ABSTRAK

Maya Anitasa. 2024. **PENGARUH MODEL *SKIMMING, MIND MAPPING, QUESTIONING, EXPLORING, WRITING, COMMUNICATING (SIMAS ERIC)* TERHADAP HASIL BELAJAR KOGNITIF SISWA PADA MATERI USAHA DAN ENERGI**.

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar kognitif siswa serta kurangnya inovasi penggunaan model pembelajaran fisika di kelas. Rendahnya hasil belajar kognitif siswa dilihat dari nilai ulangan rata-rata setiap kelas masih belum mencapai KKM sepenuhnya. Padahal hasil belajar kognitif merupakan tolak ukur keberhasilan belajar siswa. Salah satu solusi untuk mengatasi masalah tersebut adalah menerapkan model Pembelajaran *Skimming, Mind Mapping, Questioning, Exploring, Writing, Communicating (SIMAS ERIC)* dalam pembelajaran. Tujuan dari penelitian ini untuk mengetahui pengaruh model *SIMAS ERIC* terhadap hasil belajar kognitif siswa. Metode penelitian yang digunakan yaitu *Quasi Experiment* dengan desain penelitian *posttest only design*. Populasi penelitian yaitu seluruh kelas X MIPA di SMAN 1 Cihaurbeuti Tahun Ajaran 2023/2024 sebanyak 7 kelas. Teknik pengambilan sampel pada penelitian ini menggunakan *purposive sampling* sebanyak 2 kelas yaitu kelas X MIPA 3 sebagai kelas eksperimen dan kelas X MIPA 5 sebagai kelas kontrol. Untuk mengukur hasil belajar kognitif dilakukan setelah perlakuan *(Posttest)* berbentuk tes pilihan ganda tingkat 2 sebanyak 10 soal pada materi usaha dan energi dengan alokasi waktu 60 menit. Hasil uji hipotesis menggunakan uji t pada taraf signifikansi $\alpha = 0{,}01$ menunjukkan bahwa $t_{hitung} > t_{tabel}$ yang berarti H_0 ditolak dan H_a diterima, sehingga dapat disimpulkan pada taraf kepercayaan 99% terdapat pengaruh model *Skimming, Mind mapping, Questioning, Exploring, Writing, Communicating (SIMAS ERIC)* terhadap Hasil Belajar Kognitif siswa pada materi Usaha dan Energi di kelas X MIPA SMA Negeri 1 Cihaurbeuti tahun ajaran 2023/2024.

Kata kunci: Hasil belajar kognitif, Model *SIMAS ERIC,* Usaha dan energi.

ABSTRACT

Maya Anitasa. 2024. **THE EFFECT OF THE SKIMMING, MIND MAPPING, QUESTIONING, EXPLORING, WRITING, COMMUNICATING (SIMAS ERIC) MODEL ON STUDENTS' COGNITIVE LEARNING OUTCOMES ON WORK AND ENERGY MATERIALS.**

This research was motivated by the low cognitive learning outcomes of students and the lack of innovation in the use of physics learning models in the classroom. The low cognitive learning outcomes of students are seen from the average test scores for each class which still do not reach the full KKM. In fact, cognitive learning outcomes are a measure of students' learning success. One solution to overcome this problem is to apply the Skimming, Mind Mapping, Questioning, Exploring, Writing, Communicating (SIMAS ERIC) learning model in learning. The aim of this research is to determine the effect of the SIMAS ERIC model on students' cognitive learning outcomes. The research method used is Quasi Experiment with a posttest only design research design. The research population is all 7 classes of class X MIPA at SMAN 1 Cihaurbeuti for the 2023/2024 academic year. The sampling technique in this study used purposive sampling for 2 classes, namely class X MIPA 3 as the experimental class and class X MIPA 5 as the control class. To measure cognitive learning outcomes, it is carried out after treatment (Posttest) in the form of a level 2 multiple choice test with 10 questions on work and energy material with a time allocation of 60 minutes. The results of hypothesis testing using the t test at the significance level α=0.01 show that $t_{count} > t_{table}$ which means H_0 is rejected and H_a is accepted, so it can be concluded that at the 99% confidence level there is The influence of the Skimming, Mind Mapping, Questioning, Exploring, Writing, Communicating (SIMAS ERIC) model on students' cognitive learning outcomes in Business and Energy material in class X MIPA SMA Negeri 1 Cihaurbeuti for the 2023/2024 academic year.

Keywords: Cognitive learning outcomes, SIMAS ERIC model, Work and energy.