ABSTRACT

The student team achievement division cooperative learning model enhances students' science process skills through self-discovery, concept building, group collaboration, and problem-solving in both science and social learning. The aim of the research is to examine how implementing the STAD-type cooperative learning model affects students' science process skills on plant structure and function material. This research used quantitative methods and a quasi-experimental research design with a non-equivalent control group design. The sample for the research was 50 students, made up of class VIII.1 as the control class and class VIII.2 as the experimental class. The sampling technique was a non-probability sampling technique of the proportional sampling type. And written tests, interviews, observation, and documentation are all used to collect the data. Instrument trial analysis and test data analysis are used in the data analysis technique. The research findings showed that the experimental science process skills were higher than those of the control class, with an N-Gain of 0,73 in the experimental class and 0,47 in the control class. It means that implementing the STAD-type cooperative learning model has an influence. Therefore, the use of the STAD-type cooperative learning model has an effect on students' science process abilities regarding the structure and function of plants.

Keywords: *Learning Model, Science Process Skills, STAD*