ABSTRAK

Aini,Qurrotul. 2018 Upaya Meningkatkan Hasil Belajar Siswa Kelas V Pada Mata Pelajaran IPA Di SD Islam Tarbiyah Dengan Model Pembelajaran *Mind Mapping* Tahun Pelajaran 2018/2019. Skripsi, Program Studi PGSD, FKIP Universitas Panca Marga Probolinggo. Pembimbing : (I) Lutfi Arya Wardana.,S.Pd.,M.Pd., Pembimbing (II) Didit Yulian K., S.Pd., M.Pd.

Kata Kunci: Pembelajaran IPA, hasil belajar, dan *Mind Mapping*

Materi IPA yang relative banyak menuntut siswa untuk mengingat materi sedangkan selama ini guru hanya menggunakan model konvensional seperti ceramah, Tanya jawab, dan diskusi sehingga siswa kurang memahami materi yang telah disampaikan. Oleh karena itu, perlu adanya inovasi penggunaan model pembelajaran yang dapat melibatkan siswa secara aktif dalam pembelajaran. Model pembelajaran *mind maaping* dapat dijadikan alternatif dalam pemebelajaran IPA. Karena model pembelajaran *mind mapping* memungkin siswa untuk mengingat materi yang banyak dengan cara yang menyenangkan. Tujuan peneliti ini yaitu untuk mengkaji keefektifan penerapan model pembelajaran *mind mapping* terhadap hasil belajar IPA materi tumbuhan hijau dan penyesuaian makhluk hidup dengan lingkungannya pada siswa kelas V SD Islam Tarbiyah.

Penelitian ini merupakan penelitian tindakan kelas (PTK) model kurt lewin yang prosedur pelaksanaannya meliputi perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas V SD Islam Tarbiyah Kecamatan Gending Kabupaten Probolinggo, dengan jumlah siswa 22 yang terdiri dari 10 laki-laki dab 12 perempuan. Instrument penelitian yang digunakan adalah lembar observasi. Teknik pengumpulan data berupa observasi, tes, dan dokumentasi. Teknik analisis data yang digunakan adalah data hasil belajar.

Hasil penelitian menunjukkan bahwa penggunaan model pembelajaran *mind mapping* dapat meningkatkan hasil belajar siswa pada mata pelajaran IPA peningkatan setiap aspek hasil belajar siswa dapat dilihat dari pratindakan ,siklus I dan siklus II. Pada pratindakan nilai kognitif siswa yang mencapai KKM 70 terdapat 15 siswa (68,18%) yang mencapai KKM pada siklus 1 siswa yang mencapai KKM terdapat 16 siswa (72,72.%) dan 6 siswa belum tuntas (27,27%) dan pada siklus ke 2 juga mengalami peningkatan yaitu terdapat 17 siswa (82,63%) yang mendapat nilai tuntas dan 5 siswa (22,72%) yang blum tuntas. Hasil belajar ranah afektif, pada pratindakan terdapat 16 (72,72%) siswa yang mendapat nilai tuntas, 6 (27,27%) siswa masih belum tuntas. Pada siklus 1 yaitu terdapat 17 siswa (77,27%) mendapat nilai tuntas dan 5 siswa (22,72%) mendapat belum tuntas. Dari siklus 1 ke siklus ke 2 juga mengalami peningkatan yaitu 18 siswa (81,81%) mendapat nilai tuntas dan 4 siswa (18,18%) mendapat nilai belum tuntas pada kegiatan afektif.Sedangkan pada psikomotor, pada pratindakan terdapat 16 siswa (72,72%) mendapat nilai tuntas dan 6 siswa

(27,27%) mendapat nilai belum tuntas, dan mengalami peningkatan pada siklus 1 yaitu terdapat 17 siswa (77,27%) mendapat nilai tuntas, dan dan 5 siswa (22,72%) mendapat nilai belum tuntas. Dari siklus 1 ke siklus 2 juga mengalami peningkatan skor psikomotor yaitu terdapat 18 siswa (81,81%) mendapat nilai tuntas dan 4 siswa (18,18%) mendapat nilai belum tuntas.

Berdasarkan hasil penelitian pada siklus I dan siklus II yang dilakukan oleh peneliti menggunkan model pembelajran *mind mapping* pada mata pelajaran IPA, sangat sesuai dengan apa yang diingikan oleh peneliti sehingga peneliti ini dikatakan sukses dan berhasil. Kesusksessan dan keberhasilan dari peneliti ini dapat dilihat dari hasil yang dicapai melebihi nilai minimum ketuntasan dalam proses belajar mengajar. Terbukti pada siklus II, 88% siswa tuntas dalam pembelajaran tersebut.

ABSTRACT

Aini, Qurrotul.2018 Efforts to Improve Learning Outcomes of Class V Students in Science Subjects at Tarbiyah Islamic Elementary School with Mind Mapping Learning Model 2018/2019 Academic Year. Thesis, PGSD Study Program, FKIP Panca Marga University Probolinggo. Advisor: (I) Lutfi Arya Wardana., S.Pd., M.Pd., Advisor (II) Didit Yulian K., S.Pd., M.Pd.

Keywords: Science learning, learning outcomes, and Mind Mapping

Science materials that are relatively large require students to remember the material while all this time the teacher only uses conventional models such as lectures, questions and answers, and discussions so that students do not understand the material that has been delivered. Therefore, there needs to be innovation using learning models that can involve students actively in learning. The mind maaping learning model can be used as an alternative in learning science. Because the mind mapping learning model allows students to remember a lot of material in a fun way. The aim of this researcher is to examine the effectiveness of the application of mind mapping learning models to the learning outcomes of science of green plant material and the adjustment of living things to their environment in class V Tarbiyah Islamic elementary school students.

This research is a classroom action research (PTK) model kurt lewin whose implementation procedures include planning, action, observation, and reflection. The subjects of this study were fifth grade students of Tarbiyah Islamic Elementary School in Gending District, Probolinggo District, with 22 students consisting of 10 males and 12 females. The research instrument used was the observation sheet. Data collection techniques in the form of observation, tests, and documentation. The data analysis technique used is data on learning outcomes.

The results showed that the use of mind mapping learning models can improve student learning outcomes in science subjects with an increase in every aspect of student learning outcomes can be seen from pre-action, cycle I and cycle II. In the pre-action cognitive values of students who reached KKM 70 there were 15 students (68.18%) who reached KKM in the first cycle of students who reached KKM there were 16 students (72.72%) and 6 students had not yet completed (27.27%) and in the second cycle also experienced an increase, there were 17 students (82.63%) who received complete grades and 5 students (22.72%) who had not yet completed. Affective learning outcomes, in the pre-action there were 16 (72.72%) students who received complete grades, 6 (27.27%) students were still incomplete. In cycle 1, there were 17 students (77.27%) getting complete grades and 5 students (22.72%) getting incomplete. From cycle 1 to cycle 2 it also experienced an increase of 18 students (81.81%) getting complete grades and 4 students (18.18%) getting incomplete scores on affective activities. While in psychomotor, there were 16 students in pratindakan (72 , 72%) received complete grades and 6 students (27.27%) received incomplete scores, and experienced an increase in cycle 1, namely 17 students (77.27%) received complete grades, and 5 students (22.72%)) get value not yet completed. From cycle 1 to cycle 2 also experienced an increase in psychomotor scores, namely

there were 18 students (81.81%) got complete grades and 4 students (18.18%) got incomplete scores.

Based on the results of research in the first cycle and second cycle conducted by researchers using the mind mapping learning model in science subjects, it is very in accordance with what is desired by researchers so that the researcher is said to be successful and successful. Kesusksessan and success of this researcher can be seen from the results achieved exceeding the minimum value of completeness in the teaching and learning process. Evidently in the second cycle, 88% of students completed the learning.