

ABSTRAK

Afifah N (1202060001): Pengaruh model *ERCoRE Learning* Terhadap hasil belajar siswa pada materi interaksi makhluk hidup dengan lingkungan

Pembelajaran yang terpusat pada guru menyebabkan kebosanan dan kesulitan dalam kegiatan belajar. *ERCoRE Learning* membuat siswa menjadi lebih analitis dan kritis dalam menganalisa suatu informasi, bukan fokus mengingat sebuah teori atau rumus. Penelitian ini bertujuan menganalisis pengaruh model *ERCoRE Learning* pada peningkatan hasil belajar siswa materi interaksi makhluk hidup dengan lingkungan. Metode penelitian ini kuasi eksperimen desain penelitian *non equivalent control group design*. Variabel bebas penelitian ini model *ERCoRE Learning*, sedangkan variabel terikatnya peningkatan hasil belajar siswa. Pengambilan sampling dilakukan dengan teknik *random sampling*, 34 siswa pada kelas yang tidak menggunakan model *ERCoRE Learning* dan 34 pada kelas yang menggunakan model Pembelajaran *ERCoRE Learning*. Data dianalisis menggunakan *n-Gain* dan analisis statistik non-parametrik, uji normalitas, uji homogenitas dan uji t hasil penelitian menunjukkan nilai rata-rata dari hasil peningkatan hasil belajar pada kelas dengan dan tanpa menggunakan model *ERCoRE Learning* sebesar 0,77 kategori tinggi dan 0,32 kategori sedang nilai uji normalitas kelas dengan dan tanpa menggunakan model *ERCoRE Learning* sebesar 0,88 dan 0,015 maka dinyatakan berdistribusi normal hasil uji Independent samples T-test didapatkan sebesar 0,000 maka H_0 ditolak dan H_1 diterima. Berdasarkan penelitian maka dapat disimpulkan bahwa penggunaan model *ERCoRE Learning* direkomendasikan bagi guru pada pembelajaran IPA dalam kelas.

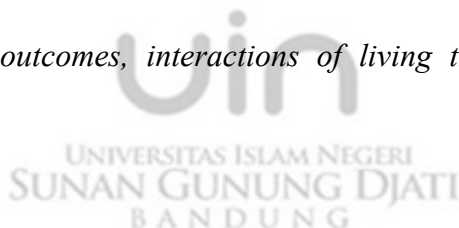
Kata kunci: hasil belajar, interaksi makhluk hidup, lingkungan, *ERCoRE Learning*

ABSTRACT

Afifah N (1202060001): *The influence of the ERCoRE Learning model on student learning outcomes in the material on the interaction of living things with the environment*

Learning that refers to the teacher causes boredom and difficulty in learning activities. ERCoRE Learning makes students more analytical and critical in analyzing information, rather than focusing on remembering a theory or formula. This research aims to analyze the influence of the ERCoRE Learning model on improving student learning outcomes regarding the interaction of living things with the environment. This research method is quasi-experimental with an non-equivalent control group research design. The independent variable of this research is the ERCoRE Learning model, while the dependent variable is increasing student learning outcomes. Sampling was carried out using a random sampling technique, 34 students in classes that did not use the ERCoRE Learning model and 34 students in classes that used the model ERCoRE Learning. Data were analyzed using- Gain and non-parametric statistical analysis, normality test, homogeneity test and t test. The research results show that the average value for classes with and without using the ERCoRE Learning model is 0.77 in the high category and 0.32 in the medium category. The class normality test values with and without using the ERCoRE Learning model were 0.88 and 0.015, so they were declared normally distributed. The Independent samples T-test test result obtained was 0.000, so it was rejected and H_0 was accepted. Based on research, for the conclusion to the use of the ERCoRE Learning model is recommended for teachers in science learning in the classroom.

Keywords: *learning outcomes, interactions of living things, the environment, ERCoRE Learning*





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