ABSTRAK

Ayu Diarni, 2024. Pengaruh Model *Quantum Teaching* terhadap Keterampilan Proses Sains dan Kemampuan Kognitif Konsep Perpindahan Kalor Siswa Kelas V Sekolah Dasar, dibimbing oleh Ma'ruf dan Rahmawati

Penelitian ini bertujuan untuk mengetahui pengaruhnya keterampilan proses sains (KPS) dan kemampuan kognitif konsep perpindahan kalor siswa kelas V sekolah dasar baik parsial maupun simultan. Penelitian ini termasuk penelitian kuantitatif dengan desain penelitian *quasi experimental.* Adapun populasi penelitian adalah seluruh siswa kelas V SD Gugus 3 Kecamatan bajeng tahun Pelajaran 2023/2024 berjumlah 108 siswa. Teknik penarikan sampel ialah purposive sampling, Teknik pengumpulan data menggunakan observasi dan tes, yang akan dianalisis secara statistik baikdeskriptif dan inferensial.

Hasil penelitian yang diperoleh, keterlaksanaan pembelajaran menggunakan model *quantum teaching* termasuk kategori efektif. Berdasarkan uji t, terdapat pengaruh model *quantum teaching* terhadap KPS karena nilai sig. 0,000 < 0,05 atau t-hitung 22,217 > 2,1199 t tabel. Begitu hasil uji t untuk kemampuan kognitif, terdapat pengaruh model *quantum teaching* terhadap kemampuan kognitif siswa karena nilai sig. 0,000 < 0,05 atau nilai t hitung 8,759 > 2,1199 t tabel. Untuk pengaruh secara simultan model *quantum teaching* terhadap KPS dan kemampuan kognitif, dilakukan uji MANOVA dan memperoleh hasil dari tabel *multivariate tests* menunjukkan nilai F untuk *Pillae Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root* nilai sig. 0,000 < 0,05. Dapat disimpulkan terdapat perbedaan pengaruh model Quantum Teaching terhadap perpindahan kalor

Kata Kunci: Model *Quantum Teaching*, Keterampilan Proses Sains, Kemampuan Kognitif.

ABSTRACT

Ayu Diarni, 2024. The Influence of the Quantum Teaching Model on Science Process Skills and Cognitive Abilities on the Concept of Heat Transfer for Class V Elementary School Students. supervised by Ma'ruf and Rahmawati.

This research aimed at determining the implementation of the quantum teaching model and its influence on science process skills (KPS) and cognitive abilities in the concept of heat transfer at fifth grade elementary school students, both partially and simultaneously. This research was included quantitative research with a quasi-experimental research design. The research population were all fifth grade students at SD Gugus 3 Bajeng District 2023/2024 academic year, with 108 students. The sampling technique was purposive sampling. The data collection technique used observation and tests, which was analyzed statistically both descriptively and inferentially.

The research results obtained show that the implementation of learning using the quantum teaching model is in the effective category. Based on the t test, there is influence of the quantum teaching model on KPS because the sig. 0.000 < 0.05 or t-count 22.217 > 2.1199 t table. According to the results of the t test for cognitive abilities, there is influence of the quantum teaching model on students' cognitive abilities because the sig value. 0.000 < 0.05 or calculated t value 8.759 > 2.1199 t table. For the simultaneous influence of the quantum teaching model on KPS and cognitive abilities, a MANOVA test was carried out and obtained results from the multivariate tests table showing the F value for Pillae Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root sig value. 0.000 < 0.05. So, it is concluded that there are significant differences in KPS and cognitive abilities between students learning quantum teaching model and students learning direct learning.

Keywords: *Quantum Teaching Model, Science Process Skills, Cognitive Abilities.*

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