

## **ABSTRACT**

### **THE INFLUENCE OF INTERACTION IN LEARNING INTERACTIVE CONCEPTUAL INSTRUCTION (ICI) ON SCIENCE PROCESS SKILLS AND LEARNING OUTCOMES**

**BY**

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Based on interviews and observations that have been done, the process still tend to be teacher-centered learning, where students receive much more information from teachers, so students are less actively interact in the learning process. That matter also resulted in the science process skills that emerge during learning, namely the new ability to observe. The low skills of the process impact on student learning outcomes. One effort that can assist students in improving science process skills and learning outcomes is by applying the learning ICI. Learning the syntax is trying to make the students to interact actively in the learning process, so as to enhance the science process skills and learning outcomes.

This study aims to determine: (1) the influence of student interaction in learning ICI on science process skills, (2) the influence of student interaction in learning ICI on student learning outcomes, (3) the relationship of science process skills on student learning outcomes. From this fieldwork, the data obtained ICI student interaction in learning, science process skills and *N-gain* learning results are then

analyzed using SPSS 17.0, the results of the analysis showed that all three data normally distributed and linear.

Furthermore, to test the effect of a test conducted by correlation and regression.

The results of this study indicate that (1) there is a significant and positive impact on student learning ICI interaction of science process skills of 17,47%, (2) there are positive and significant influence on student interaction in learning to student learning outcomes ICI for 16, 40% and (3) there is a positive and significant relationship between science process skills on student learning outcomes.

Key words: learning ICI, science process skills, and learning outcomes.