

ABSTRAK

PRISILLA RILLYANA. Pengaruh Model Pembelajaran *Auditory Intellectually Repetition (AIR)* Terhadap Hasil Belajar Siswa Pada Tema Mata Pelajaran *IPAS* Di Kelas IV SD Negeri 101845 Sukamakmur. Skripsi. Medan. Fakultas Ilmu Pendidikan. Universitas Negeri Medan, 2025.

Penelitian ini dilaksanakan untuk mengetahui Pengaruh Model Pembelajaran *Auditory Intellectually Repetition (AIR)* Terhadap Hasil Belajar Siswa Pada Tema Mata Pelajaran *IPAS* Di Kelas IV SD Negeri 101845 Sukamakmur T.A 2024/2025. Penelitian ini menggunakan pendekatan penelitian ini menggunakan penelitian *Quasi Experimen*. Sedangkan Desain yang digunakan dalam penelitian ini yaitu *Quasi Experimental Design (Nonequivalent control group design)*. Hasil penelitian dapat dilihat saat peneliti memberikan soal *pretest* kepada siswa kelas eksperimen dan kelas kontrol, Pada penelitian ini, peneliti memberikan tes soal *pretest* kepada siswa kelas eksperimen dan kelas kontrol, hasil skor rata-rata *pretest* pada kelas eksperimen yaitu 41,4 sedangkan skor rata-rata pada kelas kontrol yaitu 39,17 Kemudian diberikan perlakuan yang berbeda terhadap kedua kelas tersebut dengan materi yang sama yaitu Tumbuhan, Sumber Kehidupan Di Bumi. Pada kelas eksperimen pembelajaran menggunakan model pembelajaran *Auditory Intellectually Repetition (AIR)*, sedangkan kelas kontrol menggunakan model konvensional. Selanjutnya kedua kelas diberikan soal *posttest*. Berdasarkan hasil *posttest* terlihat bahwa skor rata-rata *posttest* yang diperoleh kelas eksperimen 77,92 sedangkan skor rata-rata pada kelas kontrol 48,75. Hal ini menunjukkan bahwa skor rata-rata hasil belajar kelas eksperimen lebih unggul sebesar 29,17 dibandingkan kelas kontrol. Sedangkan dengan membandingkan skor rata-rata *pretest* dan *posttest* diketahui skor rata-rata hasil belajar kelas eksperimen meningkat 36,52. sedangkan skor rata-rata hasil belajar kelas kontrol meningkat sebanyak 9,58. Berdasarkan uji normalitas pada penelitian ini diketahui bahwa seluruh data dalam penelitian ini, diketahui bahwa data *pretest* dan *posttest* baik pada kelas eksperimen maupun kelas kontrol berdistribusi normal, selanjutnya uji homogenitas menunjukkan nilai $0,306 > 0,05$ atau data pada penelitian ini tergolong homogen. Selanjutnya peneliti melakukan uji hipotesis menggunakan *independent sampel t-test* karena data pada penelitian ini berdistribusi normal dan homogen. Hasil uji-t menunjukkan bahwa $t_{hitung} (2-tailed) < t_{tabel} (0,000 < 0,05)$ atau H_0 ditolak dan H_a diterima. Maka dapat disimpulkan bahwa Model Pembelajaran *Auditory Intellectually Repetition (AIR)* Mempunyai Pengaruh Yang Signifikan Terhadap Hasil Belajar Siswa Pada Tema Mata Pelajaran *IPAS* Di Kelas IV SD Negeri 101845 Sukamakmur T.A 2024/2025.

Kata Kunci: Model Pembelajaran, *IPAS*, *Auditory Intellectually Repetition (AIR)*

ABSTRACT

PRISILLA RILLYANA. The Effect of Auditory Intellectually Repetition (AIR) Learning Model on Student Learning Outcomes on Science Subject Themes in Class IV of State Elementary School 101845 Sukamakmur. Skripsi. Medan. Faculty of Education. State University of Medan, 2025.

This study was conducted to determine the effect of *Auditory Intellectually Repetition (AIR)* Learning Model on Student Learning Outcomes on *IPAS* Subject Themes in Class IV of State Elementary School 101845 Sukamakmur T.A 2024/2025. This research uses a Quasi Experiment research approach. While the design used in this study is Quasi Experimental Design (Nonequivalent control group design). The results of the study can be seen when researchers gave pretest questions to experimental and control class students, In this study, researchers gave pretest questions to experimental and control class students, the average pretest score in the experimental class was 41.4 while the average score in the control class was 39.17 Then different treatments were given to the two classes with the same material, namely Plants, Sources of Life on Earth. The experimental class used *Auditory Intellectually Repetition (AIR)* learning model, while the control class used conventional model. Furthermore, both classes were given posttest questions. Based on the posttest results, it can be seen that the average posttest score obtained by the experimental class is 77.92 while the average score in the control class is 48.75. This shows that the average score of the experimental class learning outcomes is superior by 29.17 compared to the control class. Meanwhile, by comparing the average scores of the pretest and posttest, it is known that the average score of the experimental class learning outcomes increased by 36.52. while the average score of the control class learning outcomes increased by 9.58. Based on the normality test in this study, it is known that all data in this study, it is known that the pretest and posttest data in both the experimental and control classes are normally distributed, then the homogeneity test shows a value of $0.306 > 0.05$ or the data in this study is homogeneous. Furthermore, researchers conducted hypothesis testing using independent sample t-test because the data in this study were normally distributed and homogeneous. The t-test results show that $t_{\text{count}} (2\text{-tailed}) < t_{\text{table}} (0.000 < 0.05)$ or H_0 is rejected and H_a is accepted. So it can be concluded that the Auditory Intellectually Repetition (AIR) Learning Model has a significant influence on student learning outcomes in the science and science subject theme in class IV of SD Negeri 101845 Sukamakmur T.A 2024/2025.

Keywords: Learning Model, *IPAS*, Auditory Intellectually Repetition (AIR).