

ABSTRAK

Kumala, Ayu Manik (2021), *Pengaruh Model Pembelajaran Discovery- Inquiry E-learning Terhadap Hasil belajar IPA dan Self-efficacy Siswa Kelas VIII SMP*

Penelitian ini bertujuan (1) mengetahui perbedaan pengaruh penggunaan *Discovery inquiry e-learning* dengan *Direct e-learning* terhadap hasil belajar IPA, (2) mengetahui perbedaan pengaruh penggunaan *Discovery inquiry E-learning* dengan *Direct e-learning* terhadap *Self-efficacy* siswa, (3) mengetahui perbedaan pengaruh penggunaan *Discovery inquiry E-learning* dengan *Direct e-learning* terhadap hasil belajar IPA dan *Self-efficacy* siswa. Fokus masalah pada penelitian ini adalah pengaruh model pembelajaran *Discovery inquiry E-learning* terhadap hasil belajar dan *Self-efficacy* siswa. Jenis penelitian ini merupakan eksperimen semu dengan rancangan non equivalent *pre-test-post-test control group design*. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMPK Harapan Denpasar yang terdiri dari 369 siswa. Pengambilan sampel penelitian berdasarkan teknik *group random sampling*. Data dalam penelitian ini berupa skor hasil belajar IPA siswa dan skor *self efficacy* yang dianalisis menggunakan uji *Multivariate Analysis of Variance* (MANOVA). Hasil penelitian menunjukkan bahwa (1) Terdapat perbedaan hasil belajar IPA siswa yang menggunakan model pembelajaran *Discovery inquiry E-learning* dan model pembelajaran *Direct E-learning*, (2) Terdapat perbedaan *Self-efficacy* siswa yang menggunakan model pembelajaran *Discovery inquiry E-learning* dan model pembelajaran *Direct E-learning*, (3) Terdapat perbedaan hasilbelajar IPA dan *Self-efficacy* siswa yang menggunakan model pembelajaran *Discovery inquiry E-learning* dan model pembelajaran *Direct E-learning*.

Kata kunci: Model Pembelajaran *Discovery inquiry E-learning*, hasil belajar, dan *Self-efficacy*

ABSTRACT

Kumala, Ayu Manik (2021), The effect of Discovery inquiry E-learning model on Science Learning Outcomes and Self-efficacy of grad VIII Junior High School Student

This study aims (1) to determine the effect of using Discovery inquiry E-learning on science learning outcomes, (2) to determine the effect of using Discovery inquiry E-learning on students' Self-efficacy, (3) to determine the effect of using Discovery inquiry E-learning on Science learning outcomes and student Self-efficacy. The focus of the problem in this study is the influence of the Discovery inquiry E-learning model on student learning outcomes and Self-efficacy. This type of research is a quasi-experimental with a non-equivalent pre-test-post-test control group design. The population in this study were all students of class VIII SMPK Harapan Denpasar which consisted of 369 students. The research sample was taken based on the group random sampling technique. The data in this study were in the form of students' science learning outcomes scores and Self-efficacy scores which were analyzed using the Multivariate Analysis of Variance (MANOVA) test. The results showed that (1) There were differences in student science learning outcomes using the Discovery inquiry E-learning learning model and Direct E-learning learning model, (2) There are differences in the Self-efficacy of students who use the Discovery inquiry E-learning learning model and the Direct E-learning learning model, (3) There are differences in science learning outcomes and student Self-efficacy using the model. Discovery inquiry E-learning and Direct E-learning learning models.

Keywords: *Discovery inquiry E-learning model, science learning outcomes and Self-efficacy*