

## ABSTRAK

**Syamsinar, 2023.** Perbedaan Model Pembelajaran *Inquiry* terbimbing dengan *Inquiry* bebas terhadap *self-confidence* siswa kelas IV Wilayah II Kecamatan Simbang Kabupaten Maros. dibimbing oleh Idawati dan Hj. Hidayah Quraisy Tujuan penelitian adalah untuk mengetahui 1) pengaruh *self-confidence* siswa melalui pembelajaran *Inquiry* terbimbing dengan *Inquiry* bebas pada siswa Kelas IV Wilayah II Kecamatan Simbang Kabupaten Maros; 2) pengaruh pembelajaran siswa melalui pembelajaran *Inquiry* terbimbing dengan *Inquiry* bebas pada siswa Kelas IV Wilayah II Kecamatan Simbang Kabupaten Maros, 3). perbedaan model pembelajaran *Inquiry* terbimbing dengan *Inquiry* bebas terhadap *self-confidence* dan pembelajaran IPS Siswa Kelas IV Wilayah II Kecamatan Simbang Kabupaten Maros. Desain penelitian ini adalah *pretest-posttest control group design*. Jumlah sampel dalam penelitian ini adalah siswa kelas IV B UPTD SDN 63 Sambueja pada kelas *Inquiry* terbimbing dan siswa kelas IV SDN 135 Inpres Simbang pada kelas *Inquiry* bebas. Metode pengumpulan data yang digunakan yaitu tes hasil belajar untuk mengukur Hasil belajar siswa dan dokumentasi dan observasi. Teknik analisis data yang digunakan yaitu pendekatan statistik deskriptif. Hasil penelitian *Inquiry* terbimbing diperoleh hasil bahwa dapat dilihat pada variable *self-confidence* diperoleh nilai sig.  $0,005 < 0,05$  maka  $H_a$  diterima artinya terdapat pengaruh *Inquiry* terbimbing dan *inquiry* bebas terhadap *self-confidence*. Uji statistic yakni *paired sample t-test* di bawah ini didapat nilai signifikan yaitu 0,166, dimana  $0,166 < 0,05$  sesuai kriteria bahwa  $H_0$  ditolak dan  $H_a$  diterima, maka terdapat pengaruh kemandirian dan hasil belajar. Maka dapat disimpulkan bahwa ada perbedaan yang signifikan antara menggunakan model pembelajaran *Inquiry* terbimbing dan *Inquiry* bebas terhadap *self-confidence* siswa kelas IV.

Kata kunci: Model pembelajaran *Inquiry* terbimbing, Model pembelajaran *Inquiry* bebas, *self-confidence* siswa.

## ABSTRACT

**Syamsinar, 2023.** The Differences in Guided Inquiry Learning Models and Free Inquiry on Self-Confidence of Grade IV Region II Students in Simbang District, Maros Regency. Supervised by Idawati and Hj. Hidayah Quraisy

The research objectives were to determine 1) the effect of student self-confidence through guided inquiry learning with free inquiry in class IV Region II students, Simbang District, Maros Regency; 2) the effect of student learning through Guided Inquiry learning with Free Inquiry in Class IV Region II students in Simbang District, Maros Regency, 3). Differences in the guided inquiry learning model and free inquiry towards self-confidence and social studies learning for class IV Region II students, Simbang sub-district, Maros regency. The research design was a pretest-posttest control group design. The number of samples in this study were students of class IV B UPTD SDN 63 Sambueja in the Guided Inquiry class and students of class IV SDN 135 Inpres Simbang in the free Inquiry class. The data collection method used was the learning achievement test to measure students' learning outcomes and documentation and observation. The data analysis technique used was a descriptive statistical approach. The results of the Guided Inquiry study showed that it can be seen in the Self-Confidence variable that the sig value was obtained.  $0.005 < 0.05$  then  $H_a$  is accepted, meaning that there was any influence of guided inquiry and free inquiry on self-confidence statistical test, namely the paired sample t-test below, obtained a significant value of 0.166, where  $0.166 < 0.05$  according to the criteria that  $H_0$  is rejected and  $H_a$  is accepted, then there was any influence of independence and learning outcomes

So it can be concluded that there was a significant difference between the use of the Guided Inquiry learning model and Free Inquiry on the Self-Confidence of class IV students.

**Keywords:** *Guided Inquiry Learning Model, Free Inquiry Learning Model, Students' Self-Confidence.*

