

ABSTRAK

Saputri, Ni Made Ari (2026), Pengaruh Model Pembelajaran Inkuiri Terbimbing Bermuatan *Tri Kaya Parisudha* terhadap Hasil Belajar IPAS ditinjau dari Sikap Ilmiah Siswa Kelas V SD. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: inkuiri terbimbing, *Tri Kaya Parisudha*, hasil belajar, sikap ilmiah

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran inkuiri terbimbing bermuatan *Tri Kaya Parisudha* terhadap hasil belajar IPAS siswa kelas V sekolah dasar ditinjau dari sikap ilmiah. Penelitian ini secara khusus mengkaji perbedaan hasil belajar IPAS antara siswa yang dibelajarkan dengan model pembelajaran inkuiri terbimbing bermuatan *Tri Kaya Parisudha* dan siswa yang dibelajarkan dengan pembelajaran konvensional, serta menguji interaksi antara model pembelajaran dan sikap ilmiah terhadap hasil belajar IPAS siswa. Integrasi nilai *Tri Kaya Parisudha* diharapkan mampu memperkuat sikap ilmiah dan karakter siswa yang berdampak pada peningkatan hasil belajar. Penelitian ini merupakan penelitian kuasi eksperimen dengan desain *Posttest-Only Control Group Design* dan rancangan faktorial 2×2 (*ANAVA AB by level*). Penelitian dilaksanakan di Gugus III Blahbatuh dengan subjek siswa kelas V sekolah dasar. Data dikumpulkan menggunakan tes hasil belajar IPAS dan angket sikap ilmiah. Instrumen penelitian telah memenuhi validitas isi melalui *expert judgment* dan reliabilitas menggunakan koefisien *Alpha Cronbach*. Analisis data dilakukan dengan analisis varians dua jalur (*ANAVA AB*) setelah memenuhi uji normalitas dan homogenitas varians. Hasil penelitian menunjukkan bahwa terdapat perbedaan hasil belajar IPAS yang signifikan antara siswa yang diajar menggunakan model pembelajaran inkuiri terbimbing bermuatan *Tri Kaya Parisudha* dan pembelajaran konvensional ($F = 67,83; p < 0,05$). Terdapat interaksi yang signifikan antara model pembelajaran dan sikap ilmiah terhadap hasil belajar IPAS siswa ($F = 41,54; p < 0,05$). Pada siswa dengan sikap ilmiah tinggi maupun rendah, hasil belajar IPAS siswa yang mengikuti pembelajaran inkuiri terbimbing bermuatan *Tri Kaya Parisudha* lebih tinggi dibandingkan dengan pembelajaran konvensional ($F = 10,70; p < 0,05$). Penelitian ini menegaskan bahwa model pembelajaran inkuiri terbimbing bermuatan *Tri Kaya Parisudha* efektif dalam meningkatkan hasil belajar IPAS melalui penguatan sikap ilmiah serta berimplikasi pada pentingnya integrasi pendekatan saintifik dan kearifan lokal dalam pembelajaran di sekolah dasar.

ABSTRACT

Saputri, Ni Made Ari (2025), The Effect of the Guided Inquiry Learning Model Containing Tri Kaya Parisudha on Science Learning Outcomes in Terms of the Scientific Attitudes of Fifth Grade Elementary School Students. Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education.

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Keywords: *guided inquiry, Tri Kaya Parisudha, learning outcomes, scientific attitudes*

This study aimed to analyze the effect of the Tri Kaya Parisudha-oriented guided inquiry learning model on the IPAS learning outcomes of fifth-grade elementary school students in terms of scientific attitudes. Specifically, this study examined the differences in IPAS learning outcomes between students taught using the Tri Kaya Parisudha oriented guided inquiry learning model and those taught using conventional learning, as well as the interaction between the learning model and scientific attitudes on students' IPAS learning outcomes. The integration of Tri Kaya Parisudha values is expected to strengthen students' scientific attitudes and character, thereby contributing to improved learning outcomes. This study employed a quasi-experimental method with a Posttest-Only Control Group Design using a 2×2 factorial design (two-way ANOVA by level). The research was conducted in Gugus III Blahbatuh, with fifth-grade elementary school students as the research subjects. Data were collected using an IPAS learning outcome test and a scientific attitude questionnaire. The research instruments met content validity requirements through expert judgment and demonstrated reliability based on the Cronbach's Alpha coefficient. Data analysis was performed using descriptive and inferential statistics through two-way analysis of variance (ANOVA) after the assumptions of normality and homogeneity of variance were satisfied. The results indicated a significant difference in IPAS learning outcomes between students taught using the Tri Kaya Parisudha-oriented guided inquiry learning model and those taught using conventional learning ($F = 67.83$; $p < 0.05$). A significant interaction was also found between the learning model and scientific attitudes on students' IPAS learning outcomes ($F = 41.54$; $p < 0.05$). For students with both high and low scientific attitudes, those who participated in the Tri Kaya Parisudha-oriented guided inquiry learning model achieved higher IPAS learning outcomes compared to those who received conventional instruction ($F = 10.70$; $p < 0.05$). This study confirms that the Tri Kaya Parisudha oriented guided inquiry learning model is effective in enhancing IPAS learning outcomes through the strengthening of students' scientific attitudes, highlighting the importance of integrating scientific approaches and local wisdom into elementary school learning.