

ABSTRAK

PENGARUH MODEL *DISCOVERY LEARNING* BERBASIS HOTS TERHADAP KETERAMPILAN PROSES SAINS PESERTA DIDIK KELAS V SEKOLAH DASAR NEGERI

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Permasalahan dalam penelitian ini adalah rendahnya keterampilan proses sains peserta didik kelas V di UPTD SDN Karya Makmur, serta belum diterapkannya model pembelajaran yang sesuai, khususnya model *discovery learning* berbasis HOTS. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model *discovery learning* berbasis HOTS terhadap keterampilan proses sains peserta didik kelas V pada materi Cahaya dan Sifatnya. Metode yang digunakan dalam penelitian ini adalah *quasi experimental* dengan desain *nonequivalent control group design*. Populasi pada penelitian ini berjumlah 317 orang peserta didik, dengan sampel sebanyak 48 peserta didik yang ditentukan menggunakan teknik *purposive sampling*. Teknik pengumpulan data dilakukan dengan menggunakan teknik tes berupa soal pilihan ganda *pretest* dan *posttest*, serta teknik non tes berupa lembar observasi. Analisis data dilakukan dengan uji regresi linear sederhana dan uji-t *independent sample t-test*. Pengujian hipotesis menggunakan uji regresi linear sederhana, yang menunjukkan nilai $F_{hitung} > F_{tabel}$ yaitu $57,925 > 4,24$ dengan nilai signifikansi $0,000 < 0,05$, serta hasil uji t menunjukkan bahwa nilai $t_{hitung} = -7,584$ dengan signifikansi $0,000 < 0,05$, sehingga terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol, sehingga dapat disimpulkan bahwa model *discovery learning* berbasis HOTS berpengaruh signifikan terhadap keterampilan proses sains peserta didik kelas V UPTD SDN Karya Makmur.

Kata kunci: *discovery learning*, HOTS, keterampilan proses sains.

ABSTRACT

THE EFFECT OF THE HOTS-BASED DISCOVERY LEARNING MODEL ON FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS' SCIENCE PROCESS SKILLS

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The problem in this research was the low science process skills of fifth-grade students at UPTD SDN Karya Makmur, as well as the lack of implementation of appropriate learning models, particularly the HOTS-based discovery learning model. This study aimed to determine the effect of the HOTS-based discovery learning model on the science process skills of fifth-grade students on the topic of Light and Its Properties. The method used in this study was a quasi-experimental design with a nonequivalent control group design. The population consisted of 317 students, and the sample consisted of 48 students selected using a purposive sampling technique. Data were collected through tests in the form of multiple-choice pretests and posttests, as well as non-test techniques in the form of observation sheets. Data analysis was conducted using simple linear regression and an independent samples t-test. The results of hypothesis testing using simple linear regression showed that $F_{count} > F_{table}$ ($57.925 > 4.24$) with a significance value of $0.000 < 0.05$, while the t-test results showed that $t_{count} = -7.584$ with a significance value of $0.000 < 0.05$. Therefore, there was a significant difference between the experimental class and the control class. It was concluded that the HOTS-based discovery learning model had a significant effect on the science process skills of fifth-grade students at UPTD SDN Karya Makmur.

Keywords: discovery learning, HOTS, science process skills.