

ABSTRAK

Sutrisna, I Gede (2023), *Pengaruh model discovery learning dan gaya belajar terhadap hasil belajar IPA siswa*. Tesis, Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: model *discovery learning*, gaya belajar, hasil belajar

Penelitian ini bertujuan mendeskripsikan dan menjelaskan perbedaan hasil belajar antara siswa yang belajar dengan model *discovery learning* dan model *direct instruction*, perbedaan hasil belajar antara siswa yang memiliki gaya belajar konvergen dan siswa yang memiliki gaya belajar divergen, dan pengaruh interaksi model pembelajaran dan gaya belajar terhadap hasil belajar siswa. Jenis penelitian ini merupakan penelitian eksperimen semu dengan rancangan *pretest-posttest nonequivalent control group design*. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII di SMP Nasional Denpasar pada tahun ajaran 2021/2022 yang terdiri atas 7 kelas dengan sampel penelitian sebanyak 4 kelas. Instrumen penelitian berupa kuisioner gaya belajar dan tes hasil belajar yang diberikan kepada dua kelompok (eksperimen dan kontrol). Data dianalisis secara deskriptif dan ANAKOVA dua jalur. Pengujian hipotesis dilakukan dengan taraf signifikansi 5%, dan sebelum uji hipotesis dilakukan uji asumsi, yaitu uji normalitas, homogenitas, dan linearitas. Hasil penelitian menunjukkan bahwa terdapat perbedaan hasil belajar antara siswa yang belajar dengan model *discovery learning* dan model *direct instruction*, terdapat perbedaan hasil belajar antara siswa yang memiliki gaya belajar konvergen dan divergen, serta tidak terdapat pengaruh interaksi model pembelajaran dan gaya belajar terhadap hasil belajar siswa.



ABSTRAK

Sutrisna, I Gede (2023), *The effect of discovery learning models and learning styles on students' science learning outcomes*. Thesis, Science Education, Graduate Program, Ganesha University of Education.

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Keywords: discovery learning model, learning style, learning outcomes

This study aims to describe and explain the differences in learning outcomes between students who study with discovery learning models and direct instruction models, differences in learning outcomes between students who have convergent learning styles and students who have divergent learning styles, and the effect of the interaction of learning models and learning styles on outcomes. student learning. This type of research is a quasi-experimental research with a pretest-posttest nonequivalent control group design. The population in this study were all eighth grade students at the SMP Nasional Denpasar in the academic year 2021/2022 which consist of 7 classes with a research sample of 4 classes. The research instrument was a learning style questionnaire and a test of learning outcomes given to two groups (experimental and control). Data were analyzed descriptively and two-way ANACOVA. Hypothesis testing was carried out with a significance level of 5%, and before testing the hypothesis, assumptions were tested, namely normality, homogeneity, and linearity tests. The results showed that there are differences in learning outcomes between students who study with discovery learning models and direct instruction models, there are differences in learning outcomes between students who have convergent and divergent learning styles, and there are no interaction effect of learning models and learning styles on student learning outcomes.

