
INFLUENCE OF EXPERIENTIAL LEARNING MODEL ASSISTED POWERPOINT MEDIA TO STUDENT CONCEPT OF UNDERSTAND OF IV GRADE ELEMENTARY SCHOOL

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Abstract

This research is aimed to analyze the influence of apply experiential learning models supported by powerpoint media to student concept of understand on social science learning Subtema Lingkungan Tempat Tinggalku. This research included into the type pre experimental design with use pretest and posttest one group design. The research sample is using 20 elementary student on grade IVA at SDN Batuan I. Instrumen of research composed from teach material, lesson plan, worksheet, test of concept understand, questionnaire. The result of research showed validation was good started lesson plan, material teach, worksheet, test, and questionnaire. Based on the result of research can be stated that there is influence of experiential learning supported powerpoint media to student concept of understand Subtema Lingkungan Tempat Tinggalku of IV grade at elementary schools.

Keywords: Experiential Learning, Powerpoint, Concept of understand.

INTRODUCTION

Indonesian new curriculum 2013 provides a fresh breeze on education needs in Indonesia, where education is now directed to print the next generation of nationals who are competent in their fields to respond to future challenges. A competent and skillful generation will be an essential asset for every human being. The implementation of learning in schools that have been based on the curriculum 2013 changed a lot. One of them is the integration of the subjects or known as thematic. Prastowo (2013, p. 223), integrated thematic learning is a learning that combines the various competencies of various subjects into a variety of themes. Thematic learning objectives for the students not to be the origin of the origin to receive or learn to memorize, he expected more creative, innovative, and more productive. The concept of being themselves by developing the cognitive, affective, and psychomotor aspects of themselves can be further explored. It is expected that students are able to face various problems and challenges in their day (Ahmadi et al., 2014, p. 75).

The results of observation indicate that the tendency of teachers more dominant in the learning process can have an impact on student activeness process. IPS learning ideally involves students interacting with the environment to gain an initial knowledge, the habituation of students to be enthusiastic and active in the learning process in the current era is indispensable. In addition, there is a lack of innovation in learning such as the tendency of

teachers who do not dare to try an alternative model of learning to support the process of liveliness of students in learning so as to cause student enthusiasm in following less likely to attract lessons, students become passive learners with only record and memorize the concept limited to the references of the teacher handbook, the students can not distinguish and classify the material given by the teacher, still the students who interfere with the course of the learning process show the learning process is not in accordance with the intended, teacher-centered learning process (lack of reciprocity with students).

Based on previous research according to Suma, Sadia, Lestari (2014), in his research entitled experiential learning model influence on critical thinking skills and achievement motivation students, showed significant results in the learning process, where teachers should try to apply experiential learning model in learning because in this model real experience becomes an important part in learning and teachers should think and design activities of learning experiences that will be given to students both individuals and groups, of course the focus on students.

While according to Sispiyati (2013) entitled "The Influence of Experiential Learning Model on Improving Mathematical Understanding Ability of High School Students" states that experiential learning model not only provides insight into the knowledge of concepts, but also provides an experience that can build understanding and student

skills through real assignments. The data obtained from the results of the study concluded that the improvement of mathematical understanding ability of high school students who obtained experiential learning learning is not higher than that obtained by conventional learning is due to the lack of experience of the writer in displaying the teacher's broad cognitive behavior that can motivate the students in learning, the lack of comprehending each stage in experiential learning model

Based on the above problems need a solution to improve learning activities. In this study, researchers want to offer solutions using Experiential Learning model assisted by powerpoint media, Experiential Learning Model is learning that is done through reflection and also through a process of making meaning from direct experience. (Kolb in Baharudin & Wahyuni, 2007, p. 165). Learning by Experiential learning model brings students to the problems of daily life, students learn to understand from the environment around their residence so as to enhance the experience of the students. The purpose of this model is to influence students in three ways, namely; 1) change the cognitive structure of students, 2) change student attitudes, and 3) expand the skills of existing students.

In addition, the tool supports the learning process that is the media powerpoint. Purnomo & Hadi (2011, p. 1) powerpoint is a way used to introduce or explain something that is encapsulated and packed into some interesting slides. The goal of the listener can be easier to understand our explanation through visualization summarized in slide text, images or graphics, sound, video, and so forth. The real experience in the neighborhood will be the foundation where the students get the lessons outside the school environment. Gaining lessons from experience can be integrated with the learning in the classroom. Good learning one of them through a real experience, experience in the neighborhood indirectly provide the knowledge built and constructed from the process of student activities in the neighborhood where he lived. Integrating a real experience with learning in the classroom can be an alternative to the learning process to achieve the desired goal.

Understanding concepts can be learned in students by requiring a learning innovation that supports students in explaining understanding of concepts. Learning is designed as well as possible to compile data so that concepts can be learned precisely and easily. In addition, students are not only required to be able to form the concept of the concept with its own ability (Aunnurrahman, 2009, p. 158). The hope becomes an alternative to improve students'

ability to understand the concepts on the subthemes of my neighborhood. Understanding concepts given to students must be profound, with the goal of becoming the basis for students to complete multiple interpretations in everyday life.

Based on the above description, it is necessary to make further effort to know the understanding of the concept of students with the title Effect of Experiential Learning model supported by Powerpoint media to understanding the concept of students in the environment subtema my fourth grade elementary school. According Isjoni (2013, p. 72) and Weil (in Rusman, 2012, p. 133), the learning model is a basic teaching plan that can be used to shape long-term learning plans, designing learning materials, and guiding lessons so as to instruct teachers in the classroom. Based on the above explanation, it is concluded that the learning model is a learning design to facilitate the teaching process of teachers to achieve the desired goals, both in short and long term design. Refer opinions Moon (2004, p. 121) and Kolb (in Fathurrohman, 2015, p. 129), Experience-based learning is an inductive learning process, centered on the learner and the teacher as a facilitator-oriented student activity to build on an experience and conceptualize so as to apply what has been gained from experience.

Table 1. Stage Model *Experiential Learning*

Stage	Student Activities
Stage I <i>feeling</i>	Individually perform activities by viewing and discovering an economic activity related to the types of occupations that exist in the neighborhood where he lives.
Stage II <i>Watching</i>	Share the findings with her group and discuss what's going on from her experience
Stage III <i>Thinking</i>	Discuss, analyze, and reflect on the experiences gained and provide interpretation, modeling, classifying, summarizing, summarizing, comparing and explaining.
Stage IV <i>doing</i>	Convey the results of discussions with his group in front of the classroom based on the subject of economic activities related to the types of work in my neighborhood.

Source: Processed Researcher

Bruner (in Siregar, 2011, p. 33), based on the so-called theory *free discovery learning*, explain the learning process will work well and creatively if the educator gives opportunity to students to find a rule

(including concept, theory, definition, etc.). Where there are three stages in learning that is enaktif, symbolic, and iconic.

Refer opinions Hamdani (2011, p. 72) and Arsyad (2016, p. 2-3), media is the sender's message to the recipient of the message which is an integral part of the learning process in order to achieve the goals of education in general and the purpose of learning in schools in particular.

Based on that opinion, it is concluded that instructional media is a supporting and stimulus tool to ease the learning process for students in understanding various subject matter taught.

Refer opinions Sapriya (2014, p. 62) and Ibrahim (2012, p. 3), the concept is an abstract notion that is a collection of stimuli (facts, objects, events) that have the same characteristics. According Mayer (2009, p. 96) and Slavin (dalam Hadiyah, 2013, p. 1-2), understanding is the ability of students to build the meaning of information received and affect the understanding of concepts and learning outcomes that exist in students.

Based on the above opinion, it is concluded that conceptual understanding is the ability of students to combine knowledge, ideas, and experience in the learning process which shows that each individual or group is able to build the meaning or information received by distinguishing essential features in each observed object or seen.

Anderson and Krathwohl (2010, p. 106-114), stated that there are seven indicators of student understanding:

Table 2. Seven indicators of Understanding

Indicators	Understanding
Interpretation	Translating information from one form to another becomes words.
Examply	Ability to provide examples related to concepts or materials.
Classify	the ability of students to know that examples can be categorized or classified according to the concept or material.
summarize	students' ability to present a sentence that presents the information received by involving the process of making a summary of information.
Conclusions	the ability of students to describe the logical conclusion of the information presented.

Compare	the ability of students to know the similarities and differences between two or more objects, ideas, problems or similar things.
Explain	ability when students can create and use causal models in a system that includes every major part of a system.

According the opinion Sardjiyo (2013, p. 1.26) and Sapriya (2014, p. 19) IPS is a field of study that examines, analyzes, analyzes the symptoms and social problems in the community by reviewing the various aspects of life learned at the elementary, secondary, and college levels of study programs in colleges.

RESEARCH METHOD

Type of research using method *pre experimental design* with type *pre test and post test one group design*. This research method is given to one group only without any comparison group. Through this research method, researchers can obtain convincing data about the impact of a variable on another variable. Simple experimental research contains three basic characteristics, namely: 1) the existence of manipulated free variables, 2) controlling or controlling all other variables except independent variables, and 3) the observation or measurement of the variables as the effect of independent variables.

As for the formula *Pre Experiment One Group Pretest-Posttest design* as follows;

$$O_1 \quad X \quad O_2$$

Sugiyono (2016, p.74)

Information:

- O_1 : pretest results before treatment is given
- O_2 : posttest result after given treatment
- X : treatment

In experimental research using single samples is done by giving the test to samples that have not received treatment (*pre test* (O_1)) to obtain students with low concept conception. After obtained the data of students who understanding the concept is low, then done (X) with model *experiential learning* assisted media *powerpoint* to students whose conceptual understanding is low. After the treatment, then performed another test to measure the ability of understanding the concept of students after given experimental variable (X), so that the data obtained from the experiment of understanding the concept of students increased or no change at all. If there

is a difference, then compare between 01 and 02 to determine how much difference occurs, if there is a given effect through experimental variables, then the data is analyzed using simple linear regression.

In this research, the free variable is learning experiential learning model with media powerpoint. In this study, the dependent variable is the understanding of the concept of IVA class students.

The operational definition in this research is

1. The Experiential Learning Model is a model that begins the knowledge of an experience that each student has and the experience that the student has in implementing in the classroom learning so that the combination of experience and lessons in the classroom can become a new energy in learning.
2. Media Powerpoint is an electronic media that can facilitate the achievement of the learning process where the media can be a complement of the exposure theory submitted by the teacher and assisted with a series of supporting examples that exist in the powerpoint, a blend of theory and real examples in electronic form can spur stimulus students in the learning process.
3. Understanding Concepts is a basic knowledge that must be possessed by students, mistakes in understanding a material concept can result in exposure that leads to misconception (misinterpretation) in life.
4. Lingkungan tempat tinggalku is an interaction conducted between a person with the environment both physically and psychologically that can affect the individual.

The research sample used in this research is the fourth grade students of SDN Batuan I Kota Sumenep 2017/2018. The sampling technique in this research by using technique *sampling purposive* namely the technique of determining the sample with certain considerations (Sugiyono, 2016, p. 85). This technique is very suitable for use in this study because the sample is used only in the fourth grade students, exactly the students of class IVA which amounted to 20 people.

Place of study at SDN Batuan I. Selection of SDN Batuan I as research place based on several considerations; (1) The location of the school with the location of the researcher who is relatively close is still one kecamatan. (2) the school is the core school where the core school here is the school that is being piloted for other schools in each sub-district. (3) the school is open in every way related to educational innovation (4) The availability of the school (principals, teachers, and students) to work

together in research. Data collection techniques conducted in this study are tests and questionnaires.

No	Method of collecting data	Instrument research
1.	Test	writing test
2.	Questionnaire	Sheet Questionnaire

Source: Processed Researcher

All data obtained, then analyzed with descriptive and inferential data analysis techniques. Descriptive data analysis aims to assess the variables studied in accordance with the benchmarks that have been determined. While inferential data analysis is a scientific way to help have a limited sample with statistical data analysis "*t-test*".

The data in the analysis form:

1. Analysis of student conceptual understanding data.

$$P = \frac{\text{Jumlah siswa yang mencapai tujuan pembelajaran}}{\text{Jumlah siswa keseluruhan}} \times 100\%$$

2. Validity test

The validity of a test is a measure that indicates the suitability of an instrument. Sugiyono (2016, p. 183), correlation technique to know the alignment used is correlation *pearson product moment*.

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

Sugiyono (2016, p. 183)

Information:

r_{xy} = Correlation coefficient

$\sum x$ = Number of scores per student on each item question

$\sum y$ = Total score of each student

n = number of students

Significant tests were calculated through t tests at a certain level of apparent degree of free degrees $n-2$. Expressed with the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

(Sugiyono (2016, p. 183)

Information:

t = t_{hitung}

r = Correlation coefficient

n = Number of students

Then the results obtained t_{hitung} compared with t_{tabel} on degrees of freedom (dk) = $n-2$ and significant level (α) = 0,05. If $t_{hitung} > t_{tabel}$, so item question declared valid and if $t_{hitung} < t_{tabel}$, so item question declared not valid.

3. Test Reliability

Calculating the magnitude of reliability associated with the number of items in the test can be done with the technique of halving from *spearman brown*.

$$r_i = \frac{2r_b}{1+r_b}$$

Sugiyono (2016, p. 131)

Information;

r_i = internal reliability of all instruments

r_b = product moment correlation between the first and second halves.

4. Test Research Prerequisites

a. Normality test

Normality test aims to determine whether or not the normal distribution used in this study.

$$X^2 = \sum \left[\frac{(f_o - f_h)^2}{f_h} \right]$$

Sugiyono (2016, p.175)

Information;

X^2 = value of chi squared

f_o = frequency obtained

f_h = expected frequency

5. Hypothesis Testing

Regression analysis is used to determine the effect of one or more independent variables on the dependent variable. In this research relates to the influence of learning model based on experience of media powerpoint supported on the understanding of student concept in analysis through simple regression.

a. Analisis Regresi Linier Sederhana

Simple linear regression analysis is based on functional correlation or causality of one independent variable with one dependent variable (Sugiyono, 2013 p. 261). Simple linear regression analysis is also to predict how far the change of value of dependent variable from independent variable in this study related to the influence of learning model based on experience of media powerpoint supported on students' concept understanding.

H_o = There is no significant influence between the two variables that is experiential learning model supported by powerpoint media toward students' concept understanding.

H_a = There is a significant influence between the two variables that is experiential learning model assisted by powerpoint media toward understanding student concept.

RESULT AND DISCUSSION

The main purpose of this research is to know the influence of experiential learning model with media powerpoint used in learning process in fourth grade students of elementary school.

In this research has been done first test instrument that has been validated by judgment expert. The purpose to find out how feasible the instrument used at the time of research. Instruments in the form of validation RPP, LKS, Teaching Materials, Tests, and Questionnaire. A summary of validation of research instruments by 2 judgment experts is presented in the following table.

Table 3. Summary of RPP Validation Results, LKS, Teaching Materials, Tests, Questionnaire

Validation	Average score	Criteria
lesson plan	3.58	Very good, can be used without revision
Teaching Materials	3.57	Very good, can be used without revision
worksheet	3.45	Good, it can be used with a little revision
Test	3.71	Very good, can be used without revision
Questionnaire	3.33	Good, it can be used with a little revision

Complete Test of Understanding Concept in this study is seen from the results of research with the differences made before students are given treatment (pretest) and after students are given treatment (posttest) with shown with the results below::

Table 4. Concept Test Results Test

No	Category	Average
1	Pretest	71.3
2	Posttest	76.25

Based on the test results of concept comprehension test, obtained data as follows

Table 5. Data Test Result Validity Test Understanding Concepts

No	r_{hitung}	r_{tabel}	Information
1	0.864	0.413	Valid
2	0.827	0.413	Valid
3	0.624	0.413	Valid
4	0.750	0.413	valid
5	0.446	0.413	Valid
6	0.642	0.413	Valid
7	0.788	0.413	Valid
8	0.588	0.413	Valid
9	0.393	0.413	Not Valid
10	0.786	0.413	Valid
11	0.450	0.413	Valid
12	0.269	0.413	Not Valid
13	0.331	0.413	Not Valid
14	0.435	0.413	Valid
15	0.455	0.413	Valid
16	0.302	0.413	Not Valid
17	0.461	0.413	Valid
18	0.346	0.413	Not Valid
19	0.483	0.413	Valid
20	0.417	0.413	Valid

Based on the amount of data used can be obtained valid information from all data used in test questions so that the problem in this study can be used at the time of doing research.

Table 6. Data Test Results Reliability Test Concept Understanding Reliabilitas Statistics

Cronbach's Alpha	N of Items
.898	15

Based on the results of data processing spss 16 with the number of 15 items about as much as used in the test of pehamanan concept, obtained Cronbach's alpha 0,898 with good criteria.

Table 7. Normality Test Result Data

	Values
N	20
Kolmogorov-Smirnov Z	.786
Asymp. Sig (2-tailed)	.567

Based on data processing using spss 16 with One Sample Kolmogorov-Smirnov Test obtained results sig (2 tailed) of 0.567

Based on the results of the test the average difference through the help of spss 16 obtained results below:

Table 4.8 Average difference test results

	Paired Sample t test		
	t	df	Sig. (2-tailed)
Pair 1 pretest - posttest	-4.111	19	.001

Hypothesis test using simple linear regression analysis. The results of if the simple linear regression data through the help of SPSS 16, as the table below:

Coefficients^a

Model	t	Sig.
6. (Constant)	1.940	.068
Pretest	7.708	.000

Dependent Variable: posttest

The result of hypothesis test through simple linear regression is proved by the value of sig 0.000 smaller than 0.05.

CONCLUSION AND SUGGESTIONS

Based on the results of research conducted it can be concluded that the application of Experiential learning model assisted media powerpoint influence on understanding the concept of students on learning environment subtema my residence in class IV Primary School.

To apply this learning that needs to be considered is the readiness of students in doing an interaction with the environment and requires students to think to make a discovery of three stages of the stage of the enaktik, iconic stage, and symbolic stage.

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