ABSTRAK

Subhan, (2024) Pengaruh Model Pembelajaran *Quantum* Berbantuan Media Permainan *Puzzel* Terhadap Sikap Ilmiah Dan Hasil Belajar IPA Siswa Kelas V Min 1 Jembrana Tahun Pelajaran 2024/2025. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I : Prof. Dr. Dewa Bagus Sanjaya, M.Pd. dan Pembimbing II: Prof, Dr. I Wayan Suastra, M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Quantum* berbatuan media permainan puzzel terhadap sikap ilmiah dan hasil belajar IPA dengan menggunakan rancangan penelitian *post-test only control group design*. Penelitian ini dilaksanakan pada siswa kelas V Min 1 Jembrana dengan jumlah sampel sebesar 42 siswa, dibagi menjadi kelompok kontrol dan eksperimen. Data sikap ilmiah siswa dikumpulkan menggunakan metode kuesioner dan data hasil belajar IPA siswa dikumpulkan menggunakan metode tes. Data dianalisis dengan menggunakan MANOVA berbantuan SPSS 16.00 *for windows.*

Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan sikap ilmiah dalam pembelajaran IPA secara signifikan antara siswa yang mengikuti model pembelajaran *Quantum* dengan model pembelajaran konvensional ($F=11,237$; $p<0,05$), (2) terdapat perbedaan hasil belajar IPA secara signifikan antara siswa yang mengikuti model pembelajaran *Quantum* dengan model pembelajaran konvensional ($F=46,806$; $p<0,05$), dan (3) terdapat perbedaan sikap ilmiah dan hasil belajar IPA antara siswa yang mengikuti model pembelajaran *Quantum* dengan model pembelajaran konvensional ($F=23,237$; $p<0,05$). Dengan demikian dapat disimpulkan bahwa model pembelajaran *Quantum* berpengaruh terhadap sikap ilmiah dan hasil belajar IPA siswa kelas V Min 1 Jembrana tahun pelajaran 2024/2025.

Kata-kata kunci: model pembelajaran *quantum*, sikap ilmiah, dan hasil belajar IPA

ABSTRACT

Subhan (2024). The Effect of the Quantum Learning Model Assisted by Puzzle Game Media on Scientific Attitudes and Science Learning Outcomes of Grade V Students at MIN 1 Jembrana in the 2024/2025 Academic Year. Thesis, Primary Education, Graduate Program, Ganesha University of Education.

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This study aims to determine the effect of the Quantum learning model assisted by puzzle game media on scientific attitudes and science learning outcomes using a post-test only control group design. The study was conducted with fifth-grade students of MIN 1 Jembrana, involving a sample of 42 students divided into control and experimental groups. Data on students' scientific attitudes were collected using a questionnaire method, while data on science learning outcomes were collected using a test method. The data were analyzed using MANOVA with the assistance of SPSS 16.00 for Windows.

The results of the study indicate that: (1) there is a significant difference in scientific attitudes in science learning between students who follow the Quantum learning model and those who follow the conventional learning model ($F = 11.237$; $p < 0.05$); (2) there is a significant difference in science learning outcomes between students who follow the Quantum learning model and those who follow the conventional learning model ($F = 46.806$; $p < 0.05$); and (3) there is a significant difference in scientific attitudes and science learning outcomes between students who follow the Quantum learning model and those who follow the conventional learning model ($F = 23.237$; $p < 0.05$). Thus, it can be concluded that the Quantum learning model has a significant effect on the scientific attitudes and science learning outcomes of fifth-grade students at MIN 1 Jembrana in the 2024/2025 academic year.

Keywords: *quantum learning model, scientific attitude, science learning outcomes*