

ABSTRAK

Tabrani, 2022. Perbandingan Model Pembelajaran Inkuiri dan Model Pembelajaran *Problem based learning* Berbantuan Media Audio Visual Terhadap Hasil belajar Murid pada Muatan Pembelajaran IPS Kelas V Gugus II Wilayah I Kecamatan Tempe Kabupaten Wajo. dibimbing oleh Idawati dan H. Muh. Basri

Tujuan penelitian adalah untuk mengetahui 1) pengaruh model pembelajaran inkuiri model pembelajaran *problem based learning* berbantuan media audio visual terhadap Hasil belajar murid muatan pelajaran IPS kelas V; 2) untuk mengetahui perbedaan model pembelajaran inkuiri dan model pembelajaran *problem based learning* berbantuan media audio visual terhadap Hasil belajar murid muatan pelajaran IPS kelas V. Jenis penelitian ini adalah *pretest-posttest control group design*. Jumlah sampel dalam penelitian ini adalah murid kelas V SDN 1 Padduppa pada kelas inkuiri dan SDN 260 Lapongkado pada kelas PBL. Metode pengumpulan data yang digunakan yaitu tes hasil belajar untuk mengukur Hasil belajar murid dan dokumentasi. Tehnik analisis data yang digunakan yaitu pendekatan statistik deskriptif dan analisis inferensial. Hasil penelitian Hasil belajar murid yang menggunakan model pembelajaran inkuiri berdasarkan hasil analisis uji t (Uji *Paired Sample t-test*), diperoleh hasil bahwa $t_{hitung} > t_{tabel}$ yaitu $43,267 > 2,05553$ dan sig. (2tailed) – $0,000 < 0,05$ jadi H_0 ditolak dan H_a diterima. Hasil belajar murid dengan menggunakan model PBL berdasarkan hasil analisis uji t (Uji *Paired Samle t-test*), diperoleh hasil bahwa t_{hitung} lebih besar dari t_{tabel} yaitu $25,063 > 2,08596$ (t_{tabel}) dan sig. (2 tailed) – $0,000 < 0,05$ jadi H_0 ditolak dan H_a diterima. Dari nilai t_{tabel} ini dapat dituliskan sebagai berikut: t_{tabel} dengan taraf signifikansi 5% = $2,0129 > t_{hitung}$ sebesar = $1,379$. Maka dapat disimpulkan bahwa tidak ada perbedaan yang signifikan antara model pembelajaran inkuiri dengan model *problem based learning* (PBL) berbantuan media audio visual terhadap Hasil belajar murid pada muatan pembelajaran IPS kelas V.

Kata kunci: pembelajaran inkuiri, *problem based learning* , media audio visual, berfikir kritis

ABSTRACT

Tabrani, 2022. *Comparison of Inquiry Learning Models and Problem Based Learning Learning Models Assisted by Audio Visual Media on Student Learning Outcomes in Social Studies Learning Content Class V Cluster II Region I Tempe District, Wajo Regency. supervised by Idawati and H. Muh. Basri*

The research objectives were to determine 1) the effect of the inquiry learning model problem based learning model assisted by audio visual media on the critical thinking skills of students in class V social studies subject matter; 2) to find out the difference between the inquiry learning model and the problem based learning model assisted by audio visual media on the critical thinking skills of students in class V Social Studies subject matter. This type of research was a pretest-posttest control group design. The number of samples in this study were fifth grade students at SDN 1 Padduppa in the control class and SDN 260 Lalongkado in the experimental class. Data collection methods used are learning outcomes tests to measure students' critical thinking skills and documentation. The data analysis technique used is descriptive statistical approach and inferential analysis. The results of the research on students' critical thinking skills using the inquiry learning model based on the results of the t-test analysis (Paired Sample t-test), the results showed that $t_{count} > t_{table}$ that was $43,267 > 2,05553$ and $sig. (2tailed) - 0.000 < 0.05$ so H_0 is rejected and H_a is accepted. Students' critical thinking ability using the PBL model based on the results of the t-test analysis (Paired Sample t-test), the results show that t_{count} is greater than t_{table} , namely $25,063 > 2,08596$ (t_{table}) and $sig. (2 tailed) - 0.000 < 0.05$ so H_0 is rejected and H_a is accepted. From this t_{table} value it can be written as follows: t_{table} with a significance level of 5% = $2.0129 > t_{count}$ of = 1.379 . So it can be concluded that there is no significant difference between the inquiry learning model and the problem based learning (PBL) model assisted by audio-visual media on students' critical thinking skills in class V social studies learning content.

Keywords: *inquiry learning, problem based learning , audio visual media, critical thinking*