

ABSTRAK

Annisa Dwi Prisiska. 2026. Pengaruh Model Pembelajaran *Inquiry Based Learning* Berbantuan Media Diorama Ekosistem Terhadap Hasil Belajar IPAS Siswa Kelas V SD. Skripsi. Program studi Pendidikan Guru sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Dr. Sri Lestari, M.Pd., (II) Naniek Kusumawati, M.Pd.

Permasalahan utama di SDN Bangunsari 02 sebagai sekolah tempat penelitian adalah rendahnya hasil belajar IPAS siswa kelas V akibat proses pembelajaran yang menggunakan model pembelajaran konvensional yang didominasi oleh metode ceramah dan penugasan serta kurangnya pemanfaatan media pembelajaran konkret untuk materi yang bersifat abstrak. Metode pelaksanaan untuk memecahkan masalah tersebut melalui pendekatan eksperimen semu dengan menggunakan model pembelajaran *Inquiry Based Learning* berbantuan media diorama ekosistem pada sampel 50 siswa yang terbagi menjadi 2 kelas yaitu kelas kontrol dan kelas eksperimen. Hasil kegiatan menunjukkan terdapat peningkatan hasil belajar yang signifikan, dimana nilai rata-rata post-test kelas eksperimen mencapai 75,40, sedangkan kelas kontrol hanya mendapat nilai sebesar 54,60. Berdasarkan uji hipotesis yang telah dilakukan, diperoleh nilai signifikansi 0,00 yang membuktikan adanya pengaruh nyata dari perlakuan yang diberikan. Kesimpulannya, penerapan model *inquiry based learning* berbantuan diorama ekosistem terbukti efektif dalam meningkatkan hasil belajar IPAS, mampu memicu aktivitas serta antusias belajar siswa serta mampu mengubah pemahaman konsep abstrak menjadi konkret dan bermakna.

Kata Kunci: *Inquiry Based Learning, Diorama Ekosistem, Hasil Belajar, IPAS*

ABSTRACT

Annisa Dwi Prisiska. 2026. The Effect of Inquiry-Based Learning Supported by Ecosystem Diorama Media on the Science Learning Outcomes of Fifth-Grade Elementary School Students. Thesis. Elementary School Teacher Education Program, Faculty of Teacher Training and Education, PGRI University of Madiun. Advisors (I) Dr. Sri Lestari, M.Pd., (II) Naniek Kusumawati, M.Pd.

The main problem at SDN Bangunsari 02, the school where the research was conducted, is the low IPAS learning outcomes of fifth-grade students due to a learning process that uses a conventional learning model dominated by lectures and assignments, as well as a lack of concrete learning media for abstract material. The method employed to address this problem was a quasi-experimental approach using the Inquiry-Based Learning model supplemented with ecosystem diorama media, applied to a sample of 50 students divided into two classes a control class and an experimental class. The results of the study showed a significant improvement in learning outcomes, with the experimental class's average post-test score reaching 75.40, while the control class scored only 54.60. Based on the hypothesis test conducted, a significance value of 0.00 was obtained, proving the existence of a real effect from the treatment administered. In conclusion, the application of the Inquiry-Based Learning model supported by ecosystem dioramas has proven effective in improving IPAS learning outcomes and is capable of stimulating student activity and enthusiasm.

Keywords: *Inquiry Based Learning, Ecosystem Diorama, Learning Outcomes, IPAS*