

## ABSTRAK

**Ni Ketut Sukariati**, (2021). *Pengaruh Model Inkuiri Terbimbing Berbantuan Media Mind Mapping Berbantuan Media Mind Mapping Terhadap Hasil Belajar IPA Ditinjau dari Gaya Kognitif Siswa*. Tesis (tidak diterbitkan). Singaraja. Program Pascasarjana Undiksha.

*Kata-kata Kunci:* Pembelajaran Inkuiri Terbimbing, *Mind Mapping*, Gaya Kognitif siswa

Penelitian ini bertujuan untuk: (1) mendeskripsikan perbedaan hasil belajar siswa IPA antara kelompok siswa yang belajar dengan model pembelajaran inkuiri terbimbing berbantuan dengan media *mind mapping* dan yang menggunakan model pembelajaran konvensional, (2) mendeskripsikan perbedaan hasil belajar siswa IPA antara kelompok siswa yang memiliki gaya kognitif *Field Independent* dan yang memiliki gaya kognitif *Field Dependent*, dan (3) mendeskripsikan pengaruh interaktif antara model pembelajaran dan gaya kognitif siswa terhadap hasil belajar IPA siswa. Penelitian ini adalah penelitian eksperimen semu dengan *one way posttest only nonequivalent control group design*. Populasi penelitian adalah seluruh siswa kelas VIII semester II SMP Negeri 12 Denpasar tahun ajaran 2019/2020 yang terdiri dari 439 siswa. Sampel berjumlah 81 siswa yang ditentukan secara *simple random sampling*. Data gaya kognitif siswa diperoleh dengan GEFT sebelum diberikan perlakuan, (2) data perubahan hasil belajar siswa diperoleh dari hasil tes awal dan tes akhir yang diberikan kepada dua kelompok (eksperimen dan kontrol), dan (3) data hasil belajar diperoleh dari hasil tes akhir setelah perlakuan kepada kedua kelompok dengan menggunakan tes hasil belajar. Data dianalisis secara deskriptif dan statistik dengan ANAVA dua jalur. Hasil penelitian menunjukkan beberapa temuan, yaitu: (1) Hasil belajar siswa IPA dengan model pembelajaran inkuiri terbimbing berbantuan *mind mapping* lebih tinggi dari siswa dengan model pembelajaran konvensional (Sig. 0,000); (2) Hasil belajar siswa IPA siswa yang memiliki gaya kognitif *Field Independent* lebih tinggi dari siswa yang memiliki gaya kognitif *Field Dependent* (Sig. 0,003); (3) terdapat interaksi antara model pembelajaran dan gaya kognitif siswa terhadap hasil belajar IPA siswa (Si. 0,000). Kesimpulan penelitian ini adalah: (1) terdapat perbedaan hasil belajar siswa IPA antara kelompok siswa yang belajar dengan model pembelajaran inkuiri terbimbing berbantuan dengan media *mind mapping* dan yang menggunakan model pembelajaran konvensional, (2) terdapat perbedaan hasil belajar siswa IPA antara kelompok siswa yang memiliki gaya kognitif *Field Independent* dan yang memiliki gaya kognitif *Field Dependent*, dan (3) terdapat pengaruh interaktif antara model pembelajaran dan gaya kognitif siswa terhadap hasil belajar IPA siswa.

## ABSTRACT

Ni Ketut Sukariati, (2021). *The Effect of Guided Inquiry Learning Model Assisted by Mind Mapping Media on Science Learning Outcomes Viewed from Students' Cognitive Style. Thesis (unpublished)*. Singaraja. Graduate Program, Undiksha.

*Keywords: Guided Inquiry Learning, mind mapping, student's cognitive style*

The study was aimed to: (1) describe the difference in science student learning outcomes between groups of students who study with guided inquiry learning model assisted by mind mapping media and conventional learning model, (2) describe the difference in science student learning outcomes between groups of students who have cognitive style of field independent and field dependent cognitive styles, and (3) describe the interactive effect between learning models and students' cognitive styles on students' science learning outcomes. This research was a quasi-experimental research with one way posttest only nonequivalent control group design. The population of this study was all students of grade VIII semester II of SMP Negeri 12 Denpasar in the 2019/2020 academic year which consisted of 439 students. The sample amounted to 81 students who were determined by simple random sampling. Data on students' cognitive style was obtained by GEFT before being given treatment, (2) data on changes in student learning outcomes were obtained from the results of the initial test and final test given to two groups (experimental and control), and (3) data on learning outcomes was obtained from the results of the final test. after treatment to both groups by using the learning outcomes test. Data were analyzed descriptively and statistically with two-way ANOVA. The results showed several findings, namely: (1) The learning outcomes of science students with guided inquiry learning models assisted by mind mapping were higher than that of students with conventional learning models (Sig. 0.000); (2) The learning outcomes of science students who have a field independent cognitive style are higher than that of students who have a field dependent cognitive style (Sig. 0.003); (3) there was an interaction between the learning model and students' cognitive style on students' science learning outcomes (Si. 0.000). The conclusions of this study were: (1) there are differences in the learning outcomes of science students between groups of students who study with guided inquiry learning models assisted by mind mapping media and those using conventional learning models, (2) there are differences in science students' learning outcomes between groups of students who have Field Independent cognitive style and those who have a Field Dependent cognitive style, and (3) there is an interactive effect between learning models and students' cognitive styles on students' science learning outcomes.