

## ABSTRAK

**FEBY RAMADHANI**, 2023. Pengaruh Model Pembelajaran *Collaborative* terhadap Keterampilan Berargumentasi Ilmiah dan Hasil Belajar Siswa Kelas V MIN 3 Jeneponto Kecamatan Bangkala Barat Kabupaten Jeneponto. Dibimbing oleh: Rosleny Babo dan Hidayah Quraisy.

Penelitian ini bertujuan untuk (1) Mengetahui keterampilan berargumentasi ilmiah melalui model pembelajaran *collaborative* siswa kelas V pada pembelajaran IPS. (2) Mengetahui hasil belajar melalui model pembelajaran *collaborative* siswa kelas V pada pembelajaran IPS. (3) mengetahui pengaruh model pembelajaran *collaborative* terhadap keterampilan berargumentasi ilmiah dan hasil belajar siswa kelas V pada pembelajaran IPS. Jenis penelitian ini adalah Kuasi Eksperimen dengan desain *Nonequivalent Control Group Design*. Populasi dalam penelitian ini adalah siswa kelas atas IV, V, VI MIN 3 Jeneponto. Sampel dalam penelitian ini adalah kelas VA sebagai kelas eksperimen dengan jumlah siswa sebanyak 18 orang dan kelas VB sebagai kelas kontrol dengan jumlah siswa sebanyak 18 orang. Metode pengumpulan data yang digunakan yaitu observasi, tes hasil belajar, dan dokumentasi. Teknik analisis data yang digunakan yaitu (1) Uji Prasyarat yaitu uji normalitas, uji homogenitas. (2) Uji hipotesis. Berdasarkan *table equal variences assumed* diperoleh nilai Sig.  $0,005 < 0,05$ , dan juga terlihat dari rata-rata keterampilan berargumentasi ilmiah model pembelajaran *collaborative* adalah 78,33 artinya model pembelajaran *collaborative* berpengaruh terhadap keterampilan berargumentasi ilmiah siswa. Berdasarkan *table equal variences assumed* diperoleh nilai Sig.  $0,001 < 0,05$ . dan juga terlihat dari rata-rata hasil belajar model pembelajaran *collaborative* adalah 84,44 artinya model pembelajaran *collaborative* berpengaruh terhadap hasil belajar siswa. Dan berdasarkan tabel *multivariate test* diperoleh nilai Sig.  $0,013 < 0,05$  artinya ada pengaruh secara simultan model pembelajaran *collaborative* terhadap keterampilan berargumentasi ilmiah dan hasil belajar siswa. Hasil pengujian hipotesis menunjukkan bahwa yang ditunjukkan hasil uji *independent sample t-test* dengan nilai signifikan  $0,005 < 0,05$  ini berarti  $H_0$  ditolak dan  $H_1$  diterima. Artinya ada pengaruh yang signifikan antara keterampilan berargumentasi ilmiah dan hasil belajar siswa kelas V di MIN 3 Jeneponto.

**Kata Kunci:** Model Pembelajaran *Collaborative*, Keterampilan Berargumentasi Ilmiah, Hasil Belajar

## ABSTRACT

**Febby Ramadhani, 2023.** The Effect of the Collaborative Learning Model on Scientific Arguing Skills and Learning Outcomes of Class V MIN 3 Jeneponto, West Bangkala District, Jeneponto Regency. Supervised by Hj. Rosleny Babo and Hj. Hidayah Quraisy.

This study aimed to; (1) know scientific argumentation skills through a collaborative learning model for fifth grade students in social studies learning. (2) know the results of learning through collaborative learning models of class V students in social studies learning. (3) know the effect of collaborative learning models on scientific argumentation skills and learning outcomes of fifth grade students in social studies learning. This type of research was Quasi Experiment with Nonequivalent Control Group Design. The population in this study were students in upper grades IV, V, VI MIN 3 Jeneponto. The sample in this study was the VA class as the experimental class with a total 18 students and the VB class as the control class with a total 18 students. Data collection methods used were observation, learning achievement tests, and documentation. The data analysis technique used was (1) Prerequisite test, namely the normality test, homogeneity test. (2) Test the hypothesis. Based on the table of equal variances assumed, the value of Sig. 0.005 < 0.05, and it can also be seen from the average scientific argumentation skills of the collaborative learning model which is 78.33, meaning that the collaborative learning model affect the students' scientific argumentation skills. Based on the table of equal variances assumed, the value of Sig. 0.001 < 0.05, and it can also be seen from the average learning outcomes of collaborative learning models is 84.44 meaning that collaborative learning models affect student learning outcomes. Based on the multivariate test table, the value of Sig. 0.013 < 0.05 means that there is a simultaneous effect of collaborative learning models on scientific argumentation skills and student learning outcomes. The results of testing the hypothesis show that what is shown by the independent sample t-test results with a significant value 0.005 < 0.05 means that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This means that there is a significant effect between scientific argumentation skills and the learning outcomes of fifth grade students at MIN 3 Jeneponto.

**Keywords:** *Collaborative Learning Model, Scientific Arguing Skills, Learning Outcomes.*



Translated & Certified by  
Language Institute of Unismuh Makassar  
Date: 13 July 23 Doc: Abstract  
Authorized by: 