ABSTRAK

**M. Hasan Maulana, 2023,** Perbandingan Pembelajaran Inkuiri Terbimbing Berbantuan *Power Point* Dengan Pembelajaran Inkuiri Bebas Berbantuan *Youtube* Terhadap Pemahaman Siswa, Program Studi Pendidikan Guru Sekolah Dasar Universitas Peradaban, Umi Chabibatus Zahro, M.Pd.I

**Kata Kunci**: Pembelajaran Inkuiri, Power Point, Youtube, Pemahaman Siswa

Pemahaman siswa merupakan hal penting karena dengan mengetahuinya maka guru diharapkan mampu merancang pembelajaran yang tepat dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui perbedaan perbandingan dua pembelajaran berbantuan media pembelajaran yaitu antara pembelajaran inkuiri terbimbing berbantuan power point dengan pembelajaran inkuiri bebas berbantuan youtube terhadap pemahaman siswa. Subjek penelitian ini adalah siswa kelas V SD Muhammadiyah Bumiayu . Jenis penelitian ini menggunakan penelitian kuantitatif dengan metode eksperimen dan menggunkan rancangan *solomom four Group Design* dengan teknik *random sampling*. Sampel yang digunakan dalam penelitian ini ialah 50 siswa. Adapun hasil penelitian ini adalah Dari hasil data bahwasannya pembelajaran inkuiri terbimbing berbantuan *power point* dengan pembelajaran inkuiri bebas berbantuan *youtube* diketahui rata-rata keaktifan siswa dan tingkat pemahaman siswa meningkat serta fokus siswa dalam mengikuti pembalajaran terfokus ke dalam pembelajaran serta kondisi kelas menjadi lebih baik dibandingkan dengan sebelum penerapan pembelajaran inkuiri berbantuan *power point* dan pembelajaran inkuiri bebas berbantuan *youtube*, terjadi peningkatan pemahaman siswa. Hal ini ditunjukkan dari hasil perbandingan uji t. diperoleh Nilai Sig 0.065 ini berarti Ho diterima. Hal ini berarti kemamapuan pemahaman siswa dengan pembelajaran inkuiri terbimbing berbantuan *power point* dengan pembelajaran konvenisonal 1 (kontrol) homogen. Berdasarkan tabel 4.12 diperoleh juga hasil uji t yang diperoleh nilai 0,023, 0,023 Ho ditolak dam Hα diterima. Hal ini berarti terdapat perbedaan pembelajaran inkuriri terbimbing berbantuan power point dengan (ekperimen 1) dengan pembelajaran konvensional 1 ( kontrol ). Hasil uji homogenitas Nilai Sig 0.946 ini berarti Ho diterima. Hal ini berarti kemamapuan pemahaman siswa dengan pembelajaran inkuiri terbimbing berbantuan *power point* dengan pembelajaran konvenisonal 2 (kontrol 2) homogen. Berdasarkan tabel 4.16 diperoleh juga hasil uji t yang diperoleh nilai 0,000, 0,000 Ho ditolak dam Hα diterima. Hal ini berarti terdapat perbedaan pembelajaran inkuriri bebas berbantuan youtube (ekperimen 2) dengan pembelajaran konvensioanal 2 ( kontrol 2 ). Hasil uji homogenitas diperoleh Nilai Sig 0.040 ini berarti Ho ditolak . Hal ini berarti kemampuan pemahaman siswa dengan pembelajaran inkuiri terbimbing berbantuan *power point* dengan pembelajaran dengan pembelajaran inkuiri bebas berabntuan youtube tidak homogen. Berdasarkan tabel 4.20 diatas diperoleh nilai uji t diperoleh nilai sig 0,024 Ho ditolak dam Hα diterima. Hal ini berarti terdapat perbedaan pembelajaran inkuiri terbimbing berbantuan *power point* dengan pembelajaran inkuiri bebas berbantuan *youtube* terhadap pemahaman siswa

***ABSTRACT***

**M. Hasan Maulana, 2023,** *Comparison of Power Point Assisted Guided Inquiry Learning with Youtube Assisted Free Inquiry Learning on Student Understanding*, Peradaban University Elementary School Teacher Education Study Program, Umi Chabibatus Zahro, M.Pd.I

**Keywords**: Inquiry Learning, Power Point, Youtube, Student Understanding

Student understanding is important because by knowing it, the teacher is expected to be able to design appropriate learning in the learning process. This study aims to determine the differences in the comparison of two media-assisted learning, namely between guided inquiry learning assisted by power point and free inquiry learning assisted by YouTube on student understanding. The subjects of this study were fifth grade students at SD Muhammadiyah Bumiayu. This type of research uses quantitative research with experimental methods and uses the solomom four group design with random sampling techniques. The sample used in this study was 50 students. The results of this study are from the results of the data that guided inquiry learning assisted by power point with free inquiry learning assisted by YouTube is known that the average student activity and level of student understanding has increased and the focus of students in participating in learning is focused on learning and class conditions have become better compared to before the application of power point-assisted inquiry learning and youtube-assisted free inquiry learning, there was an increase in student understanding. This is shown from the results of the comparison of the t test. a Sig value of 0.065 is obtained, this means that Ho is accepted. This means that the ability of students' understanding with guided inquiry learning assisted by power point with conventional learning 1 (control) is homogeneous. Based on table 4.12, the results of the t test also obtained a value of 0.023, 0.023 Ho was rejected and Hα was accepted. This means that there are differences in guided inquiry learning assisted by power point with (experiment 1) and conventional learning 1 (control). The results of the homogeneity test. The value of Sig 0.946 means that Ho is accepted. This means that the ability of students' understanding with guided inquiry learning assisted by power point with conventional learning 2 (control 2) is homogeneous. Based on table 4.16, the results of the t test also obtained a value of 0.000, 0.000 Ho was rejected and Hα was accepted. This means that there is a difference between YouTube-assisted free inquiry learning (experiment 2) and conventional learning 2 (control 2). The results of the homogeneity test obtained a Sig value of 0.040 which means that Ho is rejected. This means that students' understanding abilities with guided inquiry learning assisted by power point and learning with free inquiry learning assisted by YouTube are not homogeneous. Based on table 4.20 above, it was obtained that the t test value obtained a sig value of 0.024 Ho was rejected and Hα was accepted. This means that there are differences in guided inquiry learning assisted by power point and free inquiry learning assisted by YouTube on student understanding.