THE EFFECT OF EXPERIENTIAL LEARNING MODEL BASED ON THE SUKURAGA PUPPETS FOR SOCIAL SKILLS IN ELEMENTARY SCHOOL

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PENGARUH MODEL PEMBELAJARAN *EXPERIENTAL LEARNING* BERBASIS WAYANG SUKURAGA TERHADAP KETERAMPILAN SOSIAL DI SEKOLAH DASAR

ARTICLE HISTORY	ABSTRACT
	Abstract: *This paper discusses the effect of the learning model experiental learning based on the Wayang Sukuraga for social skills in elementary schools. The samples are 30 students, which were 15 students in the control class who were not given treatment and 15 students in the experimental class who were given the treatment of experiental learning model. The data used are pre-test and post-test data. The research method used is the experimental method with a quasi-experimental research design with a Non-equivalent control group design. The instruments used are questionnaires and observation sheets. The analysis technique used is hypothesis testing with a simple linear regression test. The hypothesis results indicate that sig was 0.002 and 0.014. The data results are significant < 0.05. Therefore, it can be concluded that there is an effect of the experiential learning model based on the Wayang Sukuraga for social skills in elementary schools.* **Keywords:** *experiential learning, social skills, learning models*
	Abstrak: Artikel ini membahas pengaruh model pembelajaran *experiental* berbasis Wayang Sukuraga terhadap keterampilan sosial di sekolah dasar. Penelitian mengambil sampel sebanyak 30 siswa, yang mana 15 merupakan siswa di kelas kontrol tidak diberikan perlakuan dan 15 siswa di kelas eksperimen dengan diberikan perlakuan model pembelajaran *experiental*. Data yang digunakan yaitu data *pre-test* dan *post test*. Metode penelitian yang digunakan adalah metode eksperimen dan untuk desainnya adalah kuasai eksperimen dengan menggunakan rancangan desain *Nonequivalent Control Group*. Instrument yang digunakan adalah pengisian angket dan lembar observasi. Teknik analisis yang penulis gunakan adalah uji hipotesis dengan uji regresi linear sederhana. Hasil hipotesis yang dilakukan menunjukan sig sebesar 0,002 dan 0.014. Data hasil ini bersiginifikansi < 0,05. Oleh karena itu, kesimpulannya adalah ada pengaruh model pembelajaran *experiental* berbasis Wayang Sukuraga terhadap keterampilan sosial di sekolah dasar. ***Kata Kunci: pembelajaran experiental learning, keterampilan sosial, model pembelajaran***

INTRODUCTION

Education is a person's lifelong learning process (Enjel, 2022), meaning that education is the most important part of human life. Education is the main factor in supporting the achievement of a learning. At present learning is something that needs to be considered in the teaching and learning process, one of which is the way the teacher applies learning to students. Ways that are

more efficient, interesting, and focused will make learning more quality because at this time in every school, especially in elementary schools, the teaching and learning process seems monotonous so that students easily get bored. This makes teachers have to have teaching competencies that are more varied, one of which is that teachers can use learning models. The learning model can support the teaching and learning process so that the implementation of learning will feel more efficient. The learning model really helps learning to be more directed and planned, this is in line with the opinion according to Octavia (2020) it is said to be a learning model if in achieving a learning goal it is able to organize learning experiences that have a planned framework that describes systematic procedures. Of course, learning experiences are very necessary for students to achieve quality in acquiring knowledge and information. The learning model is a learning that has planned learning rules from the beginning of learning to evaluation in order to create good quality learning. But in fact, when the writer made observations, the learning model had not been implemented in schools so that learning was less effective. The selection of learning models needs to be considered properly so that the objectives in this study are achieved. Therefore the authors chose the experiential learning model.

As for previous research related to the experiential learning model on science learning outcomes in class IV at SDN Warugunung 1 Suraaya by (Khumairoh & Istianah, 2018). This research resulted in the influence of the experiential learning model on student learning outcomes. The experiential learning model is a knowledge learning model that is created through the transformation of experience (Pratiwi, 2019). The benefits of the experiential learning model can make students more critical of the knowledge gained and able to do so and adopt skills that are different from what they already have. According to Bako (2020) in 1984 David Kolb created an experiential learning model. America became the first place where David Kolb tested this

learning model. David Kolb argues that learning will be effective if there are 4 phases, namely: (1) There is real experience (experience) (2) (reflection) is the acquisition of new experience by the efforts of each individual (3) (concluding) draw conclusions from experience gained (4) action plans (planning) are learning outcomes that are developed and then tested by students. In line with (Education & Pebriana, 2019) the basic principles of learning based on experiential learning experience there are four phases, 1) the concrete experience phase, 2) the observational reflection phase, 3) the concept phase and 4) the implementation phase based on the elaboration presented. The conclusions found need to be carried out experiments and exercises. (Bako et al., 2020) is in line with the opinion according to (Pujaningtyas et al., 2019) which says that experiential learning is direct experience that can provide a learning process by prioritizing student involvement and activity. John Dewey, an expert on this matter, said that experiential learning can cause change so that experiential learning can involve students in problem solving and decision making through their respective learning experiences. The experiential learning model can help the writer to see the process of students' social skills in elementary schools. The model used is based on experience so that this model is aligned with social skills because social skills refer to experience. Experiential learning also helps students develop their skills and abilities in learning. This model is carried out so that students are able to learn social skills in the school environment through the experiences that are carried out.

According to Lisdiana (2019) social skills are the ability to socialize, communicate, and play a role in a group. Responsibility, confidence, discipline, and self-control skills are the basis for personal intelligence to support social skills. Relationships between children and peers from year to year can increase the basis for socialization so that the process of social skills needs to be considered from an early age. This is in line with the opinion according to (Siti Anisah et al., 2021)

estimates that good social attitudes occur from the age of 2.5 years so that The attitude will be like that until the age of 7.5 years. For example in communicating properly and correctly, confident, and able to control himself well. To create this, of course, we need assistance and teaching from an early age from parents.

How studying with friends can improve social skills. (Kusadi et al., 2020) but when the writer made observations this was not able to be applied, especially to students in a concrete way. A small example at school is when students have not been able to apply teamwork, communicate actively, and develop self-confidence properly. Social skills are relatively related to other skills, for example working with friends, socializing with peers, participating in groups, wanting to make friends with new people, and being able to overcome fights. In line with the opinion according to Enjel (2022) states that social skills have aspects of social interaction with each other, being able to exchange thoughts and experiences of each in each group. It is important to teach students that social skills are very influential in carrying out their daily lives.

The social environment is the process of interaction of each individual. Seeing this reinforces that cooperation in socializing is needed in order to create good relations with one another. An example can be seen from the way students convey information, embrace their friends to help each other, comply with rules, can respect friends' opinions, and are able to convey their own opinions well. The activities carried out will improve students' social skills in their social environment. (Lisdiana, 2019)

This opinion is in line with Cadler in (Saleh et al., 2017) who argues that in social development there are four related social skills, the first is the basic skill of this skill teaches how to know someone by using eye contact in speaking and conveying information properly. The second is communication skills, this skill teaches how to listen, speak, express opinions, and convince opinions properly. The third is team/group building skills. In this skill,

students are told how to work together, how to respond to friends' opinions, how to pay attention to friends' behavior and learn to help each other. Fourth is problem-solving skills. These skills teach how to control yourself, increase empathy, discuss, comply with agreements that have been made, and respect each other for all differences. In line with the opinion of Calderella and Merrel in (Hadi, 2018) which suggests that there are 5 (five) most common dimensions in social skills, namely: (a) Relationships with peers (b) Self-management (c) Academic ability (d) Compliance and (e) Assertive behavior. To see students have social skills (Hadi, 2018) mentions the characteristics of someone who has social skills as a whole seen from verbal, non-verbal skills, and self-control skills when socializing with other people. This research certainly focuses on students' social skills through their experiences. Skills based on experience can be a foundation in social skills for students. This also needs to be supported by media that is able to build and strengthen students' social skills in order to be able to achieve learning goals. Therefore, this learning is assisted by one of the media, namely Wayang Sukuraga.

A fun and motivated class atmosphere can be helped with learning media (History, 2022). Wayang Sukuraga is a medium that will make learning more effective and make students more interested and excited (Hilwa et al., 2021). Wayang sukuraga are puppets or puppets of all members of the body (Amalia et al., 2021). According to Lyesmaya & Amalia, (2022) from wayang sukuraga, students' characters can be formed who have religious values, shared values, care for the environment and social life. The linkage of the experiential learning model with the Sukuraga puppet to apply social skills, that is, students can learn more easily, in understanding social skills through the experiential learning model because this model relates to learning experiences, strengthened again by the Sukuraga puppet which explains about the parts of the human body, where the members of the body are plays a very important role in

carrying out human activities in the form of social interaction which will produce an experience that is passed by someone.

Based on the above understanding, wayang sukuraga is able to assist students in creating social skills by making them aware that the limbs are the most important part that needs to be cared for and the limbs are also part of social interaction in the environment. With the media this ritual also makes it easier for students to understand social relations with the members of God's creation. So that students are able to take good care of their bodies and create a sense of gratitude to God for His gifts.

RESEARCH METHODS

This study uses an experimental method with a type of quantitative research. Experimental research is research that has the goal of finding a relationship between two causal factors that arise so that the writer can see the effect of a treatment (Otang et al., 2021). This study chose a quasi-experimental design with a nonequivalent control group design. This design has a control class but cannot control the variables as a whole to influence the implementation of the experiment (Sugiono, 2022). The sampling technique used is purposive sampling.

This study has a control class and an experimental class. The control class did not receive treatment in the form of an experiential learning model based on wayang sukuraga on social skills. While the experimental class received treatment in the form of experiential learning methods based on wayang sukuraga on social skills. The following is the design that the author did for his research:

Table.1 Research design

Class	Pre-Test	Treatment	Post-Test
E	O_1	X	O_2
K	O_3	-	O_4

Explanation :
E is for experimental class
K is for the Control class
X for the treatment of learning using the Experiential learning model based on wayang sukuraga
O1 and O3 for the pre-test / initial test before there is a learning treatment for the experimental class and the control class
O2 and O4 for the post-test / final test after being given the learning treatment for the experimental class and the control class.

This research was conducted at SDN Kadudampit for the 2022/2023 academic year. the author uses a purposive sample technique or subjectively aimed sample. The selection of this "target sample" was carried out because the authors understood that the information needed could be obtained from certain groups/targets that met the criteria determined according to the research objectives. The writer took a sample of 30 students from two different classes. The data collection techniques used in this study were questionnaires and observation sheets. A questionnaire is a tool used as a data collection technique which is done by giving a set of written statements to respondents (Sugiyono, 2022). Observation sheet, in the observation sheet there are indicators that will be observed by the observer/observer. (Sukendra & Atmaja, 2020) The data analysis technique used is descriptive analysis, validity and reliability tests, normality tests, homogeneity tests, paired – Sample T Test, and hypothesis testing. Descriptive analysis is the score data obtained by students in the experimental class and control class (pre test) and (post test). The purpose of the validity test is to measure whether or not a questionnaire is valid. The validity test criterion is by comparing the rcount (pearson correlation) with the rtable

value. The following are the provisions of the validity test:

(Darmas, 2021).

Table.2 Terms of Validity Test

Validity test	Criteria
Rhitung > rtable	Valid
Rhitung < rtable	Invalid

The purpose of the reliability test is to find out whether the resulting data is reliable or robust. The reliability test criterion is by comparing the value of Cronbach's alpha with the significance level used. The significance level used can be 0.5, 0.6, 0.7 according to research needs. The following are the terms of the reliability test. (Darmas, 2021).

Table.3 Reliability Test Provisions

Reliability Test	Criteria
Cronbach's alpha > sig	Reliabel
Cronbach's alpha < significance level	Not reliabel

The purpose of the normality test is to find out whether the data taken from the population is normally distributed or not. The normality test must be carried out before testing the hypothesis. (Sugiono, 2022), the significance level that researchers use is 5% or 0.05. This normality test was processed with the help of SPSS version 25. Following are the provisions for the normality test (History, 2022).

Table 4. Normality Test Provisions

Normalitas	Criteria
Sig > 0.05	Normal
Sig < 0.05	Not normal

The purpose of testing the homogeneity test is to find out whether the two groups have the same average value or not. The decision making criterion is that if the significance value is > 0.05, then the data is normal, but if on the other hand the significance value is <0.05, then the research data is not normal (History, 2022). Following are the provisions of the homogeneity test:

Table 5. Homogeneity Test Provisions

Homogeneity	Criteria
Sig results based *on mean* > 0.05	Homogen
Sig results based *on mean* < 0.05	Not homogen

Paired-Samples T Test The next test that was carried out was using a paired-samples t-test to compare data from the same source at different data collection times. The test criteria are that H0 is rejected and Ha is accepted if the significance value is <0.05. The analysis was performed using SPSS. Based on the research conducted, of course there must be hypothesis testing which aims to see whether there is an influence or not on the variables used when there is treatment carried out in both classes. This explanation is in line

with the understanding of the hypothesis according to Meilifa (2021) which explains that temporary conclusions about the relationship between one variable and another are hypotheses. If with the level "If the significance value is <0.05 then, there is an influence of the independent variable on the dependent variable." The results of the t test use a simple linear regression test. Simple linear regression is used with the aim of knowing whether or not there is an effect of the independent variable on the dependent variable.

DISCUSSION RESULT
This research was conducted at SDN Kadudampit for class II students in the 2022/2023 academic year. Learning is carried out with an offline or face-to-face system. The purpose of this study was to determine the effect of the wayang sukuraga-based experiential learning model on social skills in elementary schools. Before conducting research, questionnaire instruments and observation sheets must be validated first by expert lecturers. The author has validated in March 2023 to determine the feasibility of the questionnaire and observation sheet which will be used as research instruments.

The sample in this study were two classes, namely class IIA as the experimental class and class IIB as the control class. The number of students involved is 15 students per class so that the total number is 30 students. The material provided is about clean and healthy living. The author teaches the material in class 4 meetings. Following are the results of descriptive statistical analysis carried out to determine the amount of data, standard deviation, maximum score, minimum score, range, and average value. The following is data acquisition using SPSS.

Table 6. Descriptive Analysis Results

Deskriptif statistik	N	Range	Min	Mak	Mean	Std. Deviasi
Pre-test eksperimen	15	28	58	86	70	8,175
Post-test eksperimen	15	25	65	90	79	7,100
Pre-test control	15	22	51	73	66	7.300
Post-test control	15	20	58	78	70	7,411

Based on the data above, the experimental class has an average pretest of 70, a minimum score of 58, a standard deviation of 8.175, a maximum score of 86 and a range of 28. While the average in the posttest experiment is 79, a maximum score of 90, a minimum score of 65, a range of 25 and a standard deviation 7,100. The control class has an average pretest of 66, a minimum score of 51, a maximum score of 73, a range of 22 and a standard deviation of 7,300. While the average posttest control was 70, the minimum score was 58, the maximum score was 78, the standard deviation was 7.411, and the range was 20. Based on these data it can be concluded that there was a difference in the scores between the pretest and posttest averages of the experimental class and the control class after being given treatment.

Validity test
Validity test is to measure whether or not a questionnaire / questionnaire is valid. The following is the result of calculating the validity test:

Table. 7 Validity Test Results

Question Items	*Pearson Correlation*	Sig	Rtabel	Criteria
Soal_1	.470[**]	0,009	0,361	Valid

Soal_2	.507**	0,004	0,361	Valid
Soal_3	.458*	0,011	0,361	Valid
Soal_4	.387*	0,035	0,361	Valid
Soal_5	0,110	0,563	0,361	Tidak Valid
Soal_6	0,161	0,395	0,361	Tidak Valid
Soal_7	.611**	0,000	0,361	Valid
Soal_8	.440*	0,015	0,361	Valid
Soal_9	0,339	0,067	0,361	Tidak Valid
Soal_10	.656**	0,000	0,361	Valid
Soal_11	.720**	0,000	0,361	Valid
Soal_12	.607**	0,000	0,361	Valid
Soal_13	0,011	0,953	0,361	Tidak Valid
Soal_14	.551**	0,002	0,361	Valid
Soal_15	.484**	0,007	0,361	Valid
Soal_16	.374*	0,042	0,361	Valid
Soal_17	.361*	0,050	0,361	Valid
Soal_18	.460*	0,010	0,361	Valid
Soal_19	0,275	0,142	0,361	Tidak Valid
Soal_20	.547**	0,002	0,361	Valid

Source: SPSS processing results version 25

This data contains 20 questions and 30 respondents. This validity data produces 5 invalid data because rcount (Pearson Correlation) < rtable.

Reliability Test

This data is to find out whether the data generated is reliable or not. Following are the results of the data obtained:

Table 8. Reliabilty test

Question items	*Scale Mean if Item Deleted*	*Scale Variance if Item Deleted*	*Corrected Item-Total Correlation*	*Cronbach's Alpha if Item Deleted*
Soal01	59,3667	57,826	0,374	0,755
Soal02	59,3333	54,851	0,368	0,756
Soal03	59,1000	58,231	0,365	0,755
Soal04	58,8667	59,844	0,305	0,760
Soal05	58,9000	63,059	0,007	0,777
Soal06	58,9333	62,271	0,040	0,778
Soal07	59,1667	56,282	0,537	0,744
Soal08	59,7000	57,183	0,316	0,759
Soal09	59,3333	59,195	0,213	0,767
Soal10	59,7000	54,700	0,579	0,739
Soal11	59,2000	51,407	0,634	0,730

Soal12	58,8667	58,120	0,553	0,748
Soal13	58,8000	64,166	-0,074	0,778
Soal14	59,5667	57,702	0,480	0,749
Soal15	59,4000	57,972	0,396	0,753
Soal16	58,8000	59,614	0,281	0,761
Soal17	59,9333	59,030	0,245	0,764
Soal18	59,7667	57,840	0,361	0,755
Soal19	59,0667	61,237	0,191	0,766
Soal20	59,1667	55,661	0,443	0,749

Source: SPSS processing results version 25

Based on the results of these data it can be said that the resulting data is reliable because Cronbach's Alpha > significance level (0.6).

Normality test

The normality test was carried out in this study to see whether this study was normal or not. The following is the normality test data:

Table 9. Normality test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	df	Sig.
learning outcomes	*pretest*Eksperimen	.128	15	.200[*]	.959	15	.683
	*posttest*Eksperimen	.154	15	.200[*]	.949	15	.503
	*pretest*Kontrol	.261	15	.007	.834	15	.011
	*posttest*Kontrol	.205	15	.089	.848	15	.016

Source: SPSS processing results version 25

Based on the data testing, it can be concluded that the results of the posttest and pretest control and experimental normality data are normally distributed because their significance is > 0.05.

Homogeneity

The homogeneity test aims to find out which two groups of data are homogeneous (same) or heterogeneous (not the same).

Tabel 10. Homogenity Results *pretest*

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
learning outcomes	Based on Mean	.077	1	28	.783
	Based on Median	.163	1	28	.690
	Based on Median and with adjusted df	.163	1	27.855	.690
	Based on trimmed mean	.107	1	28	.746

Source: SPSS processing results version 25

Based on the data above, the two pretest homogeneity tests have a significance of 0.783, meaning the data is homogeneous.
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This decision is made based on if the sig value is based on mean > 0.05, then the data is homogeneous.

Table 11. Homogenity Results *posttest*
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
learning outcomes	Based on Mean	.231	1	28	.635
	Based on Median	.026	1	28	.874
	Based on Median and with adjusted df	.026	1	26.747	.874
	Based on trimmed mean	.199	1	28	.659

Source: SPSS processing results version 25

Based on the data above, the two posttest homogeneity tests have a significance of 0.635, meaning the data is homogeneous. This decision is made based on if the sig value is based on mean > 0.05, then the data is homogeneous. So it can be concluded that the data is homogeneous.

Paired simple test

The paired simple test aims to determine whether there is a difference in the results before and after being given the treatment. The following data was obtained:

Table 12. *Paired Samples Test* **Eksperimen**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-8.933	11.304	2.919	-15.193	-2.673	-3.061	14	.008

Source: SPSS processing results version 25

Table 13. *Paired Samples Test* **Control**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-4,267	4,200	1,084	-6,592	-1,941	-3,935	14	0,001

Source: SPSS processing results version 25

Based on the table, the sig (2-tailed) experimental and control values are 0.008 and

0.001 <0.05, it can be concluded that there are differences in learning outcomes before and after being given treatment. H0 is rejected and Ha is accepted. This decision is based on the basis of decision making:

1. If the significance value (2-tailed) <0.05, then there is a significant difference between learning outcomes in the data before and after being given treatment

2. If the significance value (2-tailed) > 0.05, then there is no significant difference between learning outcomes in the data before and after being given treatment

3. The test criteria are that H0 is rejected and Ha is accepted if the significance value is <0.05

Hypothesis test

After the data is normally distributed and homogeneous, it is continued by testing the hypothesis using a simple linear regression test. Retrieval of this data using SPSS version 25. The following results are obtained:

Table 14. Hipotesis test

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant) Variabel Y	42.244	12.480		3.385	.002
	EXL Variabel X	.478	.182	.446	2.634	.014

Source: SPSS processing results version 25

Variable X = Model of Experiential Learning
Variable Y = Social Skills

Based on these data, it can be seen that the test results above show a sig of 0.002 and 0.014, so the results of significance <0.05 are obtained, so there is an effect. This decision is based on "if the significance value is <0.05 then, there is an influence of variable X on variable Y." So it can be concluded that "there is an influence of the experiential learning model on social skills"

After processing the data from the posttest and pretest results of the experimental and control classes, it can be concluded that there is an influence of the wayang sukuraga-based experiential learning model on social skills in elementary schools. Learning using this experiential learning model provides teaching based on student learning experiences, so students can easily apply it to everyday life. The research that the authors conducted at school was one of the efforts to help the quality of learning in elementary schools, especially to see the potential for social skills because social skills really need to be paid attention to early on so that students can easily socialize in the future.

The Wayang Sukurga-based experiential learning model for social skills in elementary schools emphasizes students' abilities to interact, socialize, work together, and help each other in school activities. This model is expected to be implemented by students in their daily lives. Carrying out various social activities at school is very important so that students can easily adapt and be able to solve problems well. This is in line with the opinion according to (History, 2022) which states that exchanging ideas and group discussions can make students active and able to solve any existing problems properly.

Based on the analysis conducted, the authors found that this experiential learning-based learning model had an influence on student skills. This can be seen from research support by (Aristhi & Manuaba, 2020) stating that poetry writing skills are influenced by the experiential learning model assisted by media images. In other words, the experiential

learning model influences social skills in elementary schools.

CONCLUSIONS AND RECOMMENDATIONS

Based on the hypothesis testing carried out, the test data showed a sig of 0.002 and 0.014, so the results of significance <0.05 were obtained so that it could be concluded that there was an influence of the wayang sukuraga-based experiential learning model on social skills in elementary schools. This can be seen from the acquisition of an average student score which increases when given treatment. Based on the conclusions above, the authors will provide recommendations for schools so that this experiential learning model is carried out in classroom learning. For students, it is also hoped that this model can influence social skills and for other researchers, hopefully this research can be used as reading material and used as a comparative study for further research.

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