

ABSTRAK

Nafiah, L.L. 2020. Pengaruh Model *Discovery Learning* Berbantuan Media *Fishbone Diagram* Terhadap Hasil Belajar Kognitif Pada Siswa Kelas II SD Prampelan. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Sultan Agung Semarang. Pembimbing I: Yuliana Islamiyanti, S.Pd., M.Pd. Pembimbing II: Muhamad Afandi, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh model *discovery learning* berbantuan media *fishbone diagram* terhadap hasil belajar kognitif siswa pada tema hewan dan tumbuhan kelas II SD N Prampelan Kecamatan Sayung Kabupaten Demak semester genap tahun pelajaran 2019/2020. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif dalam bentuk *Quasy Experimental Design* (eksperimen semu). Desain yang digunakan dalam penelitian ini *Nonrandomized pretest-posttest control group design*. Hasil analisis data diperoleh kesimpulan bahwa Model *discovery learning* berbantuan media *fishbone diagram* memberikan pengaruh yang lebih baik dalam meningkatkan hasil belajar kognitif siswa dibandingkan dengan pembelajaran konvensional. Hal ini dibuktikan dengan uji *paired t-test* hasil *posttest* kelas eksperimen bahwa nilai signifikansi menunjukkan angka $0,00 < 0,05$. Ini membuktikan bahwa terdapat pengaruh model *discovery learning* berbantuan media *fishbone diagram* (X1) terhadap hasil belajar kognitif siswa (Y1). Sedangkan *paired t-test* hasil *posttest* kelas kontrol dilihat bahwa nilai signifikansi menunjukkan angka $0,200 > 0,05$. Ini membuktikan bahwa tidak terdapat pengaruh pembelajaran konvensional terhadap hasil belajar kognitif siswa. Sementara itu, hasil dari uji *independent test* nilai signifikansi menunjukkan angka $0,00 < 0,05$. Ini membuktikan bahwa terdapat perbedaan rata-rata nilai hasil belajar kognitif di kelas eksperimen dan kelas kontrol setelah diberikan pembelajaran. Pada kotak *mean* didapatkan rata-rata hasil belajar siswa di kelas eksperimen sebesar 92.20, sedangkan *mean* hasil belajar siswa di kelas kontrol sebesar 70.48. Hal ini menunjukkan bahwa rata-rata hasil belajar kognitif siswa di kelas eksperimen lebih tinggi dibandingkan dengan rata-rata hasil belajar kognitif siswa di kelas kontrol.

Kata Kunci: *Discovery Learning*, *Fishbone Diagram*, Hasil Belajar Kognitif

ABSTRACT

Nafiah, L.L. 2020. The Effect of Discovery Model Assisted by a Fishbone Media Diagram Against Cognitive Learning Outcomes in Grade II Students of Prampelan Elementary School. Faculty of Teacher Training and Education, Sultan Agung Islamic University, Semarang. Advisor I: Yuliana Islamiyanti, S.Pd., M.Pd., Advisor II: Muhamad Afandi, S.Pd., M.Pd.

This study aims to determine the effect of discovery learning model assisted by fishbone diagram media on cognitive learning outcomes of students on the theme of animals and plants in class II SD N Prampelan, Sayung District, Demak Regency even semester of 2019/2020 school year. The research method used in this study is a quantitative method in the form of Quasy Experimental Design (quasi-experimental). The design used in this study is Nonrandomized pretest-posttest control group design. The results of the data analysis concluded that the discovery learning model assisted by the fishbone diagram media provided a better influence in improving students' cognitive learning outcomes compared to conventional learning. This is evidenced by the paired t-test of the experimental class posttest results that the significance value indicates the number $0.00 < 0.05$. This proves that there is an influence of discovery learning model assisted by media fishbone diagram (X1) on the cognitive learning outcomes of students (Y1). While the paired t-test results of the control class posttest seen that the significance value indicates the number $0.200 > 0.05$. This proves that there is no effect of conventional learning on student cognitive learning outcomes. Meanwhile, the results of the independent test of significance showed a value of $0.00 < 0.05$. This proves that there are differences in the average value of cognitive learning outcomes in the experimental class and the control class after learning is given. In the mean box the average student learning outcomes in the experimental class were 92.20, while the mean student learning outcomes in the control class were 70.48. This shows that the average cognitive learning outcomes of students in the experimental class are higher than the average cognitive learning outcomes of students in the control class.

Keywords: *Cognitive Learning Outcomes, Discovery Learning, Fishbone Diagrams.*