

## ABSTRAK

**Pratiyaksi, Ni Made Diantari (2026), “Pengaruh Model Pembelajaran Inkuiri 5E Dengan Pendekatan SETS Terhadap Hasil Belajar dan Motivasi Belajar IPA Siswa Sekolah Menengah Pertama”.** Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci: 5E, Environment, Science, Society, Technology*

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran Inkuiri 5E dengan pendekatan *Science, Environment, Technology, and Society* (SETS) terhadap hasil belajar dan motivasi belajar IPA siswa Sekolah Menengah Pertama. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu (*quasi experiment*) berupa *pretest–posttest non-equivalent control group design*. Populasi penelitian adalah seluruh siswa kelas VIII SMP Negeri 2 Negara, dengan sampel ditentukan melalui teknik cluster random sampling. Data hasil belajar dikumpulkan menggunakan tes objektif, sedangkan data motivasi belajar diperoleh melalui angket. Analisis data dilakukan menggunakan uji *MANCOVA* satu jalur setelah memenuhi uji prasyarat. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan secara simultan antara hasil belajar dan motivasi belajar IPA siswa yang dibelajarkan dengan model Inkuiri 5E berpendekatan SETS dan siswa yang dibelajarkan dengan pembelajaran konvensional. Secara parsial, model Inkuiri 5E dengan pendekatan SETS berpengaruh signifikan terhadap peningkatan hasil belajar dan motivasi belajar IPA siswa. Dengan demikian, dapat disimpulkan bahwa penerapan model pembelajaran Inkuiri 5E dengan pendekatan SETS efektif dalam meningkatkan kualitas pembelajaran IPA di SMP.

## ABSTRACT

**Pratiyaksi, Ni Made Diantari** (2026), *“The Effect of The 5E Inquiry Learning Model with a SETS Approach on Science Learning Outcomes and Motivation of Junior High School Students”*. Master’s Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and reviewed by Supervisor I: Prof. Dr. Ketut Suma, M.S and Supervisor II Pembimbing II: Prof. Dr. I Nyoman Jampel, M.Pd.

Keywords: *5E, Environment, Science, Society, Technology*

*This study aims to analyze the effect of the 5E Inquiry learning model with the Science, Environment, Technology, and Society (SETS) approach on junior high school students’ science learning outcomes and learning motivation. The study employed a quantitative approach using a quasi-experimental design, specifically a pretest–posttest non-equivalent control group design. The research population consisted of all eighth-grade students of SMP Negeri 2 Negara, with the sample selected through cluster random sampling. Data on learning outcomes were collected using an objective test, while data on learning motivation were obtained through a questionnaire. Data analysis was conducted using a one-way MANCOVA after the prerequisite tests were fulfilled. The results showed that there was a statistically significant simultaneous effect on science learning outcomes and learning motivation between students taught using the 5E Inquiry model with the SETS approach and those taught using conventional instruction. Partially, the 5E Inquiry model with the SETS approach had a significant effect on improving students’ science learning outcomes and learning motivation. Therefore, it can be concluded that the implementation of the 5E Inquiry learning model with the SETS approach is effective in improving the quality of science learning in junior high schools.*