ABSTRAK

Wahyuni, I Gusti Ayu Winda Dwi (2024) *Pengaruh Model Process Oriented Guided Inquiry Learning (POGIL) dan Efikasi Diri terhadap Hasil Belajar IPA Siswa Kelas V SD di Gugus VIII Kecamatan Gerokgak Tahun Pelajaran 2024/2025.* Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: model *Process Oriented Guided Inquiry Learning (POGIL)*, efikasi diri dan hasil belajar IPA.

Penelitian ini bertujuan untuk mengetahui pengaruh Model *Process Oriented Guided Inquiry Learning* (POGIL) dan efikasi diri terhadap hasil belajar IPA siswa kelas V Sekolah Dasar. Penelitian ini merupakan penelitian eksperimen semu (*quasy eksperiment*) dengan rancangan penelitian adalah *Non Equivalent Control Group Design*. Populasi penelitian adalah siswa kelas V SD di gugus VII kecamatan Gerokgak pada semester ganjil tahun pelajaran 2024/2025 sebanyak 192 siswa. Sebanyak 106 siswa yang dipilih menjadi sampel melalui teknik *multi-stage random sampling* dan diperoleh SD Negeri 1 Pejarakan berjumlah 21 siswa dan SD Negeri 6 Pejarakan berjumlah 26 siswa sebagai kelompok eksperimen dan SD Negeri 2 Pejarakan berjumlah 38 siswa dan SD Negeri 3 Pejarakan berjumlah 21 siswa sebagai kelompok kontrol. Data yang dikumpulkan adalah efikasi diri siswa yang dikumpulkan dengan kuesioner dan hasil belajar IPA aspek kognitif yang dikumpulkan dengan tes hasil belajar bentuk pilihan ganda/obyektif. Analisis data diperoleh melalui analisis ANAVA dua jalur. Penelitian ini menunjukkan hasil sebagai berikut; 1) terdapat perbedaan hasil belajar IPA antara kelompok siswa yang mengikuti model *Process Oriented Guided Inquiry Learning* (POGIL) dan kelompok siswa yang mengikuti pembelajaran konvensional dengan rata-rata skor $74,77 > 73,29$, 2) terdapat pengaruh interaksi antara model *Process Oriented Guided Inquiry Learning* (POGIL) dan efikasi diri terhadap hasil belajar IPA diperoleh untuk interaksi $78,136 > 3,99$, 3) terdapat perbedaan hasil belajar IPA antara kelompok siswa yang mengikuti model *Process Oriented Guided Inquiry Learning* (POGIL) dan kelompok siswa yang mengikuti model konvensional pada siswa yang memiliki efikasi diri tinggi dengan rata-rata skor $81,82 > 79,00$, 4) terdapat perbedaan hasil belajar IPA antara kelompok siswa yang mengikuti model *Process Oriented Guided Inquiry Learning* (POGIL) dan kelompok siswa yang mengikuti model konvensional pada siswa yang memiliki efikasi diri rendah dengan rata-rata skor $66,67 > 63,33$.

ABSTRACT

Wahyuni, I Gusti Ayu Winda Dwi (2024) *The Influence of the Process Oriented Guided Inquiry Learning (POGIL) Model and Self-Efficacy on the Science Learning Outcomes of Class V Elementary School Students in Gugus VIII Gerokgak District for the 2024/2025 Academic Year. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.*

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Key words: Process Oriented Guided Inquiry Learning (POGIL) model, self-efficacy and science learning outcomes.

This research aims to determine the influence of the Process Oriented Guided Inquiry Learning (POGIL) Model and self-efficacy on the science learning outcomes of fifth grade elementary school students. This research is a quasi-experimental research with a research design that is Non Equivalent Control Group Design. The research population was 192 grade V elementary school students in cluster VII Gerokgak subdistrict in the odd semester of the 2024/2025 academic year. A total of 106 students were selected as samples using a multi-stage random sampling technique and it was obtained that SD Negeri 1 Pejarakan had 21 students and SD Negeri 6 Pejarakan had 26 students as the experimental group and SD Negeri 2 Pejarakan had 38 students and SD Negeri 3 Pejarakan had 21 students. as a control group. The data collected were student self-efficacy which was collected using a questionnaire and cognitive aspects of science learning outcomes which were collected using multiple choice/objective learning outcomes tests. Data analysis was obtained through two-way ANOVA analysis. This research shows the following results; 1) there are differences in science learning outcomes between groups of students who follow the Process Oriented Guided Inquiry Learning (POGIL) model and groups of students who follow conventional learning with an average score of 74.77 > 73.29, 2) the influence of the interaction between the Process Oriented Guided Inquiry Learning (POGIL) model and self-efficacy on science learning outcomes obtained for the interaction was 78.136 > 3.99, 3) there are differences in science learning outcomes between groups of students who following the Process Oriented Guided Inquiry Learning (POGIL) model and groups of students who follow the conventional model of students who have high self-efficacy with an average score of 81.82 > 79.00, 4) there are differences in science learning outcomes between groups of students who follow the model Process Oriented Guided Inquiry Learning (POGIL) and groups of students who follow the conventional model for students who have low self-efficacy with an average score of 66.67 > 63.33.