

**PENGARUH MODEL PEMBELAJARAN INKUIRI TERBIMBING
BERBANTUAN MEDIA *MIND MAPPING* TERHADAP HASIL BELAJAR
IPAS SISWA KELAS IV SD NEGERI GUGUS I KECAMATAN
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ABSTRAK

Penelitian ini untuk mengetahui pengaruh penerapan model pembelajaran Guided Inquiry yang dipadukan dengan media Mind Mapping terhadap hasil belajar IPA siswa kelas IV SD Negeri Gugus I Kabupaten Gerokgak.. Dengan lima kelas IV yang tersedia, sampel dipilih melalui metode random sampling. Kelompok eksperimen terdiri dari 38 siswa dari SD Negeri Tukadsumaga 4, sedangkan kelompok kontrol terdiri dari 32 siswa dari SD Negeri Tukadsumaga 2. Untuk mengumpulkan data, instrumen penelitian menggunakan tes pilihan ganda dengan 25 soal. Analisis data dilakukan dengan menggunakan statistik deskriptif dan inferensial, dengan fokus pada uji-t sampel independen. Rata-rata skor post-test untuk kelompok eksperimen tercatat sebesar 81,52, dibandingkan dengan 57,90 sains antara siswa yang diajar menggunakan model Inkuiri Terbimbing berbantuan Pemetaan Pikiran dan siswa yang menerima pembelajaran konvensional. Temuan penelitian ini menegaskan bahwa penerapan model pembelajaran Inkuiri Terbimbing berbantuan media Pemetaan Pikiran menghasilkan peningkatan yang signifikan dalam hasil belajar sains siswa kelas IV SD Negeri Gugus I di Kecamatan Gerokgak.

Kata Kunci: Inkuiri Terbimbing, Pemetaan Pikiran, Hasil Belajar Sains

***THE EFFECT OF THE GUIDED INQUIRY LEARNING MODEL
ASSISTED BY MIND MAPPING MEDIA ON THE SCIENCE LEARNING
OUTCOMES OF FOURTH-GRADE STUDENTS AT SD NEGERI CLUSTER
I, GEROKGAK DISTRICT, ACADEMIC YEAR 2024/2025***

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ABSTRACT

This study was conducted impact Guided Inquiry model integrated with Mind Mapping media SD Negeri Cluster I, Gerokgak The study population comprised all fourth-grade students in SD Negeri Cluster I, Gerokgak District, students. There were five fourth-grade classes, and the sample was chosen through random sampling. The experimental group consisted of 38 students from SD Negeri Tukadsumaga 4, while the control group included 32 students from SD Negeri Tukadsumaga 2. A multiple-choice test containing 25 questions served as the data collection instrument. Data were analyzed using descriptive and inferential statistics, particularly the independent samples t-test. The mean post-test score of the experimental group was 81.52, whereas that of the control group was 57.90. The hypothesis test indicated a two-tailed significance value of 0.000, which was below the 0.05 significance threshold ($0.000 < 0.05$). This result signifies a substantial difference in science learning achievement between students taught using the Guided Inquiry learning model with Mind Mapping assistance and those taught through traditional methods. The study concludes that employing the Guided Inquiry model supported by Mind Mapping media significantly enhances the science learning outcomes of fourth-grade students at SD Negeri Cluster I, Gerokgak District.

Keywords: Guided Inquiry, Mind Mapping, Science Learning Outcomes