

ABSTRAK

Satria, 2021. Meningkatkan Hasil Belajar Geografi Melalui Penerapan Model Pembelajaran *Experiential Learning* Pada Siswa Kelas XI IPS SMA Siti Aisyah Bukulasa Dr. Eva Marthinu, M. Pd dan Vrita Tri Aryuni, S.Si., M.Sc

Penelitian ini dilakukan dengan tujuan untuk meningkatkan hasil belajar geografi kelas XI IPS SMA Siti Aisyah Bukulasa pada mata pembelajaran geografi melalui penerapan model pembelajaran *experiential learning*. Desain penelitian adalah penelitian tindakan kelas dengan instrument yang digunakan adalah soal tes, lembar observasi guru dan siswa. Adapun tehnik analisis data yang digunakan adalah tehnik analisis statistik deskriptif.

Berdasarkan analisis data dapat disimpulkan bahwa penerapan model pembelajaran *experiential learning* dapat meningkatkan hasil belajar geografi. Hal ini dapat ditunjukkan dengan perolehan rata-rata skor hasil belajar siswa sebesar 60,78% (siklus I) meningkat menjadi 79,07% (siklus II). Selain itu, aktivitas belajar meningkat yang ditunjukkan dengan perolehan rata-rata skor aktivitas siswa sebesar 46,15% (siklus I) meningkat menjadi 78,84% (siklus II). Penerapan model *experiential learning* juga dapat meningkatkan ketuntasan belajar siswa yaitu jumlah siswa yang tuntas belajar pada siklus I adalah 5 siswa (26,31%) meningkat menjadi 16 siswa 84,21% pada siklus II dari jumlah siswa 19 orang. Selain itu, aktivitas proses belajarmengajar guru meningkat yang ditunjukkan dengan perolehan rata-rata skor aktivitas proses belajar mengajar guru meningkat yang ditunjukkan dengan perolehan rata-rata skor aktivitas proses belajar mengajar guru sebesar 67,18% (siklus I) meningkat menjadi 92,18% (siklus II).

Kata Kunci: Hasil Belajar, Model Pembelajaran *Experiential Learning*

ABSTRACT

**Satria, 2021. Improving Geography Learning Outcomes Through the Application of Experiential Learning Model in Students of Class XI IPS SMA Siti Aisyah Bukulasa
Dr. Eva Marthinu, M. Pd and Vrita Tri Aryuni, S.Si.,M.Sc**

This research was conducted with the aim to improve the results of learning geography class XI IPS SMA SitiAisyahBukulasa in the eyes of geography learning through the application of experiential learning model. Research design is classroom action research with the instrument used is a matter of tests, observation sheets of teachers and students. The data analysis technique used is a descriptive statistical analysis technique.

Based on data analysis it can be concluded that the application of experiential learning models can improve geography learning outcomes. This can be demonstrated by the acquisition of an average student learning outcome score of 60.78% (cycle I) increased to 79.07% (cycle II). In addition, learning activity increased as indicated by the average acquisition of student activity score of 46.15% (cycle I) increased to 78.84% (cycle II). The application of experiential learning model can also improve the completion of student learning completion, namely the number of students who complete learning in cycle I is 5 students (26.31%) increased to 16 students 84.21% in cycle II from the number of students 19 people. In addition, the activity of the teacher teaching and learning process increased which was indicated by the acquisition of the average teacher teaching and learning process activity score increased which was indicated by the acquisition of an average teacher teaching and learning process activity score of 67.18% (cycle I) increased to 92.18% (cycle II).

Keywords: Learning Outcomes, Experiential Learning Models