

**PENGARUH MODEL *EXPERIENTIAL LEARNING* BERBANTUAN DARING  
TERHADAP HASIL BELAJAR FISIKA  
SISWA KELAS XI IPA SMAN 3 SINGARAJA**

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**ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan perbedaan hasil belajar antara siswa yang belajar dengan menggunakan model *experiential learning* dan model pembelajaran langsung di kelas XI IPA SMA Negeri 3 Singaraja. Jenis penelitian adalah *quasi-experiment*, menggunakan desain *one-way pretest-posttest non-equivalent control group* yang melibatkan dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Populasi penelitian adalah kelas XI IPA SMA Negeri 3 Singaraja yang berjumlah 3 kelas dengan total 94 siswa. Sampel penelitian diambil dengan teknik *random assignment* dan terpilih XI IPA 1 sebagai kelas eksperimen dengan model *experiential learning*, dan kelas XI IPA 2 sebagai kelas kontrol dengan model pembelajaran langsung. Data hasil belajar dikumpulkan dengan tes hasil belajar pada materi gelombang bunyi dan cahaya, yang terdiri dari 25 butir soal pilihan ganda. Data dianalisis menggunakan analisis deskriptif dan analisis kovarian (ANAKOVA), dengan variabel kovariat pengetahuan awal siswa. Pengujian hipotesis dilakukan pada taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa rata-rata nilai hasil belajar siswa yang belajar dengan model *experiential learning* berkualifikasi cukup ( $M = 62,75$ ;  $SD = 13,94$ ), sedangkan siswa yang belajar dengan model pembelajaran langsung berkualifikasi cukup ( $M = 54,53$ ;  $SD = 11,72$ ). Terdapat perbedaan hasil belajar fisika yang signifikan pada siswa yang belajar dengan model *experiential learning* dengan siswa yang belajar dengan model pembelajaran langsung ( $F^* = 4,417$ ,  $p < 0,05$  dan  $LSD = 6,30$ ,  $p < 0,05$ ). Model *experiential learning* lebih unggul dibandingkan model pembelajaran langsung dalam meningkatkan hasil belajar siswa.

Kata-kata kunci; model *experiential learning*, model pembelajaran langsung, pembelajaran fisika, pengetahuan awal, hasil belajar

***THE INFLUENCE of EXPERIENTIAL LEARNING MODEL on PHYSICS  
LEARNING OUTCOMES STUDENTS GRADE XI IPA at PUBLIC SENIOR  
HIGH SCHOOL 3 SINGARAJA***

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***Abstract***

*This study aims to describe the differences in learning outcomes between students who study using experiential learning models and direct instruction learning models in class XI IPA SMA Negeri 3 Singaraja. This type of research is quasi experimental, using a one-way pretest-posttest non-equivalent control group design involving two groups, namely the experimental group and the control group. The research population is class XI IPA SMA Negeri 3 Singaraja which consists of 3 classes with a total of 94 students. The research sample was taken using a random assignment technique and selected XI IPA 1 as the experimental class with an experiential learning model, and class XI IPA 2 as the control class with a direct instruction learning model. Data on learning outcomes were collected by means of a test of learning outcomes on sound and light waves, which consisted of 25 multiple choice questions. Data were analyzed using descriptive analysis and analysis of covariance (ANACOVA), with the covariate variable of students' prior knowledge. Hypothesis testing was carried out at a significance level of 5%. The results showed that the average value of student learning outcomes who studied with the experiential learning model had sufficient qualification ( $M = 62.75$ ;  $SD = 13.94$ ), while students who studied using the direct instruction learning model had sufficient qualification ( $M = 54.53$ ;  $SD = 11.72$ ). There was a significant difference in physics learning outcomes for students who studied with the experiential learning model and students who studied with the direct instruction learning model ( $F^* = 4.417$ ,  $p < 0.05$  and  $LSD = 6.30$ ,  $p < 0.05$ ). The experiential learning model is superior to the direct instruction learning model in improving student learning outcomes.*

***Keywords; experiential learning model, direct instruction learning model, physics learning, prior knowledge, learning outcomes***