

ABSTRAK

Sudiarti, Ni Putu. Pengaruh Model *Discovery Learning* Bermuatan *Mind Mapping* terhadap Sikap Ilmiah dan Hasil Belajar IPAS Siswa Kelas V Sekolah Dasar. Singaraja: Program Pascasarjana, Universitas Pendidikan Ganesha, 2025.

Tesis ini telah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. I Wayan Suastra, M.Pd., dan Pembimbing II: Prof. Dr. Ni Ketut Suarni, M.S.Kons.

Penelitian ini bertujuan untuk menganalisis pengaruh model *Discovery Learning* bermuatan *Mind Mapping* terhadap sikap ilmiah dan hasil belajar IPAS siswa kelas V sekolah dasar di Gugus 2 Mengwi. Penelitian ini merupakan penelitian kuantitatif dengan jenis eksperimen semu (*quasi experiment*) menggunakan rancangan *Posttest Only Non-Equivalent Control Group Design* yang dilaksanakan di SD Gugus 2 Mengwi. Subjek penelitian adalah siswa kelas V terdiri atas 26 siswa pada kelas eksperimen dan 24 siswa pada kelas kontrol, yang ditentukan dengan teknik *simple random sampling*. Data penelitian meliputi data sikap ilmiah dan hasil belajar IPAS yang dikumpulkan menggunakan instrumen non-tes berupa kuesioner, sedangkan data hasil belajar IPAS dikumpulkan menggunakan instrumen tes pilihan ganda. Instrumen penelitian telah melalui uji validitas dan reliabilitas, dengan hasil uji reliabilitas instrumen tes hasil belajar IPAS menunjukkan koefisien reliabilitas sebesar 0,95 yang tergolong sangat tinggi. Teknik analisis data meliputi analisis deskriptif, uji prasyarat analisis yang terdiri atas uji normalitas, uji homogenitas, dan uji korelasi antar variabel terikat, serta uji hipotesis menggunakan uji ANAVA satu jalur dan uji MANOVA dengan bantuan program *IBM SPSS 26.00 for Windows*. Hasil penelitian menunjukkan bahwa: (1) secara simultan terdapat pengaruh yang signifikan model *Discovery Learning* bermuatan *Mind Mapping* terhadap sikap ilmiah dan hasil belajar IPAS siswa kelas V SD Gugus 2 Mengwi ($F = 6227,87$; $p < 0,05$). (2) terdapat pengaruh yang signifikan model *Discovery Learning* bermuatan *Mind Mapping* terhadap sikap ilmiah siswa ($F = 3,82$; $p < 0,05$); dan (3) terdapat pengaruh yang signifikan model *Discovery Learning* bermuatan *Mind Mapping* terhadap hasil belajar IPAS siswa ($F=18,12$; $p < 0,05$). Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa model *Discovery Learning* bermuatan *Mind Mapping* berpengaruh signifikan terhadap sikap ilmiah dan hasil belajar IPAS siswa kelas V sekolah dasar.

Kata-kata kunci: *Discovery Learning*, hasil belajar IPAS, *Mind Mapping*, sikap ilmiah.

ABSTRACT

Sudiarti, Ni Putu (2025). The Influence of the *Mind Mapping* Integrated *Discovery Learning* Model on Scientific Attitudes and IPAS Learning Outcomes of fifth grade elementary school students. Singaraja: Postgraduate Program, Universitas Pendidikan Ganesha, 2025.

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This study aims to analyze the influence of the *Mind Mapping* integrated *Discovery Learning* model on the scientific attitudes and Natural and Social Sciences (IPAS) learning outcomes of fifth grade elementary school students in Cluster 2 Mengwi. This research is a quantitative study employing a quasi experimental design, specifically the Posttest Only Non Equivalent Control Group Design, conducted at Cluster 2 Mengwi Elementary Schools. The research subjects were fifth grade students consisting of 26 students in the experimental class and 24 students in the control class, determined through a simple random sampling technique. Data on scientific attitudes were collected using a non test instrument in the form of a questionnaire, while IPAS learning outcomes data were collected using a multiple choice test instrument. The research instruments underwent validity and reliability testing; the reliability test for the IPAS learning outcomes instrument showed a coefficient of 0.95, which is categorized as very high. Data analysis techniques included descriptive analysis, prerequisite tests (normality test, homogeneity test, and correlation test between dependent variables), and hypothesis testing using one-way ANOVA and MANOVA, assisted by IBM SPSS 26.00 for Windows. The results of the study indicated that: (1) simultaneously, there is a significant influence of the *Mind Mapping* integrated *Discovery Learning* model on the scientific attitudes and IPAS learning outcomes of fifth grade students in Cluster 2 Mengwi ($F = 6227.87$; $p < 0.05$); (2) there is a significant influence of the *Mind Mapping* integrated *Discovery Learning* model on students' scientific attitudes ($F = 3.82$; $p < 0.05$); and (3) there is a significant influence of the *Mind Mapping* integrated *Discovery Learning* model on students' IPAS learning outcomes ($F = 18.12$; $p < 0.05$). Based on these results, it can be concluded that the *Mind Mapping* integrated *Discovery Learning* model has a significant impact on the scientific attitudes and IPAS learning outcomes of fifth grade elementary school students.

Keywords: *Discovery Learning*, IPAS learning outcomes, *Mind Mapping*, scientific attitudes.