

ABSTRAK

I Made Edy Juniawan (2020) Pengaruh pembelajaran saintifik berbasis literasi terhadap kemampuan membaca pemahaman dan hasil belajar mata pelajaran kelompok sosial humaniora pada siswa kelas V SD Gugus 1 Kuta

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Kata kunci : membaca pemahaman, hasil belajar, sosial humaniora

Abstrak

Penelitian ini bertujuan untuk mengetahui (1) pengaruh kegiatan pembelajaran saintifik berbasis literasi terhadap kemampuan membaca pemahaman pada siswa kelas V SD Gugus 1 Kuta, (2) pengaruh pembelajaran saintifik berbasis literasi terhadap hasil belajar mata pelajaran kelompok sosial humaniora pada siswa kelas V SD Gugus 1 Kuta, (3) pengaruh pembelajaran saintifik berbasis literasi secara simultan terhadap kemampuan membaca pemahaman dan hasil belajar mata pelajaran kelompok sosial humaniora pada siswa kelas V SD Gugus 1 Kuta. Penelitian ini menggunakan rancangan *single factor independent group design* dengan populasi seluruh siswa kelas V SD Gugus 1 Kuta, yang berjumlah 318 siswa. Sebanyak 70 siswa dipilih sebagai sampel yang ditentukan dengan teknik *random sampling*. Data kemampuan membaca pemahaman dan hasil belajar mata pelajaran kelompok sosial humaniora menggunakan tes pilihan ganda. Data dianalisis menggunakan MANOVA berbantuan SPSS 16.00 for windows. Hasil penelitian menunjukkan bahwa 1) terdapat perbedaan kemampuan membaca pemahaman antara siswa yang mengikuti pembelajaran saintifik berbasis literasi dengan siswa yang mengikuti pembelajaran saintifik standar kurikulum 2013 . 2) terdapat perbedaan hasil belajar mata pelajaran kelompok sosial humaniora antara siswa yang mengikuti pembelajaran saintifik berbasis literasi dengan siswa yang mengikuti pembelajaran saintifik standar kurikulum 2013. 3) terdapat perbedaan terhadap kemampuan membaca pemahaman dan hasil belajar mata pelajaran kelompok sosial humaniora secara simultan antara siswa yang mengikuti pembelajaran saintifik berbasis literasi dengan siswa yang mengikuti pembelajaran saintifik standar kurikulum 2013.

ABSTRACT

I Made Edy JUNIawan. (2020), The Effect of Literacy-Based Scientific Learning on The Comprehension Reading Competence and The Learning Outcomes of Social and Humanities Subjects Group of The 5th Grade Students of Cluster 1 Kuta Primary Schools

This thesis had been corrected and verified by:

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Keywords : comprehension reading, learning outcome , social and humanities

Abstract

This research aimed at investigating (1) the effect of literacy-based scientific learning activities on the comprehension reading competence of the 5th grade students of 1 Kuta Group of Primary Schools, (2) the effect of literacy-based scientific learning activities on the learning outcome of the social and humanities subjects group of the 5th grade students of 1 Kuta Group of Primary Schools, (3) the simultaneous effect of literacy-based scientific learning on the comprehension reading competence and the learning outcome of the social and humanities subjects group of the 5th grade students of 1 Kuta Group of Primary Schools. This research was a quasi-experimental research utilizing single factor independent group design. The population of this research was all 5th grade students of 1 Kuta Group of Primary Schools, Badung Regency with the total number of 318 students. As many as 70 students were assigned as samples which were determined by using random sampling technique. The data of comprehension reading and the learning outcome of the social and humanities subjects group utilized learning were collected by outcome test. The data were analyzed by using SPSS-16.00-Assisted MANOVA for windows. The result of the research showed that 1) there were difference in the comprehension reading competence between the students attending the literacy-based scientific learning and the students attending the scientific learning standard curriculum 2013. 2) there were difference in the learning outcome of the social and humanities subjects group between the students attending the literacy-based scientific learning and the students attending the scientific learning standard curriculum 2013. 3) there were simultaneous difference in the comprehension reading competence and the learning outcome of the social and humanities subjects group between the students attending the literacy-based scientific learning and the students attending the scientific learning standard curriculum 2013.