

ABSTRAK

Feni Sukmawati, Ni Putu (2025), *Pengaruh Pola Studi Group Investigation Difasilitasi LKPD Interdinamis kepada Hasil Belajar IPAS Ditinjau dari Motivasi Belajar Siswa Kelas IV SD Gugus Ubud Kecamatan Ubud*. Tesis, Program Studi Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata kunci: *Group Investigation*, hasil belajar, motivasi.

Penelitian ini bersasaran untuk menyadari pengaruh hasil belajar IPAS antara siswa yang belajar serta pola studi *Group Investigation* berasistensi LKPD interdinamis dan siswa yang belajar serta studi konvensional, menyadari pengaruh aksi timbal balik antara pola studi dan motivasi belajar kepada hasil belajar IPAS, serta menyadari pengaruh hasil belajar IPAS pada siswa bermotivasi tinggi dan rendah. Jenis penelitian ini adalah kuasi eksperimen serta desain *Pretest-Posttest Control Group Non-Equivalent Design*. Populasi penelitian ini adalah siswa kelas IV SD Gugus Ubud sebesar 194 orang. Sampel penelitian sebesar 84 orang diambil melalui *random sampling*. Pengumpulan data memanfaatkan tes untuk hasil belajar IPAS dan kuesioner untuk motivasi belajar. Teknik analisa data memanfaatkan anacova dua jalur serta satu kovariabel. Hasil penelitian mengindikasikan bahwa: (1) Terdapat pengaruh yang signifikan hasil belajar IPAS antara kumpulan siswa yang belajar serta pola studi *Group Investigation* berasistensi LKPD interdinamis dan kumpulan siswa yang belajar serta studi konvensional. (2) Terdapat pengaruh aksi timbal balik antara pola studi serta motivasi belajar kepada hasil belajar IPAS. (3) Terdapat pengaruh yang signifikan hasil belajar IPAS antara kumpulan siswa yang belajar serta pola studi *Group Investigation* berasistensi LKPD interdinamis dan kumpulan siswa yang belajar serta studi konvensional pada kumpulan siswa bermotivasi tinggi. (4) Terdapat pengaruh yang signifikan hasil belajar IPAS antara kumpulan siswa yang belajar serta pola studi *Group Investigation* berasistensi LKPD interdinamis dan kumpulan siswa yang belajar serta studi konvensional pada kumpulan siswa bermotivasi rendah. Dapatan penelitian ini menegaskan bahwa pola studi *Group Investigation* berasistensi LKPD interdinamis efektif dikelola untuk mempertinggi hasil belajar IPAS, dan efektivitasnya kian optimal ketika dipadukan serta Tingkatan motivasi belajar yang baik pada diri siswa.

ABSTRACT

Feni Sukmawati, Ni Putu (2025). *The Influence of the Group Investigation Learning Pola Assisted by Interactive LKPD on IPAS Learning Outcomes in Terms of Students Learning Motivation of Fourth Grade Students at SD Gugus Ubud, Ubud District.* Thesis, Basic Education Program, Postgraduate Program, Ganesha Education University.

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Keywords: Group Investigation, learning outcomes, motivation.

The goals of this study are to compare the effects of IPAS learning outcomes between students who are taught using the Group Investigation learning pola with interactive worksheets (LKPD) and those who are taught using conventional learning, to investigate how learning motivation and learning polas interact to affect IPAS learning outcomes, and to compare the differences in IPAS learning outcomes between students who are highly and lowly motivated. The current study employed a quasi-experimental approach, including a non-equivalent pretest-posttest control group. The population included 194 fourth-grade pupils from SD Gugus Ubud, with an 84-student sample picked at random. Data were collected using tests to measure IPAS learning outcomes and questionnaires to assess learning motivation. Data analysis was conducted using two-way ANCOVA with one covariate. The results revealed that: (1) there was a significant difference in IPAS learning outcomes between students taught with the Group Investigation pola assisted by interactive worksheets and those taught with conventional learning; (2) learning polas and learning motivation had an interaction effect on IPAS learning outcomes; (3) students with high motivation identified a significant difference in IPAS learning outcomes between the two groups; and (4) students with low motivation identified a significant difference in IPAS learning outcomes between the two groups. This leads suggest that the Group Investigation pola, whose is enhanced by interactive worksheets, is successful in raising IPAS learning outcomes. Its efficacy is further increased when coupled with a high level of student motivation for learning.