

ABSTRAK

Yuanita, Ida A. E. (2026), *Pengaruh Model Experiential Learning Berbantuan Media Konkret Terhadap Hasil Belajar Ips Ditinjau Dari Rasa Ingin Tahu Siswa Kelas V SD*, Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata Kunci: *Experiential Learning*; Hasil Belajar; Media Konkret; Rasa Ingin Tahu

Penelitian ini bertujuan untuk menganalisis perbedaan hasil belajar IPAS antara siswa yang mengikuti model experiential learning berbantuan media konkret dan siswa yang mengikuti pembelajaran konvensional, serta mengkaji peran rasa ingin tahu dalam memengaruhi hasil belajar IPAS siswa kelas V Gugus Ubud. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen semu. Desain yang diterapkan adalah *posttest only control group design*. Kelompok eksperimen memiliki 31 siswa dan kelas kontrol memiliki 37 siswa. Pengumpulan data melalui kuesioner dan tes pilihan ganda yang telah distandarisasi melalui uji validitas, uji daya beda, dan uji kesukaran. Analisis data menggunakan piranti lunak SPSS versi 26. Hasil penelitian menunjukkan bahwa terdapat perbedaan hasil belajar IPAS yang signifikan antara siswa yang belajar menggunakan model experiential learning berbantuan media konkret dengan siswa yang belajar melalui pembelajaran konvensional. Selain itu, hasil analisis juga menunjukkan adanya pengaruh interaksi antara model pembelajaran dan rasa ingin tahu terhadap hasil belajar IPAS. Siswa dengan rasa ingin tahu tinggi maupun rendah yang mengikuti pembelajaran experiential learning berbantuan media konkret memperoleh hasil belajar IPAS yang lebih baik dibandingkan siswa yang mengikuti pembelajaran konvensional. Dengan demikian, dapat disimpulkan bahwa model experiential learning berbantuan media konkret efektif dalam meningkatkan hasil belajar IPAS siswa kelas V SD dengan mempertimbangkan perbedaan tingkat rasa ingin tahu siswa.

ABSTRACT

Yuanita, Ida A. E. (2026). *The Effect of the Experiential Learning Model Assisted by Concrete Media on IPAS Learning Outcomes Viewed from the Curiosity of Grade V Elementary School Students*, Master's Thesis, Elementary Education, Graduate Program, Universitas Pendidikan Ganesha.

This thesis has been approved and examined by Supervisor I: Prof. Dr. I Wayan Suastra, M.Pd., and Supervisor II: Prof. Dr. Ni Ketut Suarni, M.S.Kons.

Keywords: Concrete Media; Curiosity; Experiential Learning; Learning Outcomes

This study aims to analyze differences in IPAS learning outcomes between students taught using the experiential learning model assisted by concrete media and those taught using conventional instruction, as well as to examine the role of curiosity in influencing IPAS learning outcomes among fifth-grade students in the Ubud cluster. This study employed a quantitative approach with a quasi-experimental research design. The design used was a posttest-only control group design. The experimental group consisted of 31 students, while the control group consisted of 37 students. Data were collected through questionnaires and multiple-choice tests that had been standardized through validity testing, item discrimination analysis, and difficulty index testing. Data analysis was conducted using SPSS software version 26. The results showed that there was a significant difference in IPAS learning outcomes between students who were taught using the experiential learning model assisted by concrete media and those who received conventional learning. Furthermore, the findings indicated a significant interaction effect between the learning model and students' curiosity on IPAS learning outcomes. Students with both high and low levels of curiosity who participated in experiential learning assisted by concrete media achieved better IPAS learning outcomes compared to students who learned through conventional instruction. Therefore, it can be concluded that the experiential learning model assisted by concrete media is effective in improving IPAS learning outcomes of fifth-grade students by considering differences in students' levels of curiosity.