siswa terhadap pelaksanaan *hands on-minds on activity*. Sampel penelitian menggunakan dua kelas sampel kelas X sebagai kelas eksperimen dan kelas kontrol. Metode penelitian yang digunakan adalah *quasy experimental design*. Hasil penelitian menunjukkan bahwa *hands on-minds on activity* memberikan pengaruh yang signifikan terhadap keterampilan proses sains terintegrasi siswa. Keterampilan proses sains terintegrasi siswa mengalami peningkatan dengan kriteria indeks gain “sedang”. Peningkatan keterampilan proses sains di kelas eksperimen lebih tinggi (0,539) dibandingkan dengan kelas kontrol (0,442). Hasil ini didukung melalui respon siswa yang pada umumnya menyatakan bahwa pembelajaran *hands on-minds on activity* membantu mereka dalam memahami konsep habitat dalam ekosistem. Kesimpulan penelitian ini adalah terdapat perbedaan yang signifikan peningkatan keterampilan proses sains terintegrasi siswa pada kelas eksperimen dan kelas kontrol.

Kata kunci : *hands on-minds on activity*, keterampilan proses sains terintegrasi, habitat dalam ekosistem

ABSTRACT

This research was based on the Senior High School students' need which demand that the students should be able to master integrated science process skill. However, the learning process so commonly used is lecturing that the students lack the science process skill. This research was conducted in one of the Senior High School in Bandung. This research aims to analyze the influence of hands on-minds on activity on the improvement of the students' integrated science process skill in learning the concept of habitat in ecosystem and to know the students' response on hand on-minds on activity. As the sample of this research, the writer used two classes of tenth grade, one as experimental class and the other as control class. The method of this research is quasy experimental design. The finding of this research showed that hands on-minds on activity gave significant result on the students' integrated science process skill. The students' integrated science process skill improved on the index gain criteria "moderate". The improvement of science process skill in experimental class is higher (0,539) than the improvement of science process skill in control class (0,442). This result was supported by the students' response which stated that hands on-minds on activity help them comprehend the concept of habitat in ecosystem. Therefore, it can be concluded that there is significant difference between the students' improvement of integrated science process skill in the experimental class and in the control class.

Keyword : *hands on-minds on activity, integrated science process skill, habitat in ecosystem*

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