ABSTRAK

Siti Sarah Kurniawati, 2019. Pengaruh Model Pembelajaran Inkuiri Berbantuan Lectora Terhadap Kemandirian Belajar Matematika Siswa Kelas V SDN Harjasari 01. Skripsi, Jurusan Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan IlmuPendidikan.

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran inkuiri berbantuan lectora terhadap kemandirian belajar matematika siswa pada materi bangun ruang kubus dan balok di kelas V SDN Harjasari 01, Bogor. Pendekatan dalam penelitian ini menggunakan pendekatan kuantitatif, dengan metode kuasi eksperimen (*quasi eksperiment*). Desain yang digunakan adalah *posttest- Only Control Design*. Sampel dalam penelitian ini berjumlah 65 siswa. Teknik yang digunakan adalah non tes berupa angket, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan nilai rata-rata kelas eksperimen dan kelas kontrol, kelas eksperimen memiliki nilai rata-rata sebesar 70,03 dan kelas kontrol memiliki rata-rata nilai 55,38. Setelah dilakukan perhitungan dengan uji t (*One Sample Test*), pada kelas eksperimen diketahui nilai Sign. diperoleh sig 0,026, sehingga 0,026 < 0,05. Hasil uji t menunjukkan bahwa model pembelajaran inkuiri berbantuan lectora terhadap kemandirian belajar matematika pada materi bangun ruang kubus dan balok. Berdasarkan perhitungan data tes akhir maka dapat disimpulkan bahwa terdapat perbedaan tingkat kemandirian belajar matematika siswa dengan penerapan model pembelajaran inkuiri berbantuan lectora pada kelas V SDN Harjasari 01, Bogor.

Kata Kunci : Model Pembelajaran Inkuiri, Media Lectora, Kemandirian Belajar

ABSTRACT

Siti Sarah Kurniawati, 2019. The effect of Inquiry Learning Model Assisted by Lectora on Mathematics Learning Independence of fitth Grade the Students of Harjasari Elementary School 01. Thesis, Elementary School Teacher Education Department, Teacher Training and Education Faculty.

This study aims to determine the effect of the application of the lectora- assisted inquiry learning model on students' mathematics learning independence in the material of building cubes and beams in the fifth grade of SDN Harjasari 01, Bogor. The approach in this study uses a quantitative approach, with a quasi- experimental method (quasi experiment). The design used is posttest-Only Control Design. The sample in this study amounted to 65 students. The technique used is non-test in the form of questionnaires, observations, and documentation. The results of this study indicate that there are differences in the average value of the experimental class and the control class, the experimental class has an average value of 70.03 and the control class has an average value of 55.38. After calculating the t test (One Sample Test), the value of the Sign is known in the experimental class. obtained sig 0.026, so that 0.026 <0.05. The results of the t test show that inquiry learning models assisted by lectora on the learning independence of mathematics in the material of building cubic spaces and beams. Based on the calculation of the final test data, it can be concluded that there are differences in the level of independence of mathematics learning students with the application of the lectora assisted inquiry learning model in class V of SDN Harjasari 01, Bogor.

Keywords: Inquiry Learning Model, Lectora Media, Learning Independence