

Rizki Ayu Nurfajri. 2025. *Pengaruh Model Discovery Learning Terhadap Hasil Belajar Siswa Materi Energi Kelas IV SDN Mojokendil 1*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Univeritas Trunojoyo Madura. Pembimbing: Isna Ida Mardiyana, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *discovery learning* terhadap hasil belajar siswa pada materi energi kelas IV SDN Mojokendil 1 Nganjuk. Latar belakang penelitian ini adalah rendahnya hasil belajar siswa akibat dominasi metode ceramah yang bersifat pasif. Model *discovery learning* dipilih karena mampu mendorong partisipasi aktif siswa melalui kegiatan eksploratif dan pemecahan masalah. Pendekatan yang digunakan Adalah kuantitatif dengan desain quasi eksperimen nonequivalent control group. Kelas IVA sebagai kelas eksperimen menggunakan model *discovery learning*, sedangkan kelas IVB sebagai kelas control menggunakan metode konvensional. Data dikumpulkan melalui pretest, posttest, dan lembar observasi. Hasil penelitian menunjukkan adanya peningkatan signifikan pada hasil belajar siswa kelas eksperimen dibandingkan dengan kelas kontrol. Uji statistik menunjukkan nilai signifikansi di bawah 0,05, sehingga disimpulkan bahwa model *discovery learning* berpengaruh positif terhadap hasil belajar siswa.

Kata kunci: *discovery learning*, hasil belajar, energi

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ABSTRACT

This study investigates the effect of the Discovery Learning model on students' learning outcomes in the topic of energy for fourth-grade students at SDN Mojokendil 1 Nganjuk. The research was motivated by low learning outcomes due to passive, teacher-centered instruction. Discovery Learning encourages active student participation through exploration and problem-solving. A quantitative approach with a quasi-experimental nonequivalent control group design was used. Class IVA was treated with the Discovery Learning model, while class IVB received conventional teaching. Data were collected through pretest and posttest scores, along with observation sheets. Results revealed a significant improvement in the experimental group's learning outcomes compared to the control group. Statistical analysis confirmed that the use of Discovery Learning had a positive impact, as shown by a significance value below 0.05. These findings suggest that Discovery Learning is an effective model to enhance students' understanding and engagement in science-related topics such as energy.

Key words: *Discovery Learning, learning outcomes, energy.*