

ABSTRAK

Pramita, Putu Ayu (2025), *Pengaruh Model Pembelajaran Group Investigation terhadap Hasil Belajar IPAS Ditinjau dari Abilitas Akademik pada Siswa Kelas V SD di Gugus IV Kecamatan Banjar Tahun Pelajaran 2024/2025*.

Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. I Nyoman Sudiana, M.Pd. dan Pembimbing II: Prof. Dr. I Nengah Suastika, S.Pd., M.Pd.

Kata-kata kunci: hasil belajar IPA, abilitas akademik, *Group Investigation*

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Group Investigation* terhadap hasil belajar IPA ditinjau dari abilitas akademik pada siswa kelas V Semester II di Gugus IV Kecamatan Banjar. Penelitian ini tergolong penelitian *quasi eksperimen*. Rancangan desain penelitian yang digunakan dalam penelitian ini adalah dua faktorial 2x2. Populasi dalam penelitian ini adalah seluruh siswa kelas V di gugus IV Kecamatan Banjar tahun pelajaran 2024/2025 yang berjumlah 139 siswa. Teknik yang digunakan untuk menentukan sampel dalam penelitian ini adalah teknik *random sampling*, didapatkan 4 kelas sampel yang terdiri atas 95 siswa. *Data* hasil belajar dan abilitas akademik dikumpulkan dengan menggunakan tes pilihan ganda. Data dianalisis dengan menggunakan Anava dua jalan berbantuan *SPSS versi 27.00 for Windows*. Penelitian menunjukkan hasil sebagai berikut. *Pertama*, terdapat perbedaan hasil belajar IPA antara siswa yang mengikuti pembelajaran model pembelajaran *Group Investigation* dengan siswa yang mengikuti pembelajaran model konvensional. *Kedua*, terdapat pengaruh interaksi antara model pembelajaran dan abilitas akademik terhadap hasil belajar IPA. *Ketiga*, pada kelompok siswa yang memiliki abilitas akademik tinggi, hasil belajar IPA pada kelompok yang mengikuti model pembelajaran *Group Investigation* lebih tinggi dibandingkan dengan kelompok siswa yang mengikuti model pembelajaran konvensional. Nilai rata-rata skor hasil belajar IPA siswa yang mengikuti model pembelajaran *Group Investigation* = 26,39 lebih besar dari nilai rata-rata skor hasil belajar IPA yang mengikuti pembelajaran konvensional = 18,36. *Keempat*, pada kelompok siswa yang memiliki abilitas akademik rendah, hasil belajar IPA pada kelompok yang mengikuti model pembelajaran *Group Investigation* lebih rendah dibandingkan dengan kelompok siswa yang mengikuti model pembelajaran konvensional. Nilai rata-rata skor hasil belajar IPA siswa yang mengikuti model pembelajaran *Group Investigation* = 18,78 lebih kecil dari nilai rata-rata skor hasil belajar IPA yang mengikuti pembelajaran konvensional = 21,93. Dengan demikian kombinasi model pembelajaran sangat menentukan hasil belajar siswa.

ABSTRACT

Pramita, Putu Ayu (2025) *The Effect of Group Investigation Models on Science Learning Outcomes Viewed from Academic Ability for Class V Students of First Semester I Cluster IV Banjar Subdistrict for 2024/2025 Academic Year.*

Thesis, Basic Education, Post-Graduate program, Ganesha University of Education.

This thesis has been approved and examined by Adviskor I: Prof. Dr. I Nyoman Sudiana, M.Pd. and Adviskor II: Prof. Dr. I Nengah Suastika, S.Pd., M.Pd.

Keywords: science learning outcomes, academic ability, Group Investigation

This study aims to determine the effect of the Group Investigation learning model on science learning outcomes in terms of academic ability in grade V students of Semester II in Cluster IV, Banjar District. This research is a quasi-experimental research. The research design used in this study is a 2x2 two-factorial design. The population in this study were all grade V students in cluster IV, Banjar District, in the 2024/2025 academic year, totaling 139 students. The technique used to determine the sample in this study was a random sampling technique, obtaining 4 sample classes consisting of 95 students. Learning outcomes and academic ability data were collected using multiple choice tests. The data were analyzed using two-way Anava assisted by SPSS version 27.00 for Windows. The research shows the following results. First, there is a difference in science learning outcomes between students who take the Group Investigation learning model and students who take the conventional learning model. Second, there is an interaction effect between the learning model and academic ability on science learning outcomes. Third, in the group of students who have high academic ability, the science learning outcomes in the group that took the Group Investigation learning model were higher than the group of students who took the conventional learning model. The average score of science learning outcomes for students who took the Group Investigation learning model = 26,39 is greater than the average score of science learning outcomes who took conventional learning = 18,36. Fourth, in the group of students who have low academic ability, the science learning outcomes in the group that took the Group Investigation learning model were lower than the group of students who took the conventional learning model. The average score of science learning outcomes for students who took the Group Investigation learning model = 18,78 is smaller than the average score of science learning outcomes who took conventional learning = 21,93. Thus the combination of learning models greatly determines student learning outcomes.