

ABSTRAK

Evana Mirbawani Prayitna 2025. *Pengaruh Penggunaan Pendekatan Diferensiasi Dalam Model Inquiry Based Learning Terhadap Minat Belajar Siswa Kelas V SDN Oro-Oro Ombo*. skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Endang Sri Maruti, M.Pd. , (II) Hartini, S.Sn., M.Pd.

Penelitian ini bertujuan untuk mengkaji pengaruh penggunaan pendekatan diferensiasi dalam model Inquiry Based Learning terhadap minat belajar siswa pada materi ekosistem. Pendekatan diferensiasi merupakan strategi pembelajaran yang dirancang untuk menyesuaikan proses, isi, dan produk pembelajaran dengan kebutuhan, minat, dan kesiapan belajar siswa secara individual. Sementara itu, model Inquiry Based Learning memberikan kesempatan kepada siswa untuk terlibat secara aktif dalam proses penyelidikan, eksplorasi, dan penemuan konsep melalui pengalaman langsung. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan eksperimen semu. Hasil penelitian menunjukkan bahwa pendekatan diferensiasi dalam model Inquiry Based Learning mampu menciptakan suasana belajar yang lebih menarik dan bermakna, sehingga meningkatkan minat belajar siswa. Temuan ini merekomendasikan pentingnya guru menerapkan strategi pembelajaran yang adaptif dan berpusat pada siswa guna mendukung pencapaian tujuan pembelajaran secara optimal.

Kata kunci: Diferensiasi, *Inquiry Based Learning*, ,Minat Belajar, IPAS

ABSTRACT

Evana Mirbawani Prayitna 2025. The Effect of Using Differentiation Approach in Inquiry Based Learning Model on Learning Interest of Fifth Grade Students of SDN Oro-Oro Ombo. Thesis. Elementary School Teacher Education Study Program, FKIP, Universitas PGRI Madiun. Supervisors (I) Dr. Endang Sri Maruti, M.Pd. , (II) Hartini, S.Sn., M.Pd.

This study aims to examine the effect of using a differentiation approach within the Inquiry-Based Learning model on students' learning interest in ecosystems. The differentiation approach is a learning strategy designed to adapt the learning process, content, and product to the individual needs, interests, and learning readiness of students. Meanwhile, the Inquiry-Based Learning model provides opportunities for students to actively engage in the process of inquiry, exploration, and discovery of concepts through direct experience. This study used a quantitative approach with a quasi-experimental design. The results indicate that the differentiation approach within the Inquiry-Based Learning model can create a more engaging and meaningful learning environment, thereby increasing student interest. These findings recommend the importance of teachers implementing adaptive and student-centered learning strategies to support optimal achievement of learning objectives.

Keywords: Differentiation, Inquiry-Based Learning, Learning Interest, Science