Jurnal Ilmu Sosial dan Pendidikan (JISIP)
Vol. 9 No. 3 Juli 2025
e-ISSN : 2656-6753, p-ISSN: 2598-9944
DOI: *10.36312/jisip.v9i3.8770/http://ejournal.mandalanursa.org/index.php/JISIP/index*

The Influence of the Experiential Learning Model on the History Learning Outcomes of Class X Students of SMA Negeri 3 Woja

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Article Info
Article history:
Received: 20 May 2025
Publish: 1 July 2025

Keywords:
Experiential Learning;
Learning Outcomes;
History.

Abstract
This study aims to determine the effect of the experiential learning model on the history learning outcomes of class X students of SMA Negeri 3 Woja in the 2024/2025 academic year. This type of research uses a pre-experimental research design with a quantitative approach and a one-group pretest-posttest design model. The population is all SMA Negeri 3 Woja students, totaling 178 students. The sample used was 18 class X students. The sampling technique used was purposive. Data were obtained through pretest and posttest then analyzed using the t-test. Based on the results of the initial test, an average of 56.94 was obtained, and the final test results obtained an average of 79.44. The final test data were analyzed using the Paired Sample t-test. The results of the t-test obtained a table of 1.746 and a count of -13.029. The table obtained was greater than the count at an error level of 5%. Based on the proposed hypothesis, there is an influence of the use of the experiential learning model on the history learning outcomes of students at SMA Negeri 3 Woja in the 2024/2025 academic year, so it can be concluded that Ha is accepted and Ho is rejected.

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1. INTRODUCTION

Education is an important means to improve the quality of human resources (HR) in ensuring the sustainability of a nation's development through learning. Learning is a process of interaction between students and educators who use certain media and models to achieve the stated goals (Muhamad Arif, 2010). In learning, there is a transfer of a number of scientific knowledges, technological capabilities, culture, values and various skills. Therefore, learning must take place in a comfortable, educational, varied, and challenging manner for students (Hasan, 2019). In line with that, in accordance with Law of the Republic of Indonesia Number 20 of 2003 Article 3 concerning the National Education System.

The Merdeka Belajar Curriculum is a new curriculum implemented in Indonesia with the aim of improving the quality of education and preparing students to face global challenges in the future (Basri & Hastuti, 2020). One of the focuses of the Merdeka Belajar Curriculum is the development of 21st century skills, including skills in the environmental field. In the design of the Merdeka Belajar curriculum. Science and technology continue to be developed to solve every challenge faced. Therefore, the pattern of History education needs to be adjusted so that the younger generation can answer and solve the challenges faced in the future (Hasan, 2012).

History is a branch of science that systematically examines and investigates the entire development of society and humanity in the past along with events with the intention of then critically assessing all the results of the research, to then be used as a treasury of guidelines for assessing and determining the current situation and direction of the future process (Marli, 2020). The learning model is a form of learning that is depicted from beginning to end which is presented in a unique way by the teacher. The learning model is interpreted as a plan or pattern that can even be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or other learning environments. One way to improve the process of student learning outcomes by using an innovative learning model that makes students experience it directly is the learning model experiential *learning* (Bartle, 2015).

Learning model *experiential learning is* learning as a process of constructing knowledge through the transformation of experience. Learning from experience includes the relationship between doing and thinking (McCarthy, 2010). Model Experiential *learning is* learning that is done through reflection and also through a process of making meaning from direct experience. The learning process, a process of change that uses experience as a medium for learning or teaching. Learning outcomes are defined as the abilities possessed by students after receiving learning experiences. Learning outcomes are certain competencies or abilities achieved by students after participating in the teaching and learning process and include cognitive, affective, and psychomotor skills. Hamalik explains that learning outcomes are not a mastery of training results but rather a change in behavior (Purni, 2023). Proof that someone has learned is a change in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding.

Based on the results of interviews and observations of the teaching and learning process that the researcher conducted with the homeroom teacher of class X of SMA Negeri 3 Woja who was also the teacher who taught the history subject which was carried out on October 24, 2024, it was found that the teacher applied the model *Problem Based Learning*(PBL) or *Project Based Learning*(PJBL) but tends to lecture methods and only conducts learning processes outside the classroom during certain lesson hours (Santosa, 2017). In addition, students are less able to understand the material, less active in learning. The weak learning process and the lack of use of models or methods also have an impact on the learning process and this is evidenced by the low daily test scores in history subjects. The results are still below the standard criteria for achieving learning objectives (KKTP) determined by the school in history subjects in grade X, which is less than 70%, with a score of 65 as the KKTP standard.

2. RESEARCH METHOD

The approach used is quantitative because the researcher wants to know the influence of the learning mode ex*periential learning on* students' history learning outcomes. The quantitative approach is a planned and careful problem-solving method. With design which is tightly structured, systematically controlled data collection, and is aimed at the formulation of theories that are concluded inductively within the framework of empirical hypothesis proof. The type of research used in this study is experimental. This study uses research design *Pre-Experimental Design With* design model one *group pretest-posttest design namely* in this design the researcher gives a pretest or initial test to the research object before the research begins to obtain the students' initial scores. Furthermore, treatment is given in the form of a learning model. Experiential *Learning*. However, before being given treatment, it is first observed (pretest) and then re-observed (posttest) after being given treatment by taking into account the results of observations before treatment

(pretest). Posttest is also given at the end of the study which will be analyzed to draw research conclusions.

A population of 178 students in the 2024/2025 academic year at SMA Negeri 3 Woja. In this study, the researcher used the technique purposive *sampling namely* the determination technique to sample from a number of populations based on certain characteristics or properties of the population. The sample was taken from class X which consisted of 18 students, with details of 5 female students and 13 male students. In this study, to obtain the required data using observation, interview, and test methods. In this study, data analysis was carried out using statistical techniques, first a prerequisite test was carried out, namely the normality test and the homogeneity test. After the prerequisite test was carried out, the next step was to test the proposed hypothesis using the SPSS 25 program.

3. RESEARCH RESULTS AND DISCUSSION

This study involves two variables, namely the Experiential Learning model as the independent variable and the results of learning history as the dependent variable. Data collection in this study uses a research instrument, namely using a test instrument.

Table 1. Description of research activities.

Day/Date	Activity
Thursday, July 11, 2024	On the first day of research, students carried out pretest activities with the aim of finding out the initial abilities of students before being given the use of learning models. *Experiential Learning*.
Monday, July 15, 2024	Second day of research, learning using learning models *Experiential Learning*.
Thursday, July 18, 2024	Third day of research, learning using learning model *Experiential Learning*.
Monday, July 22, 2024	On the fourth day of research, students carried out post-test activities with the aim of finding out final ability of students after giving treatment using models learning *Experiential Learning*.

In this study, a test was used in the form of multiple-choice questions totaling 20 numbers. The test was given 2 times during the study. The first test was given during the pretest, namely before the learning model treatment was given. *Experiential Learning*. The pretest is intended to determine students' initial abilities in the history material as a science. Furthermore, the second posttest is given after students have completed learning about plants, the source of life on earth using the learning model *Experiential Learning*. Based on the data obtained, the average pretest score was 56.94 <79.44 average posttest score. Normality test on this type of research one *group pretest-posttest design* using the Shapiro-Wilk test calculated with SPSS 25.

Table 2. Normality test.

		Pretest	Posttest
Kolmogorov -Smirnov	Statistic	.139	.143
	df	18	18
	Say.	.200	.200
Shapiro-Wilk	Statistic	.942	.945

	df	18	18
	Say.	.317	.347

Based on the table above, the significant value of the pretest and posttest results in one class is obtained. The calculation of normality produced is greater than the significant value of 0.05. So, it can be concluded that the pretest and posttest data in one class are normally distributed. And it can be seen that the statistics are the statistics column, DF (*degree of freedom*) is the degree of freedom. The homogeneity test aims to determine the data from the pre-test and post-test questions that have homogeneous variations or not. The homogeneity test in the one group pretest posttest design research type is based on the mean test calculated with SPSS 25.

Table 3. Homogeneity test.

	Levene statistic	df1	df2	df3
Mean	.950	1	34	.336
Median	1.041	1	34	.315
Median and with adjusted	1.041	1	34	.315
Trimmed mean	.939	1	34	.339

Based on the table above, the significant value of the pre-test and post-test data in one class is obtained. The calculation of homogeneity produced is greater than the significant value of 0.05. So it can be concluded that the pre-test and post-test data in one class have homogeneous variations. In this T-test data test, the researcher used the SPSS 25 program with *Paired Sample T-test.* The criteria for hypothesis testing are if the significance value < 0.05 then H_0rejected and Ha is accepted. If the significance value > 0.05 then H_0accepted and Ha is rejected. Based on the paired sample T-test table above, it can be concluded that in the calculation of the t-test using the one sample T-test formula, the results show a significance value of 0.000 <0.005, so it can be concluded that Ha is accepted and H_0 rejected. The average learning outcomes of students in history as a science using the learning model *Experiential Learning Greater* than the average learning outcomes with the model *Problem Based Learning* (PBL) or *Project Based Learning* (PJBL). So it can be concluded that there is an influence of the learning model *Experiential Learning On* students' history learning outcomes.

Based on the results of the analysis and data processing in this study, it can be said that the learning model *Experiential Learning Has* a very important meaning and can influence students' history learning outcomes (Bartle, 2015), because the learning process uses a learning model *Experiential Learning Will* create an effective and enjoyable classroom atmosphere for students and teachers (McCarthy, 2010). Therefore, this shows the influence of the learning model *Experiential Learning On* the history learning outcomes of class X students of SMA Negeri 3 Woja in the 2024/2025 academic year.

4. CONCLUSION

The results of learning history of class X students at SMA Negeri 3 Woja who were previously given the Experiential Learning model treatment with a total of 18 students. The average pretest score was 56.94 and the average posttest score was 79.44. It can be concluded that there is improvement in the history learning outcomes of class X students at SMA Negeri 3 Woja. Based on the results of the statistical t-test on the posttest data, the learning model *Experiential Learning Significant* influence on student learning outcomes in history subjects of class X SMA Negeri 3 Woja. Based on the results of the T test

calculation, T was obtained $_{table}$ < $T_{coun\ t}$namely 1.746 < -13.029 with a significance level of 0.05 which states that Ha is accepted H_0rejected. This means that there is an influence of the use of learning models *Experiential Learning on* the history learning outcomes of students at SMA Negeri 3 Woja in the 2024/2025 academic year.

5. ACKNOWLEDGEMENT

Expressing gratitude to the sponsors of the articles written and the research.

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