

ABSTRAK

Luthfia Kurnia Putri. 2026. *Efektivitas Model Pembelajaran Guided Inquiry Berbantuan Media Diorama Terhadap Pemahaman Konsep Materi Bentang Alam Siswa Kelas III di Sekolah Dasar*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Candra Dewi, S.Pd., M.Pd., (II) Eka Nofri Ari Yanto, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran *guided inquiry* berbantuan media diorama terhadap pemahaman konsep materi bentang alam pada siswa kelas III sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *true experimental design* melalui desain *Posttest-Only Control Group Design*. Sampel penelitian terdiri atas dua kelas, yaitu siswa kelas III SDN Garon 01 sebagai kelas eksperimen berjumlah 19 siswa yang mendapatkan perlakuan model *guided inquiry* berbantuan media diorama, dan siswa kelas III SDN Balerejo 02 sebagai kelas kontrol berjumlah 15 siswa yang mendapatkan pembelajaran konvensional. Sebelum diberikan perlakuan, kedua kelas terlebih dahulu diuji kesetaraannya untuk memastikan kondisi awal yang setara. Pengumpulan data dilakukan menggunakan tes uraian yang telah diuji validitas, reliabilitas, tingkat kesukaran, dan daya beda. Teknik analisis data meliputi uji prasyarat yaitu uji normalitas dan uji homogenitas serta uji hipotesis menggunakan uji-t (*Independent Sample t-test*). Hasil *post-test* menunjukkan rata-rata nilai kelas eksperimen sebesar 88,21, sedangkan kelas kontrol sebesar 62,93. Hasil uji hipotesis diperoleh nilai t hitung sebesar -9,578 dengan df 32 dan signifikansi 0,000 ($< 0,05$), sehingga H_0 ditolak dan H_1 diterima. Hasil penelitian ini membuktikan bahwa model pembelajaran *guided inquiry* berbantuan media diorama efektif terhadap pemahaman konsep materi bentang alam pada siswa kelas III sekolah dasar.

Kata kunci: Model *Guided Inquiry*, Media Diorama, Pemahaman Konsep, dan IPAS.

ABSTRAC

Luthfia Kurnia Putri. 2026. The Effectiveness of Guided Inquiry Learning Model Assisted by Diorama Media on Students' Conceptual Understanding of Landform Material in Grade III of Elementary School. Undergraduate Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, PGRI Madiun University. Advisor (I) Dr. Candra Dewi, S.Pd., M.Pd., (II) Eka Nofri Ari Yanto, S.Pd., M.Pd.

This study aims to determine the effectiveness of the media-assisted guided inquiry learning model on third-grade elementary school students' conceptual understanding of landforms. This study employed a quantitative approach using a true experimental design through a Posttest-Only Control Group Design. The sample consisted of two classes: third-grade students at SDN Garon 01, serving as the experimental group with 19 students who received instruction using the guided inquiry model supported by diorama media; and third-grade students at SDN Balerejo 02, serving as the control group with 15 students who received conventional instruction. Before the interventions were administered, both classes were first tested for equivalence to ensure comparable initial conditions. Data collection was conducted using an essay test that had been validated for validity, reliability, difficulty level, and discriminative power. Data analysis techniques included prerequisite tests—namely, normality and homogeneity tests—as well as hypothesis testing using the t-test (Independent Samples t-test). The post-test results showed that the average score for the experimental class was 88.21, while that for the control class was 62.93. The hypothesis test yielded a calculated t-value of -9.578 with $df = 32$ and a significance level of 0.000 (< 0.05); therefore, H_0 was rejected and H_1 was accepted. The results of this study prove that the media-assisted guided inquiry learning model is effective in enhancing third-grade elementary school students' conceptual understanding of landforms.

Keywords: Guided Inquiry Model, Diorama Media, Conceptual Understanding, and Science and Social Studies (IPAS).