

ABSTRAK

Apriliani, Ni Made Putri Dwi (2025), *Pengaruh Studi Kooperatif Terhadap Sikap Ilmiah dan Hasil Belajar IPAS Siswa Kelas IV SD Gugus VIII Kecamatan Gerokgak Tahun Pelajaran 2025/2026*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: model pembelajaran kooperatif, sikap ilmiah, dan hasil belajar IPA.

Penelitian ini bertujuan untuk mengetahui pengaruh studi kooperatif terhadap sikap ilmiah dan hasil belajar IPA siswa kelas IV Sekolah Dasar. Penelitian ini merupakan penelitian eksperimen semu (*quasy eksperiment*) dengan rancangan penelitian *Non Equivalent Control Group Design*. Populasi penelitian ini adalah siswa kelas IV SD di Gugus VIII Kecamatan Gerokgak pada semester ganjil tahun pelajaran 2025/2026 sebanyak 274 siswa. Sebanyak 94 siswa terpilih menjadi sampel melalui teknik *random sampling* dan diperoleh SD Negeri 5 Pejarakan berjumlah 48 siswa sebagai kelas yang diberikan model pembelajaran *group investigation (GI)* dan SD Negeri 2 Pejarakan berjumlah 46 siswa yang diberikan model pembelajaran *student teams achievement division (STAD)*. Data yang dikumpulkan adalah kuesioner untuk mengukur sikap ilmiah siswa-siswa dan hasil belajar IPA meliputi aspek kognitif yang diperoleh dari tes hasil belajar bentuk pilihan ganda/objektif. Analisis data diperoleh melalui analisis MANOVA. Penelitian ini menunjukkan hasil sebagai berikut; 1) terdapat perbedaan sikap ilmiah IPA antara kelompok siswa yang mengikuti model pembelajaran *group investigation (GI)* dan kelompok siswa yang mengikuti model pembelajaran *student teams achievement division (STAD)* dengan rata-rata skor $80,93 > 73,67$, 2) terdapat perbedaan hasil belajar IPA antara kelompok siswa yang mengikuti model pembelajaran *group investigation (GI)* dan kelompok siswa yang mengikuti model pembelajaran *student teams achievement division (STAD)* dengan rata-rata skor $84,33 > 75,21$, 3) terdapat pengaruh yang simultan sikap ilmiah dan hasil belajar IPA antara kelompok siswa yang mengikuti model pembelajaran *group investigation (GI)* dan kelompok siswa yang mengikuti model pembelajaran *student teams achievement division (STAD)*.

ABSTRACT

Apriliani, Ni Made Putri Dwi (2025), The Effect of Cooperative Study on Scientific Attitude and Science Learning Outcomes of Fourth Grade Students of Elementary School Cluster VIII, Gerokgak District, Academic Year 2025/2026. Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education.

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Keywords: kooperatif learning model, scientific attitude, and science learning outcomes.

This research aims to determine the effect of cooperative study on the scientific attitudes and science learning outcomes of fourth-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 274 fourth-grade elementary school students in Cluster VIII, Gerokgak District, during the odd semester of the 2025/2026 academic year. A total of 94 students were selected as sample using random sampling techniques, with 48 students from Pejarakan 5 Elementary School assigned to the group investigation (GI) learning model and 46 students from Pejarakan 2 Elementary School assigned to the student teams achievement division (STAD) learning model. The data collected included questionnaires measuring students' scientific attitudes and science learning outcomes, including cognitive aspects, and were obtained from multiple-choice/objective tests. Data analysis was conducted using MANOVA. This research shows the following results; 1) there are difference in science scientific attitudes between groups of students who follow the group investigation (GI) learning model and groups of students who follow the student teams achievement division (STAD) learning model with an average score of $81 > 73.63$, 2) there are difference in science learning outcomes between groups of students who follow the group investigation (GI) learning model and groups of students who follow the student teams achievement division (STAD) learning model with an average score of $19 > 15.57$, 3) there is a simultaneous influence of scientific attitudes and science learning outcomes between groups of students who follow the group investigation (GI) learning model and groups of students who follow the student teams achievement division (STAD) learning model.