PENGARUH MODEL *EXPERIENTIAL LEARNING* BERBANTUAN MEDIA KONKRET TERHADAP KOMPETENSI PENGETAHUAN IPA SISWA KELAS IV SD GUGUS UNTUNG SURAPATI TAHUN AJARAN 2019/2020

Oleh:

Ni Made Dwi Sagitarini, NIM. 1611031346

Prodi. Pendidikan Guru Sekolah Dasar

ABSTRAK

Penelitian ini merupakan penelitian eksperimen yang bertujuan mengetahui pengaruh model *experiential learning* berbantuan media konkret terhadap kompetensi pengetahuan IPA siswa kelas IV SD Gugus Untung Surapati tahun ajaran 2019/2020. Penelitian ini dikatakan penelitian kuantitatif dengan menggunakan rancangan *nonequivalent control group design* (eksperimen semu). Populasi pada penelitian ini sebanyak 6 kelas dari 6 SD di Gugus Untung Surapati tahun ajaran 2019/2020 yang terdiri atas 204 siswa kelas IV. Sampel ditentukan dengan teknik *random sampling* sehingga diperoleh sampel sebanyak 74 orang yaitu 38 siswa kelas IV di SDN 6 Sumerta sebagai kelas eksperimen dan 36 siswa kelas IV di SDN 7 Sumerta sebagai kelas kontrol. Pengumpulan data pada penelitian ini menggunakan metode tes. Tes objektif pilihan ganda biasa merupakan instrument pengumpulan data yang digunakan dan selanjutnya dianalisis dengan analisis uji-t *polled varians*, namun sebelum itu dilakukan uji normalitas menggunakan *Kolmogorov-Smirnov* dan homogenitas dengan rumus *Fisher*. Berdasarkan hasil analisis diperoleh $t_{hitung} = 2.400 > t_{tabel} = 1.993$ pada taraf signifikansi 5% dengan (dk = 36 + 38- 2 = 72), H_0 yang berbunyi tidak terdapat perbedaan yang signifikan kompetensi pengetahuan IPA antara kelompok yang dibelajarkan dengan model *experiential learning* berbantuan media konkret dengan kelompok yang dibelajarkan melalui pembelajaran konvensional pada kelas IV SD Gugus Untung Surapati tahun ajaran 2019/2020 ditolak. Selain itu, rata-rata kompetensi pengetahuan IPA kelompok eksperimen $\overline{X} = 69.421 > \overline{X} = 64.000$ rata-rata kompetensi pengetahuan IPA kelompok kontrol. Maka berdasarkan hasil analisis dapat disimpulkan bahwa terdapat pengaruh model *experiential learning* berbantuan media konkret terhadap kompetensi pengetahuan IPA siswa kelas IV SD Gugus Untung Surapati tahun ajaran 2019/2020.

Kata Kunci: model *experiential learning*, media konkret, dan kompetensi pengetahuan IPA.

THE EFFECT OF EXPERIENTIAL LEARNING MODEL USING CONCRETE MEDIA ON THE COMPETENCY OF SCIENCE KNOWLEDGE STUDENTS IN CLASS IV SD CLASS GROUP UNTUNG SURAPATI ACADEMIC YEAR 2019/2020

By:
Ni Made Dwi Sagitarini, NIM. 1611031346

Study Program primary teacher Education

ABSTRACT

This research is an experimental research that aims to find out the influence of concrete media-assisted experiential learning models on the science knowledge competence of fourth grade students of the Untung Surapati Cluster Elementary School in 2019/2020. This research is said to be a quantitative study using a nonequivalent control group design (quasi-experimental). The population in this study were 6 classes from 6 elementary schools in the Untung Surapati cluster in the 2019/2020 school year consisting of 204 fourth grade students. The sample was determined by random sampling technique so that a sample of 74 people was obtained, namely 38 students in grade IV at SDN 6 Sumerta as the experimental class and 36 students in grade IV at SDN 7 Sumerta as the control class. Data collection in this study using the test method. Ordinary multiple-choice objective tests are data collection instruments used and are further analyzed by polled variance t-test analysis, but before that normality tests are done using Kolmogorov-Smirnov and homogeneity with the Fisher formula. Based on the analysis results obtained tcount = 2,400> ttable = 1,993 at a significance level of 5% with (dk = 36 + 38-2 = 72), H0 which reads there is no significant difference in the competence of science knowledge between groups being taught with experiential learning models assisted with media Concrete with groups taught through conventional learning in class IV SD Untung Surapati Cluster 2019/2020 school year rejected. In addition, the average science competency of the experimental group = 69,421 knowledge = 64,000 the average science competency of the control group. So based on the results of the analysis it can be concluded that there is an influence of concrete media-assisted experiential learning models on the science knowledge competence of fourth grade students at the Untung Surapati Cluster Elementary School in 2019/2020.

Keywords: experiential learning model, concrete media, and science knowledge competence.