

ABSTRAK

Tapa, I Gede Wana (2023), “*Pengaruh Model Discovery Learning Berbasis Masalah Kontekstual Terhadap Hasil Belajar IPA Dan Self Regulated Learning Siswa Pada Siswa Kelas V SDN Gugus II Kuta Tahun Pelajaran 2022/2023*”. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Kata-kata kunci: model *discovery learning* berbasis masalah kontekstual, hasil belajar IPA, *self regulated learning*.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *discovery learning* berbasis masalah kontekstual terhadap hasil belajar IPA dan *self regulated learning* siswa kelas V SDN Gugus II Kuta Tahun Pelajaran 2022/2023. Jenis penelitian yang dilaksanakan dalam penelitian ini adalah penelitian eksperimen semu (*quasi eksperimen*) dengan rancangan penelitian *pretest posttest control group design*. Populasi penelitian ini adalah seluruh siswa Kelas V SDN Gugus II Kuta, yang terdiri dari 252 orang siswa. Sebanyak 53 siswa dipilih sebagai sampel yang ditentukan dengan teknik *random sampling*. Kelas VA SD No. 1 Legian sebagai kelas eksperimen sebanyak 25 orang dan kelas VB SD No. 3 Legian sebagai kelas kontrol sebanyak 28 orang. Pengumpulan datanya menggunakan metode tes obyektif pilihan ganda untuk mengukur hasil belajar IPA siswa dan metode non tes berupa kuisisioner untuk mengukur *self regulated learning* siswa. Data dianalisis dengan menggunakan Manova berbantuan program *IBM SPSS Statistic 21.00 for Windows*. Hasil penelitian adalah sebagai berikut: *Pertama*, terdapat pengaruh secara simultan model *discovery learning* berbasis masalah kontekstual terhadap hasil belajar IPA dan *self regulated learning* siswa kelas V SDN Gugus II Kuta. *Kedua*, terdapat pengaruh model *discovery learning* berbasis masalah kontekstual terhadap hasil belajar IPA siswa kelas V SDN Gugus II Kuta. *Ketiga*, terdapat pengaruh model *discovery learning* berbasis masalah kontekstual terhadap *self regulated learning* siswa kelas V SDN Gugus II Kuta.

ABSTRACT

Tapa, I Gede Wana (2023), *“The Influence of Contextual Problem-Based Discovery Learning Model on Science Learning Outcomes and Self-Regulated Learning for Class V Elementary of SDN Gugus II Kuta Lesson Year 2022/2023”*.

Key words: Contextual Problem-based discovery learning model, science learning outcome, self regulated learning.

This study aims to determine the influence of the contextual problem-based discovery learning learning model on science learning outcomes and self-regulated learning of grade V students of SDN Gugus II Kuta for the 2022/2023 academic year. The type of research carried out in this study is quasi experimental research with a pretest posttest control group design research design. The population of this study was all Class V students of SDN Gugus II Kuta, consisting of 252 students. A total of 53 students were selected as a sample determined by random sampling technique . The VA class of SD No. 1 Legian as an experimental class of 25 people and the VB class of SD No. 3 Legian as a control class of 28 people. The data collection uses a multiple-choice objective test method to measure student science learning outcomes and a non-test method in the form of a questionnaire to measure student self-regulated learning. The data were analyzed using the IBM SPSS Statistic 21.00 for Window program-assisted Manova. The results of the study are as follows: First of all, there is a simultaneous influence of the contextual problem-based discovery learning model on the learning outcomes of science and self-regulated learning of grade V students of SDN Gugus II Kuta. Second, there is an influence of the contextual problem-based discovery learning model on the science learning outcomes of grade V students of SDN Gugus II Kuta. Third, there is an influence of the contextual problem-based discovery learning model on self-regulated learning of grade V students of SDN Gugus II Kuta.