ABSTRAK

Asriadi. 2025. *Penerapan Media Pembelajaran Fisika Berbantuan Miro untuk Meningkatkan Keterampilan Proses Sains Peserta Didik SMA*. Skripsi. Program Studi Pendidikan Fisika. Universitas Muhammadiyah Makassar. Pembimbing I Ishaq dan Pembimbing II Dian Pramana Putra .

Penelitian ini bertujuan untuk mengetahui keterampilan proses sains (KPS) peserta didik sebelum dan sesudah penerapan media pembelajaran fisika berbantuan *Miro*, serta untuk menganalisis peningkatan keterampilan proses sains antara sebelum dan sesudah penerapan media tersebut. Jenis penelitian yang digunakan adalah kuasi eksperimen dengan desain one-group pretest-posttest. Subjek penelitian adalah peserta didik kelas XI SMA yang dipilih secara purposive sampling. Instrumen penelitian berupa tes keterampilan proses sains yang terdiri atas indikator mengamati, menafsirkan, mengklasifikasi, merumuskan hipotesis, merencanakan percobaan, dan mengomunikasikan. Hasil penelitian menunjukkan bahwa keterampilan proses sains peserta didik pada saat pretest berada pada kategori rendah, sedangkan setelah penerapan media *Miro* meningkat menjadi kategori tinggi. Berdasarkan hasil uji t diperoleh nilai signifikansi < 0,05 yang berarti terdapat peningkatan signifikan keterampilan proses sains sebelum dan sesudah penerapan media pembelajaran fisika berbantuan *Miro*. Dengan demikian, dapat disimpulkan bahwa penggunaan media *Miro* efektif dalam meningkatkan keterampilan proses sains peserta didik SMA.

Kata kunci: media pembelajaran, *Miro*, keterampilan proses sains, fisika

ABSTRACT

Asriadi. (2025). The Implementation of Miro-Assisted Physics Learning Media to Improve Senior High School Students Science Process Skills (Undergraduate Thesis, Physics Education Study Program, Universitas Muhammadiyah Makassar). Advisor I Ishaq, Advisor II Dian Pramana Putra.

This study aims to investigate students' science process skills (SPS) before and after the implementation of Miro-assisted physics learning media, as well as to analyze the improvement in these skills between the pre-implementation and post-implementation phases. The research employed a quasi-experimental method with a one-group pretest-posttest design. The participants were eleventh-grade senior high school students selected through purposive sampling. The research instrument was a science process skills test covering indicators of observing, interpreting, classifying, formulating hypotheses, planning experiments, and communicating. The results revealed that students' science process skills during the pretest were in the low category, while after the implementation of Miro they increased to the high category. Based on the t-test results, the significance value was < 0.05, indicating a significant improvement in science process skills before and after the use of Miro-assisted physics learning media. Therefore, it can be concluded that the use of Miro media is effective in enhancing students' science process skills in physics learning at the senior high school level.

Keywords: *learning media, Miro, science process skills, physics*