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**KEEFEKTIFAN MODEL PEMBELAJARAN TIPE INKUIRI
TERBIMBING BERBANTUAN MEDIA VIDEO INTERAKTIF
TERHADAP KEMANDIRIAN BELAJAR SISWA KELAS V SD NEGERI
JATIJJAR**

ABSTRAK

Permasalahan dalam penelitian ini adalah kurangnya tingkat kemandirian belajar siswa. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran tipe inkuiri terbimbing berbantuan media video interaktif terhadap kemandirian belajar siswa kelas V di SDN Jatijajar 01. Penelitian ini menggunakan pendekatan kuantitatif serta menggunakan jenis metode eksperimen yaitu *Quasi Eksperimental Design* dengan bentuk design *Non-Equivalent Control Group Design*. Populasi yang diambil dalam penelitian ini yaitu seluruh siswa SD negeri di desa Jatijajar. Sedangkan untuk sampel pada penelitian ini yaitu siswa kelas V SDN Jatijajar 01 berjumlah 29 siswa dan SDN Jatijajar 02 berjumlah 18 siswa. Teknik pengumpulan data yang digunakan yaitu angket, lembar observasi, wawancara tidak terstruktur dan dokumentasi. Teknik analisis data yang digunakan adalah Uji Normalitas, Uji Homogenitas, Uji *Independent Sample T-test*, Uji Regresi Linier Sederhana, Uji *Paired Sample T-test*. Hasil dari penelitian ini menunjukkan bahwa: (1) Terdapat perbedaan kemandirian belajar siswa model inkuiri terbimbing berbantuan media video interaktif. Rata-rata kemandirian dapat dilihat dari Uji *Independent Sample T-test* dapat di peroleh nilai $t_{hitung} > t_{tabel}$ ($10,945 > 2,052$), dengan nilai *sig* (*2-talent*) yaitu $0.001 < 0,05$ maka H_0 ditolak dan H_a diterima. (2) Terdapat pengaruh model pembelajaran tipe inkuiri terbimbing berbantuan media video interaktif terhadap kemandirian belajar siswa. Dapat dilihat dari nilai *sig*(*2-talent*) yaitu $0.001 < 0,05$ maka H_0 ditolak dan H_a diterima ,dengan presentasi nilai R^2 sebesar $0,770 = 77\%$ maka model variable ini dapat mempengaruhi partisipasi. (3) Terdapat peningkatan kemandirian belajar siswa melalui penggunaan model inkuiri terbimbing berbantuan media video interaktif. Dapat dilihat dari nilai *sig*(*2-talent*) yaitu $0.001 < 0,05$ maka H_0 ditolak dan H_a diterima, dari hasil rata – rata kelas eksperimen yang lebih tinggi dibandingkan dengan nilai rata – rata pada kelas kontrol yaitu 74,89 sehingga didapatkan selisih hasil rata – rata nilai *pre test* kedua kelas sebesar 1,68. Dapat disimpulkan bahwa model pembelajaran tipe inkuiri terbimbing berbantuan media video interaktif mempunyai perbedaan, pengaruh, dan peningkatan terhadap kemandirian belajar siswa SD Negeri Jatijajar 01.

Kata Kunci : Inkuiri Terbimbing, Video Interaktif, Kemandirian.

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**THE EFFECTIVENESS OF ASSISTED GUIDED INQUIRY MODEL ON
INTERACTIVE VIDEO MEDIA ASSISTANCE ON LEARNING
INDEPENDENCE OF GRADE V STUDENTS AT SD NEGERI JATIJAJAR
01**

ABSTRACT

The problem in this study is the lack of student learning independence. This study aims of the study was to determine the influence of the guided inquiry type learning model assisted by interactive video media on the learning independence of five grade students at SDN Jatijajar 01. This study uses a quantitative approach and uses a type of experimental method, namely Quasi Experimental Design in the form of Non-Equivalent Control Group Design. The population taken in this study was all students of SDN in Jatijajar village. As for the sample in this study, they are five grade students of SDN Jatijajar 01 amount 29 students and SDN Jatijajar 02 amount 18 students. The data collection techniques used were questionnaires, observation sheets, unstructured interviews and documentation. The data collection techniques used are Normality Test, Homogeneity Test, Independent Sample T-test, Simple Linear Regression Test, Paired Sample T-test. The results of this study show that: (1) There are differences in the learning independence of students in the guided inquiry model assisted by interactive video media. The average activity can be seen from the Independent Sample T-test can obtain a $t_{cal} > t_{table}$ value ($10.945 > 2.052$), with a sig value (2-talent) of $0.001 < 0.05$, then H_0 is rejected and H_a is accepted. (2) There is influence of guided inquiry type learning model assisted by interactive video media on student learning independence. It can be seen from the value of sig(2-talent) which is $0.001 < 0.05$, then H_0 is rejected and H_a is accepted, with the presentation of the R^2 value of $0.770 = 77\%$, then this variable model can affect participation. (3) There is an increase in student learning independence through the use of a guided inquiry model assisted by interaktive video media. It can be seen from the sig(2-talent) value of $0.001 < 0.05$, then H_0 is rejected and H_a is accepted, from the average result of the experimental class which is higher compared to the average score in the control class which is 74.89 so that the difference in the average result of the pre-test score of the two classes is obtained of 1.68. It can be concluded that the guided inquiry-type learning model assisted by interactive video media has differences, influences, and improvements to the independence of students of SD Negeri Jatijajar 01.

Keywords: *Guided inkuiry, Interactive Video, Independence*