

# Systematic Literature Review: Experiential Learning in Elementary School

Nova Anisha Rahmadini<sup>1</sup>, Candra Utama<sup>2</sup>

<sup>1</sup>Department of Primary Teacher Education, State University of Malang, Malang, Indonesia

<sup>2</sup>Department of Primary Teacher Education, State University of Malang, Malang, Indonesia

\*Corresponding author, email: [nova.anisha.2301516@students.um.ac.id](mailto:nova.anisha.2301516@students.um.ac.id)

## Keywords

Experiential learning  
Science (IPA)  
Primary school

## Abstract

Science learning in elementary schools still faces many problems. This is mainly due to the fact that conventional approaches do not actively engage students and their difficulty in understanding abstract concepts. The purpose of this study is to study problems and solutions in carrying out experiential learning through the Systematic Literature Review (SLR) method of six articles published between 2020-2025. The results of the review show that some of the main obstacles in implementing experiential learning include limited resources, teacher unpreparedness, and students' difficulty in building initial ideas. Ongoing training, teacher collaboration, creative ideas for teaching media, and the use of digital technologies such as simulations and learning videos are some of the strategies that have proven effective in overcoming these problems. These findings contribute that experiential learning-based learning is greatly influenced by facility support, collaboration and teacher training, as well as innovative pedagogical approaches so as to increase students' understanding and interest in science learning in elementary schools.

## 1. Introduction

In elementary school, Natural Sciences (IPA) learning is an important component of the curriculum that aims to improve students' basic understanding of scientific concepts and natural phenomena (Efendi & Putri, 2022). The importance of understanding science at the elementary school level lies in the foundation built for learning at a higher level. Students who have a good understanding of science will be better prepared to face scientific challenges in the future (Hariri & Yayuk, 2018). However, due to improper teaching methods, many students face difficulties while studying which can impact their learning outcomes. Teaching in traditional and teacher-centered methods causes students to become less interested and less knowledgeable about science. Of course, this will have an impact on student learning outcomes, Therefore, innovative teaching methods are needed that can increase student engagement and understanding of scientific ideas.

Experiential learning is one of the methods that is considered effective in solving problems. This method encourages learners to actively participate in practical activities, experiments, and observations. This is part of the experiential learning method that emphasizes their hands-on experience in the learning process itself. This method will make science subjects much easier to understand and understand, as they allow students to actively experience the learning process through experiments or hands-on practice.

Some recent research shows that experiential learning can improve student understanding and learning outcomes. Research conducted by (Sidiq et al., 2023) shows that experiential learning, which encourages active engagement of learners through hands-on experience, is more effective in improving literacy understanding compared to more passive conventional methods. In addition, the findings (Gunadi et al., 2023) also confirm the effectiveness of experiential learning models in improving students' understanding and creativity. Other research by (Ibrahim & Hindi, 2024) also provides strong evidence that experiential learning can improve student achievement. Thus, this method has proven to be effective in improving students' classical completeness, as well as making a positive contribution to the development of innovative learning strategies in the primary education environment (Darmayoga, 2023). Although, there are some indications that suggest the development of this method should be done more in-depth.

Based on the above statement, experiential learning has a positive impact on students' understanding. However, there are still significant gaps in the research that need to be clarified. Many

studies focus on the learning outcomes of experiential learning in general, but not many discuss the challenges of implementing and innovative solutions in this method, especially in science learning. Therefore, this study was conducted to fill this gap with a more in-depth study of the challenges and innovative solutions or strategies that can be offered so that experiential learning can be effective and run optimally. In addition, this study also explains the relationship between experiential learning method and educational theories. Such as the theory of constructivism which emphasizes that learning can be done through active construction independently by learners through interaction and experience. This will help elementary school students understand scientific ideas and concepts deeply and meaningfully (Dinelti Fitria et al., 2021). Another theory, active learning theory, emphasizes the importance of students in the learning process through interactive learning, problem solving, and project-based learning to improve students' conceptual understanding, critical thinking, and learning motivation (Safitri & Setiyawati, 2023).

Therefore, this research aims to provide contributions or strategies in optimizing the application of experiential learning methods in improving science understanding in elementary school students. This research aims to identify specific challenges in the implementation of experiential learning, as well as offer innovative new approaches that can be used by teachers, policy makers and curriculum developers to design more effective science learning. By focusing on developing more in-depth and practical methods, this research is expected to make a positive contribution to the development of innovative learning strategies in primary education settings.

## 2. Method

This study looks more deeply at how experiential learning can be applied to science teaching at the elementary school level through the Systematic Literature Review (SLR). It starts with identifying and collecting articles and other relevant literature from academic databases such as Google Scholar. The researcher focused on publications over the past five years (2020-2025) that specifically addressed science learning for elementary school students with an experiential learning approach.

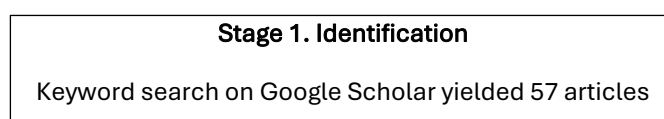
The researcher conducts a careful selection of the quality of the literature to ensure that the sources used are valid and relevant. This method was chosen based on the objectives of researchers who want to obtain information and data about challenges, and solutions to optimize science-based learning experience-based learning. The inclusion and exclusion criteria used are as follows:

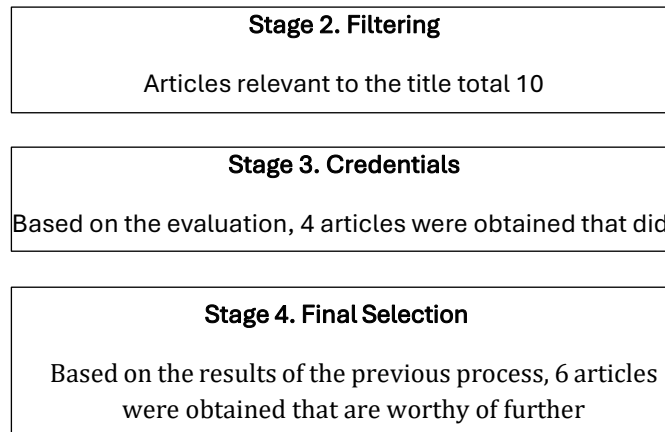
**Table 1. Inclusion and Exclusion Criteria**

No.	Inclusion Criteria	Exclusion Criteria
1.	Articles published in 2020-2025	Articles published before 2020
2.	Focusing on elementary science learning	Focusing on science learning other than elementary school
3.	Indexed/credible journals	Unindexed/credible journals, Blogs, Books, Journal Reviews, and more
4.	Specific to experiential learning methods	General topics of education
5.	Using Indonesian or English	Not in Indonesian or English

The stages of this research literature selection are depicted in the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) diagram which explains the systematic stages carried out by the researcher starting from identification, screening according to the relevance of the title, evaluation of the feasibility of the content, to the final selection which will be further analyzed later. Here's the schem

**Diagram 1. PRISMA Diagram of Experiential Learning Study**





Based on the PRISMA diagram above, in stage 1 there are 57 articles that match the keywords desired by the researcher, namely 'Experiential Learning' which are searched through the Google Scholar website from the period 2020-2025. Furthermore, in the second stage, the 57 articles were screened and selected based on relevant titles and abstracts, so that 10 articles were obtained. In the third stage, researchers conducted the first analysis to see the content of the 10 articles, so that in the end, 4 articles were obtained that did not present the challenges and solutions of experiential learning in elementary science learning. The last stage is the determination of articles that will be analyzed further. Based on the previous process, considering the relevance of content, journal credibility, publication language, 6 articles were obtained that were feasible and relevant to the research objectives.

### 3. Results and Discussion

Experiential learning has been trusted to be one of the methods that can help students to improve their understanding, especially in science learning. According to (Freeman et al., 2014) experiential learning methods can increase knowledge retention by up to 20%. In addition, experiential learning also plays a role in increasing student motivation and involvement in science learning. Through an active, interactive, and fun approach, it is able to build a comfortable learning atmosphere, so that students are enthusiastic and active during the learning process. According to (Fahima & Julianto, 2022) Experiential learning can significantly increase the learning motivation of grade V students on hot materials and their displacement. Other positive impacts are also felt by students and teachers, such as students who are able to solve a problem through exploration activities.

Experiential learning-based learning also supports the development of 21st century skills, which include critical thinking, collaboration, communication, and creativity. Science as a science subject provides ample space to integrate these skills through experimental activities. Students will also carry out activities to analyze information, make decisions, and create innovative solutions. This will help students to develop their critical thinking skills.

In its application, this method still encounters obstacles. Then, what steps should be taken to overcome it? The researcher conducted a literature review by identifying 57 articles that were relevant to the article title. The article was then analyzed and sorted into 10 articles that discussed the application of experiential learning methods in science learning. Based on the application of the PRISMA method, 6 national and international articles have been found that are feasible and in accordance with the research objectives.

The selected articles are articles that are in accordance with the grouping determined by the researcher, with findings in the form of challenges to learning methods based on experience and solutions. The six articles selected were articles that had different challenges and solutions. The selected articles will be analyzed and presented in table 2. The following are the results of the analysis of the six articles that are relevant to the purpose and title of this article:

**Table 2. Challenges and Solutions of Experiential Learning Methods**

Article	Research Methods	Findings	Challenge	Solution
Experiential Learning Model Assisted by Concrete Media Affects Science Knowledge Competency (Suryantini et al., 2021)	Quantitative (Pseudo-experimental design)	This study looks at how the science knowledge competence of grade V students of SD Negeri Gugus IV North Kuta in the 2019/2020 school year is influenced by an experiential learning model with the help of video. The results of the pseudo-experiment method showed that the experimental group using this model obtained a higher average post-test score (80,067) than the control group (72,375). According to statistical analysis, there is a significant difference between the two groups. This shows that this learning model is effective in improving students' science knowledge.	The main challenge identified in this article is that learners have difficulty in building initial knowledge and understanding abstract and complex material, thus impacting their science knowledge competence.	This article recommends teachers to use a video-assisted experiential learning model in improving students' science knowledge competencies.
Model Implementation Experiential Learning in Science Learning (Andriyansyah, 2021)	Qualitative (Descriptive Analysis)	This article examines the use of experiential learning methods in science learning at SDIT Baiturrahman Bekasi and emphasizes how effective these methods are in increasing students' engagement and understanding of difficult material through hands-on experience. Although this method encourages critical thinking, creativity, and active learning, teachers still face obstacles.	This article identifies 3 obstacles, namely 1) Difficulties in adapting experiments that suit students; 2) Limited equipment and materials; 3) Time management.	Based on the obstacles faced, this article offers several solutions, 1) Collaborate with other teachers to get input and ideas, and 2) Collaborate with students to provide affordable materials and equipment for experiments
Application of Experience-Based Learning Model to	Classroom Action	In this study, it was found that the learning outcome test, the average science learning	The challenge found is how experiential learning can help	In the article, it is explained that through the experiential learning

<p>Improve the Learning Outcomes of Grade V Students of SD Muhammadiyah 1 Kupang City (Alokafani et al., 2022)</p>	<p>Research (PTK)</p>	<p>outcome in the first cycle was in the adequate category, which was 66.9%. In addition, the average science learning outcomes in cycle II are in the very good category, which is 80%. In grade V of SD Muhammadiyah 1 Kupang City, it can be concluded that the use of an experiential learning model can improve student learning outcomes in hot subject matter and its transfer for the 2021-2022 school year.</p>	<p>students in improving student learning outcomes.</p>	<p>method, teachers must be required to be more creative and able to collaborate with outside parties or other teachers to come up with creative ideas during the learning process.</p>
--	-----------------------	--	---	---

<p>The use of IPAS Lkpd based on experience-based learning to improve learning outcomes of the influence of style on objects of grade IV elementary school students (Sulasriani et al., 2023)</p>	<p>Classroom Action Research (PTK)</p>	<p>The results of the study showed that student learning outcomes were still low in cycle I; only 15 students managed to achieve KKM with 52% learning completion. However, in cycle II, 25 students managed to achieve KKM with 86% of the learning completeness using IPAS LKPD based on learning experience. It is concluded that student learning outcomes on the subject of the influence of force on objects in grade IV of elementary school can be improved.</p>	<p>The problem found is that students still have difficulties in building their knowledge so that it has an impact on their learning outcomes.</p>	<p>The solution offered by this article is the use of creative media such as LKPD as well as collaboration between teachers and other teachers to find other creative ideas.</p>
---	--	--	--	--

<p>Experiential Learning Model in Science Learning: A Review of the Systematic Literature</p>	<p>Systematic Literature Review (SLR)</p>	<p>In a systematic literature review, Esti Susiloningsih and her colleagues investigated how effective experiential learning models are in improving science education outcomes in primary schools. The</p>	<p>The challenge found in this article is the lack of teacher readiness and limited resources</p>	<p>The recommended solutions are teacher training, creative teaching media development, and collaboration with external parties.</p>
---	---	---	---	--

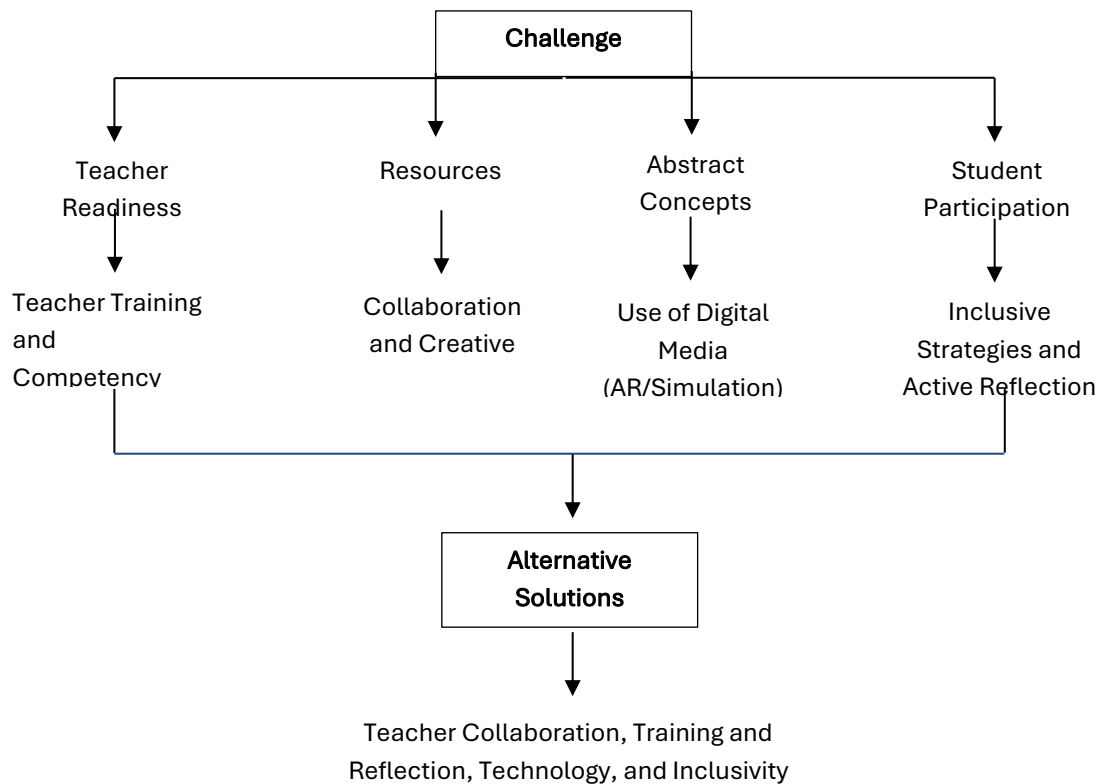
(Susiloningsih et al., 2023)

authors found fifteen studies out of 244 articles published from 2011 to 2023 that showed improvements in learners' learning outcomes, including increased curiosity, motivation, understanding of scientific concepts, and critical thinking skills. These results show that experiential learning enables an engaging and successful education for learners.

<p>The Effectiveness of Experiential Learning Strategies in Achieving Science Subject Competency among Grade V Elementary School Students (Ibrahim &amp; Hindi, 2024)</p>	<p>Descriptive and experimental approaches</p>	<p>From the results of the study, it was found that experiential learning methods have proven to be effective in improving students' understanding and learning outcomes in the field of science, especially at the elementary school level. The application of this model results in higher test scores and increases student motivation and engagement in the learning process</p>	<p>In this article, two main challenges are identified, namely the lack of teachers who use traditional methods and the variation in student responses that are still not good.</p>	<p>The researcher provides solutions in the form of teacher training, integrating metacognitive reflection through student-generated questions as a tool to make students actively engage, and utilizing innovative tools or modern technology to provide a more immersive hands-on experience.</p>
---	--	--	---	---

Based on the six articles that have been selected, it is known that there are various challenges faced in the application of experiential learning methods in elementary school science learning. As explained in table 2, the obstacles that often occur are the lack of teacher readiness, limited resources, and the difficulty of students in building the initial concept of knowledge. This, of course, needs to be responded to with active and effective solutions. As shown in table 2, these six articles have different solutions. However, among these differences, there is a solution that stands out in each finding, namely collaboration between teachers and the development of resources, including human resources to supporting facilities. The researcher represents the synthesis between the challenges and solutions of the six articles in the following diagram 2:

**Diagram 2. Synthesis of Experiential Learning Challenges and Solutions for Science Learning**



From the diagram above, it can be seen that the real solutions found in the articles include several key elements. First, collaboration between teachers to overcome the limitations of ideas and experience. Teachers must be active in discussing, designing, and evaluating learning with peers to find alternative solutions in facing challenges in experiential learning, so that they are relevant and can be applied to students. This collaboration will help teachers in sorting out learning strategies based on experiences that suit the conditions of students and schools, so that limited resources (tools and materials) can be overcome (Andriyansyah & Ningsih, 2022).

Second, human resource development requires training and improvement of teacher competence. Teachers should learn more about experiential learning models and increase creativity in teaching to engage learners and make learning more meaningful (Andriyansyah & Ningsih, 2022). Teachers must also continuously improve their skills in managing classes, leading group discussions, and facilitating students' learning experiences through reflection and evaluation

Third, a great way to help students understand abstract science concepts is to incorporate digital technologies. Augmented Reality (AR) devices such as simulations, animations, videos, and videos can allow students to conduct virtual experiments and collaborate with others without time or space limitations (Astuti et al., 2023). In addition, this technology supports learning that can adapt to the unique needs of learners.

Fourth, to overcome the challenges of student participation, inclusive learning and participation strategies are also important. In addition to improving guidance and supervision, teachers can provide opportunities for each group member to participate and present the results of the discussion by giving awards to active students (Haryanti, A; Suhartono; Salimi, 2019). Therefore, the learning atmosphere not only becomes more interactive and fun, but also improves critical and creative thinking skills.

These findings are in line with the stages of experiential learning theory (Kolb, 1984), which include: 1) Concrete Experience (students experience direct learning); 2) Reflective Observation (students reflect on their experiences); 3) Abstract Conceptualization (students understand concepts based on reflection); and 4) Active Experimentation (students apply concepts into new contexts).

Experiential learning not only plays a role in improving students' cognitive understanding but should also encourage students' critical thinking skills and creativity. The practical implications of this study are the need for technology integration to help understand abstract materials, teacher training, and cross-party collaboration from teachers, schools, and expert practitioners to share knowledge related to the development of experiential learning. With the application of these things, experiential learning can be optimized as a method of science learning innovation in elementary schools that not only improves students' understanding but also fosters interest and motivation to learn science in students.

### 3.1 Conclusion

In science learning in elementary schools, a literature review shows that experiential learning has been shown to be effective in improving students' understanding of concepts, their motivation to learn, and their critical thinking skills. This method allows for meaningful hands-on experience, which has the ability to bridge the gap between practice and theory. However, this method still faces major challenges, such as lack of facilities, unprepared teachers, and lack of cooperation. Effective solutions include continuous teacher training, collaboration between teachers, the use of digital technologies and creative media, and the empowerment of learning environments that support exploration. Therefore, for the implementation of experiential learning to be successful and sustainable, educational institutions and stakeholders must support policies. More research is needed to look at the use of this technique in a broader and long-term context.

The use of technologies that allow students to interact with virtual experiments in an immersive and interactive way, such as Augmented Reality (AR) applications and web-based science simulations, are highly recommended as learning aids. The use of these tools can enhance the learning process and make complex scientific concepts more understandable and enjoyable for students. Therefore, for the implementation of experiential learning to be successful and sustainable, educational institutions and stakeholders must support the policy.

It is recommended to conduct more concrete field experiments in future research to investigate the long-term impact of using experiential learning strategies, especially those that utilize digital technology, on primary school students' science learning outcomes. This research can provide more in-depth empirical evidence on the effectiveness of such learning strategies, which can also help in the formulation of more focused educational policies.

### Author Contributions

This article is the result of collaboration between students and lecturers. Nova Anisha Rahmadini as a student played a role in all stages of the research, starting from problem formulation, data collection and analysis, outline preparation, to article writing. Dr. Candra Utama, M.Pd as a supervisor also played a role as a reviewer to provide direction, methodological guidance, review, and revision to comply with the standards of scientific article writing.

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

### Funding

No funding support was received.

### Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

### References

- Ainy, A., Anshari, I., Rulviana, V., & Triastuti, A. (2025). *Upaya Meningkatkan Hasil Belajar Siswa Kelas III SDN Uteran 01 melalui Penerapan Experiential Learning pada Mata Pelajaran IPA Materi Hewan di Sekitar Kita*. 02(03), 247–258.
- Alokafani, Y., Muhsam, J., & Arifin. (2022). Penerapan Model Pembelajaran Experiential Learning Untuk Meningkatkan Hasil Belajar Peserta Didik Kelas V Sd Muhammadiyah 1 Kota Kupang. *Jurnal Pendidikan Dasar Flobamorata*, 3(2), 308–313. <https://doi.org/10.51494/jpdf.v3i2.780>

- Andriyansyah. (2021). PENERAPAN MODEL EXPERIENTIAL LEARNING PADA PEMBELAJARAN IPA. *El-Banar: Jurnal Pendidikan Dan Pengajaran*, 4, 1–23.
- Andriyansyah, A., & Ningsih, P. N. (2022). Penerapan Model Experiential Learning Pada Pembelajaran Ipa. *El Banar : Jurnal Pendidikan Dan Pengajaran*, 4(2), 71–78. <https://doi.org/10.54125/elbanar.v4i2.89>
- Asiva Noor Rachmayani. (2015). PENERAPAN PEMBELAJARAN EXPERIENTIAL LEARNING UNTUK MENINGKATKAN KUALITAS PEMBELAJARAN IPA KELAS V SEKOLAH DASAR. 6.
- Astuti, I. A. D., Nursatyo, K. I., Hanafi, I., & ... (2023). Penggunaan Teknologi Digital dalam Pembelajaran IPA: Study Literature Review. ... *Physics: Journal of ...*, 5(1), 34–43. <https://www.journal.unindra.ac.id/index.php/jpeu/article/view/1859>
- Bila, S. S., Fitriani, A. D., & Buhori, A. (2024). PEDADIDAKTIKA : JURNAL ILMIAH PENDIDIKAN GURU SEKOLAH DASAR Pengaruh Model Experiential Learning pada Hasil Belajar IPA Siswa Kelas V Sekolah Dasar Model Experiential Learning melibatkan siklus empat tahap : pengalaman konkret. 11(3), 503–512.
- Darmayoga, I. W. (2023). Penerapan Metode Pembelajaran Experiential Learning Berbantuan Media Audiovisual Untuk Meningkatkan Hasil Belajar Siswa. *Edukasi: Jurnal Pendidikan Dasar*, 4(1), 1. <https://doi.org/10.55115/edukasi.v4i1.3019>
- Dinelti Fitria, Jamaris, & Sufyarma. (2021). Implementation Of Constructivism Learning Theory In Science. *International Journal Of Humanities Education and Social Sciences (IJHESS)*, 1(3), 228–235. <https://doi.org/10.55227/ijhess.v1i3.71>
- Efendi, N., & Putri, L. (2022). Studi Literature Kesulitan Siswa pada Pembelajaran IPA Sekolah Dasar. *Jurnal Pendidikan Dan Konseling*, 4(6), 13084–13089.
- Fahima, I. I., & Julianto. (2022). Pengaruh Experiential Learning untuk Meningkatkan Motivasi dan Hasil Belajar IPA Peserta Didik Kelas V Tema Panas dan Perpindahannya. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 10(2), 448–450.
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences of the United States of America*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>
- Gunadi, G., Prasetyo, T., Kurniasari, D., & Muhdiyati, I. (2023). Peningkatan Keterampilan Menulis Puisi Bebas dengan Metode Experiential Learning pada Siswa Sekolah Dasar. *Jurnal Studi Guru Dan Pembelajaran*, 6(1), 35–43. <https://doi.org/10.30605/jsgp.6.1.2023.2351>
- Hariri, C. A., & Yayuk, E. (2018). The Application of Experiential Learning Model to Increase Students' Comprehension in the Subject Material of Light and Its Properties. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 8(1), 1–15. <https://doi.org/10.24246/j.js.2018.v8.i1.p1-15>
- Haryanti, A; Suhartono; Salimi, M. (2019). PENERAPAN MODEL EXPERIENTIAL LEARNING UNTUK MENINGKATKAN HASIL BELAJAR IPA TEMA PANAS DAN PERPINDAHANNYA DI SEKOLAH DASAR. 14(1), 1–23. <https://doi.org/10.29303/jpm.v14.i1.1046>
- Hilman, I., & Yusup, M. (2017). Pengaruh Penerapan Pembelajaran Eksperiential Learning Pada Pembelajaran IPA. *Jurnal Manajemen Pendidikan Islam*. <http://www.ejurnal-stitpringsewu.ac.id>
- Ibrahim, H. A. K., & Hindi, F. A. M. (2024). The Effectiveness of Experiential Learning Strategy in Achieving Science Subject Competence Among Fifth Grade Elementary School Students. *Evolutionary Studies in Imaginative Culture*, 8(2 S2), 250–261. <https://doi.org/10.70082/esiculture.vi.1039>
- Imro'ah, H. (2022). Upaya Peningkatan Pemahaman Konsep Rangkaian Listrik Sederhana dengan Model Pembelajaran Experiential Learning di Kelas VI SDN Plosokerep 2 Kota Blitar. *IJoIS: Indonesian Journal of Islamic Studies*, 3(2), 191–204. <https://doi.org/10.59525/ijois.v3i2.121>
- Kolb, D. A. (1984). *Experiential Learning: Experience as The Source of Learning and Development*. Prentice Hall, Inc., 1984, 20–38. <https://doi.org/10.1016/B978-0-7506-7223-8.50017-4>
- Nengsih, S., & Haryanti, Y. D. (2024). Systematic Literature Review: Media Berbasis Digital Pada Pembelajaran Ipa Di Sekolah Dasar. *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan*, 5(2), 58–67. <https://doi.org/10.31949/madinasika.v5i2.7811>
- Nurdiah, R. F., Budiyanto, M., & Alima, S. A. (2024). Pembelajaran Aktif: Implementasi Pendekatan Experiential Learning Pada Pembelajaran IPA untuk Meningkatkan Hasil Belajar: Implementasi Pendekatan Experiential Learning Pada Pembelajaran IPA untuk Meningkatkan Hasil Belajar Siswa Materi Unsur Senyawa Campu. *PENDIPA Journal of Science Education*, 8(2), 164–170.
- Safitri, D. N. I. L., & Setiyawati, E. (2023). The Effect of the Problem-Based Learning Model on Student Activeness in Science Learning. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(3), 1122–1135. <https://doi.org/10.51276/edu.v4i3.528>
- Sagitarini, N. M. D., Ardana, I. K., & Asri, I. G. A. A. S. (2020). Model Experiential Learning Berbantuan Media Konkret Berpengaruh Terhadap Kompetensi Pengetahuan Ipa. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 4, 315–327.

Sidiq, M. F., Nurmeta, I. K., & Maula, L. H. (2023). Model Experiential Learning Dalam Meningkatkan Pemahaman Literasi Finansial Siswa Sekolah Dasar. *Jurnal Educatio FKIP UNMA*, 9(4), 1631–1637.

<https://doi.org/10.31949/educatio.v9i4.5482>

Sulasriani, D., Samawi, A., Sunarti, L., & Laksanawati, E. (2023). Penggunaan Lkpd Ipas Berbasis Experiential Learning Untuk Meningkatkan Hasil Belajar Materi Pengaruh Gaya Terhadap Benda Peserta Didik Kelas Iv Sd. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 8(1), 5077–5092. <https://doi.org/10.23969/jp.v8i1.8419>

Suryantini, N. L. I., Ardana, I. K., & Sri Asri, I. G. A. A. (2021). Model Experiential Learning Berbantuan Video Berpengaruh Terhadap Kompetensi Pengetahuan IPA. *Jurnal Media Dan Teknologi Pendidikan*, 1(1), 22–29. <https://doi.org/10.23887/jmt.v1i1.35488>

Susiloningsih, E., Sumantri, M. S., & Marini, A. (2023). Experiential Learning Model in Science Learning: Systematic Literature Review. *Jurnal Penelitian Pendidikan IPA*, 9(9), 550–557. <https://doi.org/10.29303/jppipa.v9i9.4452>