ABSTRACT

Cacariani, 2018. Implemention Of Learning Cycle Model Through Environmental Approach To Improve Science Process Skills In Biological Biofuel Concept. Pembimbing I H. Dadi Setia Adi. M.Sc, Ph.D dan Pembimbing II Dr. Cartono, M.Pd, M.T

This research was conducted based on the background of the low average score of the test obtained by students, namely 62, while the completeness of learning criteria for biology at school was 75. This study aims to prove the improvement of students' science process skills on the concept of biodiversity after the Learning Cycle model is applied through an environmental approach. Science process skills observed include skills in observing, communicating, classifying and concluding. The research method used was quasi experimental design with one group pretest-posttest design involving one experimental class selected purposively sampling. The research instrument used in the form of 20 multiple choice questions that have been tested before. From the results of the study, the average pretest was 32.85 and the posttest average was 85.05. The results of the calculation of paired t test showed that there was a significant difference between pretest and posttest with the results of $t_{hitung} > t_{tabel}$, that is equal to 12.61> 2.84. The results of the hypothesis testing are supported by the results of questionnaire data which shows that almost all students showed a positive response to learning. The results of the observation sheet analysis show that the implementation of learning using the Learning Cycle model through the environmental approach is very effective, as evidenced by the average learning activities carried out by the teacher is 91.04% and 85.56% by students. The results of this study indicate an increase in students' science process skills using the Learning Cycle model through an environmental approach with an average N-Gain achievement of 0.78 with high criteria.

Keywords: Learning Cycle Model, Environment, Science Process Skills, Biodiversity