

RINGKASAN

Penelitian ini merupakan penelitian kuantitatif menggunakan metode *quasi experimental design* dengan bentuk *nonequivalent control group design* terhadap siswa kelas XI IPS di SMA Negeri 1 Baturraden. Tujuan penelitian ini untuk menganalisis penerapan model pembelajaran *Auditory, Intellectually, Repetition* (AIR) terhadap hasil belajar siswa kelas XI IPS pada mata pelajaran ekonomi di SMA Negeri 1 Baturraden. Penelitian dilaksanakan pada semester genap tahun ajaran 2022/2023. Data yang digunakan dalam penelitian berupa nilai *pre-test* dan *post-test*. Populasi dalam penelitian ini berjumlah 141 siswa kelas XI IPS di SMA Negeri 1 Baturraden. Sampel yang digunakan sebanyak 70 responden yang terbagi dalam dua kelas yaitu kelas XI IPS 3 dan XI IPS 4 menggunakan teknik *purposive sampling* yakni menggunakan kriteria tertentu dalam menentukan sampel. Sedangkan teknik analisis data yang digunakan dalam penelitian adalah uji validitas, uji reliabilitas, uji daya pembeda, uji tingkat kesukaran, uji normalitas, uji homogenitas, uji *independent sample t-test*, dan uji *paired sample t-test*.

Berdasarkan hasil penelitian dan analisis data, menunjukkan bahwa (1) terdapat perbedaan hasil belajar siswa yang menerapkan model pembelajaran *Auditory, Intellectually, Repetition* (AIR) dengan hasil belajar siswa yang menerapkan model pembelajaran konvensional berarti penerapan model pembelajaran *Auditory, Intellectually, Repetition* (AIR) memiliki hasil belajar yang lebih baik dibandingkan model pembelajaran konvensional. Hasil penelitian juga menunjukkan bahwa (2) terdapat perbedaan hasil belajar sebelum dan sesudah penerapan model pembelajaran *Auditory, Intellectually, Repetition* (AIR) pada kelas eksperimen berarti penerapan model pembelajaran *Auditory, Intellectually, Repetition* (AIR) dapat meningkatkan hasil belajar siswa.

Implikasi dari penelitian ini yaitu: guru dan sekolah diharapkan dapat memperhatikan kegiatan belajar mengajar dengan menciptakan lingkungan belajar yang menyenangkan dan melibatkan siswa secara langsung dalam proses pembelajaran. Upaya yang dapat dilakukan yaitu dengan menerapkan model pembelajaran *Auditory, Intellectually, Repetition* (AIR) agar kegiatan belajar mengajar dapat berlangsung menyenangkan dan siswa lebih termotivasi untuk mendapatkan hasil belajar yang maksimal.

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

SUMMARY

This research is a quantitative research using the method of quasi-experimental design with the form of a nonequivalent control group design on students of class XI social studies at SMA Negeri 1 Baturraden. The purpose of this study was to analyze the application of the Auditory, Intellectually, Repetition (AIR) learning model to the learning outcomes of XI social studies class students in economics subjects at SMA Negeri 1 Baturraden. The research was conducted in the even semester of the 2022/2023 academic year. The data used in the study were pre-test and post-test scores. The population in this study amounted to 141 students in class XI IPS at SMA Negeri 1 Baturraden. The sample used was 70 respondents divided into two classes, namely class XI IPS 3 and XI IPS 4 using a purposive sampling technique that is using certain criteria in determining the sample. While the data analysis techniques used in the study were validity test, reliability test, differentiator test, difficulty test, normality test, homogeneity test, independent sample t-test, and paired sample t-test.

Based on the research results and data analysis, it shows that (1) there is a difference in the learning outcomes of students who apply the Auditory, Intellectually, Repetition (AIR) learning model with the learning outcomes of students who apply the conventional learning model, which means the application of the Auditory, Intellectually, Repetition (AIR) learning model has better learning outcomes than the conventional learning model. The results also show (2) that there is a difference in learning outcomes before and after the application of the Auditory, Intellectually, Repetition (AIR) learning model in the experimental class, meaning that the application of the Auditory, Intellectually, Repetition (AIR) learning model can improve student learning outcomes.

The implications of this research are: Teachers and schools are expected to pay attention to teaching and learning activities by creating a pleasant learning environment and involving students directly in the learning process. Efforts that can be made are by applying the Auditory, Intellectually, Repetition (AIR) learning model so that teaching and learning activities can take place pleasantly and students are more motivated to get maximum learning results.

Keywords: Auditory, Intellectually, Repetition (AIR) Learning Model, Learning Outcomes