

ABSTRAK

Suparmini, Ni Putu (2026), Pengaruh Model Pembelajaran *Discovery Learning* Berbantuan Tutor Sebaya Terhadap Penguasaan Kompetensi Pengetahuan IPA Ditinjau Dari Regulasi Diri Siswa Kelas IV SD Gugus 3 Kuta.

Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh: pembimbing I: Prof. Dr. Nyoman Dantes dan pembimbing II: Prof. Dr. I Made Ardana, M.Pd.

Kata kunci: Model *Discovery Learning*, Tutor Sebaya, regulasi diri, dan Penguasaan Kompetensi Pengetahuan IPA

Penelitian ini bertujuan untuk mengetahui perbedaan penguasaan kompetensi pengetahuan IPA antara siswa yang mengikuti pembelajaran dengan model pembelajaran *Discovery Learning* berbantuan tutor sebaya dan siswa yang mengikuti model bukan *Discovery Learning* berbantuan tutor sebaya ditinjau dari regulasi diri siswa kelas IV SD Gugus 3 Kuta, Kecamatan Kuta tahun pelajaran 2025/2026. Jenis penelitian ini adalah penelitian eksperimen semu dengan menggunakan rancangan *Non Equivalent posttest only control group design* dengan rancangan faktorial 2×2 . Populasi penelitian ini adalah seluruh siswa kelas IV SD Gugus 3 Kuta Kecamatan Kuta tahun pelajaran 2025/2026 yang berjumlah 306 orang. Sampel penelitian ini terdiri atas kelas eksperimen (SD No.1 Tuban B dan SD No.4 Tuban B) dan kelas kontrol (SD No.1 Tuban A dan SD No.4 Tuban A) yang dipilih secara random sampling dengan *intach group* berjumlah 136 orang. Data dikumpulkan dengan menggunakan metode kuesioner untuk mengukur regulasi diri dan tes untuk mengukur penguasaan kompetensi pengetahuan. Data yang dikumpulkan dianalisis menggunakan ANAVA dua jalur. Berdasarkan hasil analisis data diperoleh: 1) terdapat pengaruh penguasaan kompetensi pengetahuan IPA antara siswa yang mengikuti model pembelajaran *Discovery Learning* berbantuan tutor sebaya dengan siswa yang mengikuti model pembelajaran bukan *Discovery Learning* berbantuan tutor sebaya di SD Gugus 3 Kuta. ($F= 4,317$; $p<0,05$). Dari rata-rata hasil belajar IPA diketahui bahwa pada siswa yang mengikuti model pembelajaran *Discovery Learning* berbantuan tutor sebaya lebih tinggi ($M = 80,54$) dari pada siswa yang mengikuti model pembelajaran bukan *Discovery Learning* berbantuan tutor sebaya ($M = 76,97$). 2) terdapat pengaruh regulasi diri terhadap penguasaan kompetensi pengetahuan IPA pada siswa di SD Gugus 3 Kuta. ($F= 6,080$; $p<0,05$). Dari rata-rata hasil belajar IPA diketahui bahwa pada siswa yang mengikuti model pembelajaran *Discovery Learning* berbantuan tutor sebaya memiliki regulasi tinggi mendapatkan rata-rata tertinggi yaitu: 87,00. 3) terdapat pengaruh interaksi yang signifikan antara model pembelajaran dan regulasi diri terhadap hasil kompetensi pengetahuan IPA kelas IV di SD Gugus 3 Kuta ($F=31.318$; $p<0,05$). 4) Pada siswa yang memiliki regulasi diri tinggi, terdapat perbedaan kompetensi pengetahuan IPA antara siswa yang mengikuti model pembelajaran *Discovery Learning* berbantuan tutor sebaya dengan siswa yang mengikuti model pembelajaran bukan *Discovery Learning* berbantuan tutor sebaya di SD Gugus 3 Kuta ($t=5,580$; $p<0,05$). 5) Pada siswa yang memiliki regulasi diri rendah, terdapat perbedaan hasil kompetensi pengetahuan IPA antara siswa yang mengikuti model pembelajaran *Discovery Learning* berbantuan tutor sebaya dengan siswa yang mengikuti model pembelajaran bukan *Discovery Learning* berbantuan tutor sebaya di SD Gugus 3 Kuta ($t=2,423$, $p<0,005$). Dari rata-rata hasil belajar IPA diketahui bahwa pada siswa yang memiliki regulasi diri rendah, mengikuti model pembelajaran bukan *Discovery Learning* berbantuan tutor sebaya lebih tinggi ($M = 79,54$) dari pada siswa yang memiliki regulasi diri rendah tetapi mengikuti model pembelajaran *Discovery Learning* berbantuan tutor sebaya ($M = 73,78$).

ABSTRACT

Suparmini, Ni Putu (2026), "The Effect of the *Discovery Learning* Model Assisted by Peer Tutors on the Mastery of Science Knowledge Competencies in Terms of Self-Regulation of Fourth-Grade Students in Kuta Elementary School Cluster 3.

This thesis has been approved and reviewed by: Supervisor I: Prof. Dr. Nyoman Dantes and Supervisor II: Prof. Dr. I Made Ardana, M.Pd.

Keywords: *Discovery Learning* Model, Peer Tutors, Self-Regulation, and Mastery of Science Knowledge Competencies

This study aims to determine the differences in mastery of science knowledge competencies between students who follow learning with *Discovery Learning* models assisted by peer tutors and students who follow non- *Discovery Learning* models assisted by peer tutors in terms of self-regulation of fourth-grade students of Elementary School Cluster 3 Kuta, Kuta District in the 2025/2026 academic year. This type of research is a quasi-experimental study using a Non Equivalent posttest only control group design with a 2×2 factorial design. The population of this study was all fourth-grade students of Elementary School Cluster 3 Kuta, Kuta District in the 2025/2026 academic year, totaling 306 people. The sample of this study consisted of an experimental class (Elementary School No. 1 Tuban B and Elementary School No. 4 Tuban B) and a control class (Elementary School No. 1 Tuban A and Elementary School No. 4 Tuban A) selected by random sampling with an intact group of 136 people. Data were collected using a questionnaire method to measure self-regulation and a test to measure mastery of knowledge competencies. The collected data were analyzed using two-way ANOVA. Based on the results of data analysis obtained: 1) there is an influence of mastery of science knowledge competencies between students who follow the *Discovery Learning* model assisted by peer tutors with students who follow the non- *Discovery Learning* model assisted by peer tutors in Elementary School Cluster 3 Kuta. ($F = 4.317$; $p < 0.05$). From the average science learning outcomes, it is known that in students who follow the *Discovery Learning* model assisted by peer tutors is higher ($M = 80.54$) than students who follow the non- *Discovery Learning* model assisted by peer tutors ($M = 76.97$). 2) there is an influence of self-regulation on mastery of science knowledge competencies in students at Elementary School Cluster 3 Kuta. ($F = 6.080$; $p < 0.05$). From the average science learning outcomes, it is known that in students who follow the *Discovery Learning* model assisted by peer tutors have high regulation getting the highest average, namely: 87.00. 3) There is a significant interaction effect between learning models and self-regulation on the results of science knowledge competency of grade IV in Kuta Cluster 3 Elementary School ($F=31.318$; $p<0.05$). 4) In students who have high self-regulation, there is a difference in science knowledge competency between students who follow the *Discovery Learning* model assisted by peer tutors and students who follow the non- *Discovery Learning* model assisted by peer tutors in Kuta Cluster 3 Elementary School ($t=5.580$; $p<0.05$). 5) In students who have low self-regulation, there is a difference in science knowledge competency results between students who follow the *Discovery Learning* model assisted by peer tutors and students who follow the non- *Discovery Learning* model assisted by peer tutors in Kuta Cluster 3 Elementary School ($t=2.423$, $p<0.005$). From the average science learning outcomes, it is known that students who have low self-regulation, following a learning model other than *Discovery Learning* assisted by peer tutors, are higher ($M = 79.54$) than students who have low self-regulation but follow the *Discovery Learning* model assisted by peer tutors ($M = 73.78$).