

## ABSTRAK

**Yuliawati, Ni Putu Feny (2025),** *Pengaruh Model Inkuiri Terhadap Hasil Belajar IPAS ditinjau dari Self Regulated Learning Pada Siswa SD.* Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci:* model inkuiri, hasil belajar IPAS, *self regulated learning*

Penelitian ini bertujuan untuk mengetahui pengaruh model inkuiri terhadap hasil belajar IPAS ditinjau dari *self regulated learning* pada siswa SD kelas V Gugus II Kecamatan Gianyar. Jenis penelitian adalah penelitian eksperimen semu (*Quasi Eksperimen*) dengan rancangan penelitian *posttest only control group design*. Populasi penelitian ini adalah seluruh siswa kelas V SDN Gugus II Kecamatan Gianyar, yang terdiri dari 180 orang siswa. Sebanyak 65 siswa terpilih sebagai sampel yang ditentukan dengan teknik *random sampling*. Kelas V SDN 3 Abianbase sebagai kelas eksperimen sebanyak 33 orang dan kelas V SDN 4 Abianbase sebagai kelas kontrol sebanyak 32 orang. Pengumpulan datanya menggunakan metode tes obyektif pilihan ganda untuk mengukur hasil belajar IPAS siswa dan metode non tes berupa kuesioner untuk mengukur tingkatan *self regulated learning* yang dimiliki siswa. Data dianalisis dengan menggunakan analisis ANAVA dua jalur berbantuan program SPSS-26.00 *for windows*. Hasil penelitian menunjukkan bahwa: *Pertama*, hasil belajar IPAS siswa yang dibelajarkan dengan model pembelajaran inkuiri lebih baik dari siswa yang dibelajarkan dengan model pembelajaran konvensional pada siswa SD kelas V Gugus II Kecamatan Gianyar dengan nilai  $\text{sig} = 0,001$  ( $\text{sig} < 0,05$ ). *Kedua*, terdapat pengaruh interaktif antara model pembelajaran inkuiri dan *self regulated learning* terhadap hasil belajar IPAS pada siswa SD kelas V Gugus II Kecamatan Gianyar dengan nilai  $\text{sig} = 0,040$  ( $\text{sig} < 0,05$ ). *Ketiga*, terdapat perbedaan hasil belajar IPAS antara siswa yang dibelajarkan dengan model pembelajaran inkuiri dengan siswa yang dibelajarkan dengan model konvensional pada siswa SD kelas V gugus II Kecamatan Gianyar yang memiliki *self regulated learning* tinggi dengan nilai  $\text{sig} = 0,002$  ( $\text{sig} < 0,05$ ). *Keempat*, terdapat perbedaan hasil belajar IPAS antara siswa yang dibelajarkan dengan model pembelajaran inkuiri dengan siswa yang dibelajarkan dengan model konvensional pada siswa SD kelas V gugus II Kecamatan Gianyar yang memiliki *self regulated learning* rendah dengan nilai  $\text{sig} = 0,000$  ( $\text{sig} < 0,05$ ).

## ABSTRACT

**Yuliawati, Ni Putu Feny (2025)**, *The Influence of Inquiry Model on Science Learning Outcomes Reviewed from Self Regulated Learning in Elementary School Students*. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.

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*Keywords: inquiry model, science learning outcomes, self regulated learning*

*This study aims to determine the effect of inquiry model on science learning outcomes in terms of self-regulated learning in grade V elementary school students in Cluster II, Gianyar District. The type of research is quasi-experimental research (Quasi Experiment) with a posttest only control group design. The population of this study was all grade V students of SDN Cluster II, Gianyar District, consisting of 180 students. A total of 65 students were selected as samples determined by random sampling technique. Grade V of SDN 3 Abianbase as an experimental class of 33 people and grade V of SDN 4 Abianbase as a control class of 32 people. Data collection used multiple-choice objective test methods to measure students' science learning outcomes and non-test methods in the form of questionnaires to measure the level of self-regulated learning possessed by students. Data were analyzed using two way anova analysis assisted by the SPSS-26.00 for windows program. The results of the study showed that: First, the results of students' science learning who were taught using the inquiry learning model were better than students who were taught using the conventional learning model in grade V elementary school students in Cluster II, Gianyar District with a sig value = 0.001 (sig < 0.05). Second, there was an interactive effect between the inquiry learning model and self-regulated learning on the results of science learning in grade V elementary school students in Cluster II, Gianyar District with a sig value = 0.040 (sig < 0.05). Third, there was a difference in the results of science learning between students who were taught using the inquiry learning model and students who were taught using the conventional model in grade V elementary school students in Cluster II, Gianyar District who had high self-regulated learning with a sig value = 0.002 (sig < 0.05). Fourth, there is a difference in the results of learning science between students who are taught using the inquiry learning model and students who are taught using the conventional model in grade V elementary school students in cluster II, Gianyar District who have low self-regulated learning with a sig value = 0.000 (sig < 0.05).*