

**PENGARUH MODEL *EXPERIENTIAL LEARNING*  
BERBANTUAN VIDEO TERHADAP  
KOMPETENSI PENGETAHUAN IPA  
SISWA KELAS V SD NEGERI  
GUGUS IV KUTA UTARA  
TAHUN AJARAN  
2019/2020**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui perbedaan kompetensi pengetahuan IPA antara kelompok siswa yang dibelajarkan melalui model *experiential learning* berbantuan video dan kelompok siswa yang dibelajarkan melalui pembelajaran konvensional pada siswa kelas V SD Negeri Gugus IV Kuta Utara Tahun Ajaran 2019/2020. Jenis penelitian ini adalah eksperimen semu menggunakan *non equivalent posttest control group design*. Populasi penelitian yaitu seluruh kelas V SD Negeri Gugus IV Kuta Utara tahun ajaran 2019/2020 yang terdiri dari 7 kelas sebanyak 203 siswa. Sampel diambil menggunakan teknik *random sampling*. Sampel dalam penelitian ini adalah kelas VA SD No. 2 Kerobokan Kelod sebanyak 30 siswa sebagai kelompok eksperimen dan kelas V SD No. 1 Kerobokan Kelod sebanyak 32 siswa sebagai kelompok kontrol. Data hasil *post test* kompetensi pengetahuan IPA dikumpulkan menggunakan instrumen berupa tes objektif pilihan ganda biasa sebanyak 32 butir tes yang telah divalidasi. Analisis data kompetensi pengetahuan IPA menggunakan statistika inferensial. Rata-rata nilai *post test* kelompok eksperimen 80,067, dikategorikan baik pada PAP skala lima dan kelompok kontrol 72,375, dikategorikan cukup pada PAP skala lima. Rata-rata kelompok eksperimen lebih dari kelompok kontrol. Hasil analisis data menyatakan  $t_{hitung} = 9,675 > t_{tabel} = 2,000$  pada taraf signifikan 5% dengan  $dk=60$  maka  $H_0$  ditolak, yang berarti bahwa terdapat perbedaan kompetensi pengetahuan IPA antara kelompok siswa yang dibelajarkan melalui model *experiential learning* berbantuan video dan kelompok siswa yang dibelajarkan melalui pembelajaran konvensional pada siswa kelas V SD Negeri Gugus IV Kuta Utara Tahun Ajaran 2019/2020.

Kata kunci: *Experiential Learning*, Video, Kompetensi Pengetahuan IPA

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***ABSTRACT***

*The problem that is the basis of this research is that most students have difficulty in constructing initial knowledge, students also have difficulty understanding abstract and complex learning so that it impacts on the competence of students' natural science knowledge. This study aims to determine differences in science knowledge competencies between groups of students who are taught through experiential learning models assisted with video and groups of students who are taught through conventional learning in fifth grade students. This type of research is quasi-experimental using posttest-only no-treatment control group design. The population of the study was 203 students. Samples were taken using a random sampling technique. Samples obtained were the experimental group of 30 students and the control group of 32 students. The data of the science competency post-test results were collected using an instrument in the form of an ordinary multiple choice objective test of 32 items that have been validated. Analysis of competency data of natural science knowledge uses inferential statistics. The average post test score of the experimental group was 80.067, categorized both on the five scale PAP and 72.375 control group, quite sufficient on the five scale PAP. The average experimental group was more than the control group. The results of the data analysis stated that  $t_{count} = 9,675 > t_{table} = 2,000$  at a significant level of 5% with  $dk = 60$ , then  $H_0$  was rejected, which means that there were differences in the competence of science knowledge between groups of students taught through experiential learning models assisted with video and groups of students learned through learning conventional students in class V. The general implication of this research is experiential learning models assisted with video can be used as an alternative for teachers in the learning process to improve students science knowledge competence.*

*Keywords: Experiential Learning, Video, Science Knowledge Competence*