

## ABSTRAK

**Musabbihan (2024)**, *Pengaruh Model Inquiry Based Learning Berbantuan Media Canva Terhadap Motivasi dan Prestasi Belajar Matematika pada Siswa Kelas V SD Gugus I Sidemen*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci* : model *inquiry based learning*, media canva, motivasi belajar, prestasi belajar.

Penelitian ini bertujuan untuk mengetahui 1) perbedaan motivasi belajar antara siswa yang dibelajarkan dengan model *inquiry based learning* berbantuan media *canva* dengan siswa yang dibelajarkan dengan model konvensional. 2) perbedaan prestasi belajar antara siswa yang dibelajarkan dengan model *inquiry based learning* berbantuan media *canva* dengan siswa yang dibelajarkan dengan model konvensional 3) secara simultan perbedaan motivasi dan prestasi belajar antara siswa yang dibelajarkan dengan model pembelajaran *inquiry based learning* berbantuan media *canva* dengan siswa yang dibelajarkan dengan model konvensional. Penelitian ini menggunakan *quasi experiment* dengan *posttes only control group design*. Populasi penelitian ini sebanyak 8 SD dengan siswa sebanyak 157 orang. Dari populasi tersebut diambil sampel sebanyak 6 SD dengan siswa sebanyak 126 menggunakan teknik *random sampling*. Pengumpulan data menggunakan angket motivasi belajar dan tes prestasi belajar. Data dianalisis menggunakan ANOVA dan MANOVA. Hasil penelitian menunjukkan bahwa: 1) terdapat perbedaan motivasi belajar antara siswa yang dibelajarkan dengan model *inquiry based learning* berbantuan media *canva* dengan siswa yang dibelajarkan dengan model konvensional dengan signifikansi 0,01, 2) terdapat perbedaan prestasi belajar antara siswa yang dibelajarkan dengan model *inquiry based learning* berbantuan media *canva* dengan siswa yang dibelajarkan dengan model konvensional dengan signifikansi 0,01, 3) terdapat perbedaan secara simultan motivasi dan prestasi belajar antara siswa yang dibelajarkan dengan model *inquiry based learning* berbantuan media *canva* dengan siswa yang dibelajarkan dengan model konvensional 0,01. Berdasarkan temuan tersebut dapat disimpulkan bahwa model *inquiry based learning* berbantuan media *canva* berpengaruh terhadap motivasi dan prestasi belajar matematika siswa kelas V Gugus I Sidemen. Penelitian ini diharapkan dapat dijadikan referensi dalam meningkatkan motivasi dan prestasi siswa.

## ABSTRACT

**Musabbihan (2024)**, *The Effect of Inquiry Based Learning Model Assisted By Canva Toward Students Learning Motivation and Mathematics Learning Achievement of 5<sup>th</sup> Grade Students in Sideman. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education*

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*Key words: inquiry based learning model, assisted by canva media, students learning motivation and mathematics learning achievement.*

*This research aims to determine 1) differences in learning motivation between students taught with the inquiry-based learning model assisted by canva media and students taught with conventional models. 2) the difference in learning achievement between students taught with the inquiry-based learning model assisted by canva media and students taught with conventional models 3) simultaneously the difference in learning achievement and motivation between students taught with the inquiry-based learning model assisted by canva media and students taught with conventional models. This research uses quasi experiment with posttest only control group design. The population of this study were 8 elementary schools with 157 students. From this population, a sample of 6 elementary schools with 126 students was taken using random sampling technique. Data were collected using questionnaire of learning motivation and learning achievement test. Data were analysed using ANOVA and MANOVA. The results showed that: 1) there is a difference in learning motivation between students taught with inquiry based learning model assisted by canva media and students taught with conventional model with a significance of 0.01, 2) there is a difference in learning achievement between students taught with inquiry based learning model assisted by canva media and students taught with conventional model with a significance of 0.01, 3) there is a simultaneous difference in motivation and learning achievement between students taught with inquiry based learning model assisted by canva media and students taught with conventional model 0.01. Based on these findings, it can be concluded that the inquiry-based learning model assisted by Canva media has an effect on the motivation and achievement of mathematics learning of grade V students in cluster I Sidemen. It is hoped that this research can be used as a reference in increasing student motivation and achievement.*