

SCIENCE TEACHING MODEL FOR IMPROVING JUNIOR HIGH SCHOOL STUDENTS' CONCEPTUAL UNDERSTANDING AND COLLABORATION SKILL

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ABSTRACT

This study aims to determine the effect of the cooperative learning model type NHT on (1) junior high school students' conceptual understanding of science; (2) junior high school students' collaboration skills; and (3) junior high school students' conceptual understanding of science and collaboration skills simultaneously.

This research is a quasi-experimental research with non-equivalent control group design. The population consisted of all grade VII SMP N 4 Wates for the 2019/2020 academic year, which consisted of VII A, VII B, VII C, VII D, and VII E. The sample of this study consisted of two groups, namely the experimental group and the control group. The experimental group, class VII E, used the numbered head together (NHT) cooperative learning model, while the control group, class VII C, used the 5 M scientific learning model. The data were analyzed using the T-test, effect size, and Manova test.

Based on the results of data analysis, it was found that (1) Science learning using a cooperative learning model of the NHT type has a significant effect on students' conceptual understanding of science; (2) Science learning using cooperative learning model type NHT has a significant effect on junior high school students' collaboration skills with strong category; and (3) Science learning using cooperative learning model type NHT has a significant effect on students' conceptual understanding of science and collaboration skills simultaneously.

Kata Kunci: *cooperative learning type NHT, conceptual understanding, collaboration skills.*