ABSTRACK

THE EFFECT OF THE CHILDREN LEARNING IN SCIENCE (CLIS) LEARNING MODEL ON UNDERSTANDING THE CONCEPT OF SCIENCE IN ELEMENTARY SCHOOLS.

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This study aims to determine the effect of the Children Learning In Science (CLIS) learning model on understanding the concept of science in elementary schools. The population used by the grade IV students of SDN Bojongsari 04, having their address at Bojongsari Village, Kedungwaringin District, Bekasi Regency is 15 students. The design in the study used the One Group Pretest Posttest, in which grade IV students were first given a preliminary test and then given the application of the Children Learning In Science (CLIS) learning model. This study used a multiple choice question instrument, amounting to 30 questions. The first test (pretest) will be carried out to the experimental group before being given treatment, then the second test (posttest) will be given after students are treated to the experimental group, namely by using the Children Learning In Science (CLIS) learning model. After the research was carried out, students who were given treatment had higher learning outcomes than students who had not been given treatment. This can be seen from the highest posttest score obtained by students after being treated with the Children Learning In Science (CLIS) model, namely 93, while the highest pretest score before being given treatment is 50.Thus, the average (mean) value obtained by students after being given treatment is 84.07 while the average (mean) value obtained before being given treatment is 40.67. Based on the calculations obtained, it shows that the sig (2-tailed) value <0.005, namely sig = 0.000 <0.005. Then from the calculation process, the value of tcount> ttable is 27.329> 1.1771, so Ho is rejected and Ha is accepted. Thus, students 'understanding of science concepts after being given treatment is better than students' understanding of science concepts before being given treatment.

Based on these results, that the Children Learning In Science (CLIS) learning model is better used in student learning and there is an influence on the understanding of the concept of science in grade IV SDN Bojongsari 04.

Keywords: Learning Model for Children Learning In Science (CLIS), Understanding Science Concepts.

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *CHILDREN LEARNING IN SCIENCE (CLIS)* TERHADAP PEMAHAMAN KONSEP IPA DI SEKOLAH DASAR

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Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Children Learning In Science (CLIS) terhadap pemahaman konsep IPA di Sekolah Dasar. Populasi yang digunakan siswa kelas IV SDN Bojongsari 04, beralamat di Desa Bojongsari Kecamatan Kedungwaringin Kabupaten Bekasi berjumlah 15 siswa. Desain dalam penelitian menggunakan *One Group Pretest Posttest*, yaitu siswa kelas IV terlebih dulu diberikan tes awal selanjutnya diberikan penerapan model pembelajaran *Children Learning In Science (CLIS)*. Penelitian ini menggunakan instrumen soal pilihan ganda yang berjumlah 30 soal. Tes pertama *(pretest)* akan dilakukan kepada kelompok eksperimen sebelum diberi perlakuan, selanjutnya tes kedua *(posttest)* akan diberikan setelah siswa diberi perlakuan kepada kelompok eksperimen yaitu dengan menggunakan model pembelajaran *Children Learning In Science* (CLIS). Setelah dilakukan penelitian maka siswa yang diberikan perlakuan memiliki hasil belajar yang lebih tinggi dibandingkan siswa yang belum diberikan perlakuan. Hal ini dapat dilihat dari nilai tertinggi *posttest* yang diperoleh siswa setelah diberi perlakuan dengan model *Children Learning In Science* (CLIS) yaitu 93, sedangkan nilai tertinggi *pretest* sebelum diberi perlakuan yaitu 50. Maka, rata-rata *(mean)* nilai yang diperoleh siswa setelah diberi perlakuan yaitu 84,07 sedangkan rata-rata *(mean)* nilai yang diperoleh sebelum diberi perlakuan yaitu 40,67. Berdasarkan perhitungan yang diperoleh menunjukkan bahwa nilai sig *(2-tailed)* < 0,005 yaitu sig = 0,000 < 0,005. Kemudian dari proses perhitungan diperoleh nilai $t_{hitung} > t_{tabel}$ yaitu 27,329 > 1,1771 maka H_o ditolak dan H_a diterima. Dengan demikian pemahaman konsep

IPA siswa setelah diberikan perlakuan lebih baik daripada pemahaman konsep IPA siswa sebelum diberikan perlakuan. Berdasarkan hasil tersebut, bahwa model pembelajaran *Children Learning In Science* (CLIS) lebih baik digunakan dalam pembelajaran pada siswa dan terdapat pengaruh terhadap pemahaman konsep IPA kelas IV SDN Bojongsari 04.

Kata Kunci : Model Pembelajaran Children Learning In Science, Pemahaman Konsep IPA