ABSTRAK

SANTI DEWI. 8166182048. Pengembangan Bahan ajar Berbasis Inkuiri Terbimbing Materi Perpindahan Kalor Kelas V SD Negeri 2 Alue Teh. Tesis. Medan: Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan. 2021

Penelitian ini bertujuan untuk: 1) mendeskripsikan hasil validasi produk bahan ajar berbasis inkuiri terbimbing pada materi perpindahan kalor kelas V SD Negeri 2 Alue The; dan 2) menganalisis efektifitas bahan ajar IPA berbasis inkuiri terbimbing pada materi perpindahan kalor yang dapat meningkatkan hasil belajar siswa kelas V SD Negeri 2 Alue Teh. Penelitian ini dilaksanakan di kelas V SD Negeri 2 Alue Teh. Penelitian ini merupakan penelitian *Research & Development* (R&D) meliputi *Define* (pendefinisian), *Design* (Perancangan), *Develop* (pengembangan), *dan Disseminate* (penyebaran). Desain bahan ajar menggunakan uji coba kelompok kecil, dan uji kelompok besar yang dilakukan di kelas V SD Negeri 2 Alue Teh. Data telah diverifikasi oleh 2 dosen ahli materi, dan 2 dosen ahli desain. Secara keseluruhan hasil validasi ahli materi memperoleh rata-rata 92% dengan kategori sangat layak sedangkan hasil validasi ahli desain secara keseluruhan memperoleh rata-rata 95% pada kategori sangat layak. Pada tahap efektifitas, diperoleh nilai gains score kelas eksperimen sebesar 0,785 pada kategori tinggi dibandingkan kelas kontrol yang hanya mencapai nilai 0,460 pada kategori sedang. Hasil penelitian menunjukkan bahwa kedua data *postest* kemampuan hasil belajar siswa mempunyai nilai t_{hitung} (=0,000) sehingga terdapat perbedaan karena sig (2-tailed) < 0,05 dan t_{hitung} bernilai positif sehingga H_0 ditolak. Berdasarkan hal tersebut, maka dapat disimpulkan bahwa "terdapat perbedaan yang signifikan hasil belajar antara siswa yang di ajar dengan menggunakan bahan ajar berbasis inkuiri terbimbing dengan siswa yang tidak diajarkan menggunakan inkuiri terbimbing. Ketercapaian pembelajaran menggunakan bahan ajar berbasis inkuiri secara klasikal yakni 87% dengan kategori sangat baik. Hal ini menunjukkan bahwa penggunaan bahan ajar berbasis inkuiri sangat efektif digunakan untuk meningkatkan hasil belajar.

Kata kunci: bahan ajar inkuiri terbimbing, hasil belajar siswa

ABSTRACT

SANTI DEWI. 8166182048. Development of Guided Inquiry-Based Teaching Materials for Class V Heat Transfer Material of SD Negeri 2 Alue Teh. Thesis. Medan: Postgraduate Basic Education Study Program, State University of Medan. 2021

This study aims to: 1) describe the results of the validation of teaching materials based on guided inquiry on the heat transfer material for class V SD Negeri 2 Alue The; and 2) to analyze the effectiveness of guided inquiry-based science teaching materials on heat transfer material which can improve the learning outcomes of fifth grade students of SD Negeri 2 Alue Teh. This research was conducted in class V SD Negeri 2 Alue Teh. This research is a Research & Development (R&D) research which includes Define, Design, Develop, and Disseminate. The design of teaching materials used small group trials and large group trials conducted in class V SD Negeri 2 Alue Teh. The data has been verified by 2 material expert lecturers and 2 design expert lecturers. Overall the results of the material expert validation obtained an average of 92% in the very feasible category, while the results of the design expert validation as a whole obtained an average of 95% in the very feasible category. In the effectiveness stage, the gain score for the experimental class was 0.785 in the high category compared to the control class which only reached a value of 0.460 in the medium category. The results showed that the two posttest data on the ability of student learning outcomes had a value of t (= 0.000) so that there was a difference because sig (2-tailed) <0.05 and tcount was positive so that H0 was rejected. Based on this, it can be concluded that "there is a significant difference in learning outcomes between students who are taught using guided inquiry-based teaching materials and students who are not taught using guided inquiry. The learning achievement using classical inquiry-based teaching materials was 87% in the very good category. This shows that the use of inquiry-based teaching materials is very effective in improving learning outcomes.

Keywords: guided inquiry teaching materials, student learning outcomes