

## ABSTRAK

Resty Hayatun Nafisah. 2025. **PENGARUH MODEL *EXPERIENTIAL LEARNING* TERHADAP KETERAMPILAN PROSES SAINS PESERTA DIDIK PADA MATERI KALOR**

Rendahnya keterampilan proses sains peserta didik berdasarkan hasil PISA yang rendah dan studi pendahuluan di MA Negeri 1 Kabupaten Tasikmalaya. Penerapan model *Experiential Learning* pada materi kalor diusulkan sebagai salah satu solusi dari permasalahan tersebut. Penelitian ini bertujuan untuk mengetahui pengaruh model *Experiential Learning* terhadap keterampilan proses sains. Metode penelitian menggunakan kuasi eksperimen dengan desain *nonequivalent control group*. Sampel diambil dengan *purposive sampling* dari populasi seluruh kelas XI. Keterampilan proses sains diukur melalui observasi selama proses pembelajaran dan tes pilihan ganda 25 soal berdasarkan 6 indikator keterampilan proses sains dasar pada setiap butir soal. Uji hipotesis dari data *posttest* kelas kontrol dan eksperimen menggunakan *Mann Whitney U-test*. Hasil uji hipotesis menunjukkan bahwa diperoleh  $Z_{hitung} > Z_{(0,05)}$  yaitu  $4,120 > 1,96$  sehingga  $H_0$  ditolak dan  $H_a$  diterima. Dapat disimpulkan pada taraf signifikansi 5%, bahwa terdapat pengaruh model *Experiential Learning* terhadap keterampilan proses sains peserta didik pada materi kalor di kelas XI MA Negeri 1 Kabupaten Tasikmalaya tahun ajaran 2024/2025. Hasil penelitian menunjukkan model *Experiential Learning* berpengaruh karena model ini menekankan pengalaman langsung peserta didik secara aktif sebagai inti proses pembelajaran sehingga melatih keterampilan proses sains.

Kata kunci: Kalor, Keterampilan Proses Sains, Model *Experiential Learning*

## **ABSTRACT**

*Resty Hayatun Nafisah. 2025. **THE EFFECT OF EXPERIENTIAL LEARNING MODEL ON STUDENTS' SCIENCE PROCESS SKILLS IN HEAT TOPIC***

*The low science process skills of students based on low PISA scores and a preliminary study at MA Negeri 1 Tasikmalaya Regency. The implementation of the Experiential Learning model on the heat topic is proposed as one solution to this problem. This research aims to determine the effect of the Experiential Learning model on science process skills. The research method used a quasi experimental with a nonequivalent control group design. Samples were taken by purposive sampling from the entire population of eleventh-grade classes. Science process skills were measured through observations during the learning process and a 25 item multiple-choice test based on 6 basic science process skill indicators for each item. Hypothesis testing from the posttest data of the control and experimental classes used the Mann Whitney U-test. The results of the hypothesis test showed that  $Z_{statistic} > Z_{(0,05)}$ , of  $4.120 > 1.96$ , so  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that at the 5% significance level, the Experiential Learning model on students' science process skills in the heat topic for eleventh-grade classes at MA Negeri 1 Tasikmalaya Regency in the 2024/2025 academic year. The research results show that the Experiential Learning model has an effect because this model emphasizes students' active direct experience as the core of the learning process, thereby training science process skills.*

*Keywords: Heat, Science Process Skills, Experiential Learning Model*