

ABSTRAK

RAHMAWATI. 2021. *Pengaruh Metode Mind Mapping Berbasis Online Dalam Pembelajaran IPA Konsep Terhadap Motivasi dan Hasil Belajar Pada Siswa Kelas IV SD Negeri Mangasa Makassar*. Dibimbing oleh Muhiddin dan Syarifuddin Kune.

Penelitian ini bertujuan untuk mengetahui pengaruh metode *Mind Mapping* terhadap motivasi belajar dan hasil belajar siswa kelas IV SD Negeri Mangasa Makassar. Penelitian ini dilaksanakan di SD Negeri Mangasa Makassar pada tahun ajaran 2020/2021. Populasi dalam penelitian ini adalah seluruh siswa Kelas IV SD Negeri Mangasa Makassar yang terbagi dalam dua kelas yaitu kelas IV A dan IV B. Pengambilan sampel menggunakan teknik sampel jenuh. Sampel terdiri dua kelompok yaitu kelompok eksperimen dan kelompok kontrol. Penentuan kelompok eksperimen dan kelompok kontrol dilakukan secara acak dengan cara undian sehingga terpilih kelas IV B sebagai kelompok eksperimen dan kelas IV A sebagai kelompok kontrol. Analisis data dilakukan secara deskriptif dan inferensial. Secara deskriptif diperoleh: (1). Rata-rata motivasi belajar siswa kelas eksperimen lebih tinggi dibandingkan motivasi belajar siswa kelas kontrol yaitu sebesar 80.15 dan berada pada kategori Tinggi sebesar 19% dan kategori Sedang sebesar 91% menunjukkan pembelajaran dengan metode *Mind Mapping* berpengaruh terhadap motivasi belajar siswa. (2) Hasil belajar *Pretest* ke *Posttest* siswa kelas eksperimen mengalami peningkatan yang lebih baik dibandingkan peningkatan hasil belajar *Pretest-Posttest* kelas kontrol dimana rata-rata hasil belajar *Pretest* kelas eksperimen sebesar 65.55 mengalami peningkatan pada hasil belajar *Posttest* dengan rata-rata sebesar 84.16 menunjukkan pembelajaran dengan metode *Mind Mapping* berpengaruh terhadap hasil belajar IPA siswa (3) Hasil analisis inferensial menunjukkan nilai signifikan hasil uji hipotesis lebih kecil dibandingkan nilai taraf signifikan α 0.05 sehingga H_0 diterima dan H_1 ditolak. Dimana Uji-T hipotesis pertama menunjukkan nilai signifikan $0,000 < \alpha$ 0.05 hal ini berarti bahwa pembelajaran dengan metode *Mind Mapping* berpengaruh terhadap motivasi belajar siswa. Hasil Uji-T hipotesis kedua menunjukkan nilai signifikan $0,000 < \alpha$ 0.05 sehingga dikatakan bahwa pembelajaran dengan metode *Mind Mapping* berpengaruh terhadap hasil belajar IPA Siswa. Uji hipotesis ketiga menggunakan *MANCOVA* diperoleh nilai signifikan $0,000 < \alpha$ 0.05 sehingga dapat disimpulkan bahwa metode *Mind Mapping* memiliki pengaruh terhadap motivasi belajar dan hasil belajar siswa kelas IV SD Negeri Mangasa Makassar

Kata Kunci : Peta Konsep, Konsep Gaya, Motivasi Belajar, Hasil Belajar

ABSTRACT

Rahmawati, 2021. The Influence of Online-Based Mind Mapping Methods in IPA Learning Of Style Concepts On Motivation and Learning Outcomes in Students of Grade IV Of Mangasa Makassar State Elementary School. Supervised by Muhiddin and Syarifuddin Kune.

This research aims to find out the spiriting of *Mind Mapping* methods on learning motivation and learning outcomes of students of grade IV Mangasa Makassar State Elementary School. This research was conducted at Mangasa Makassar State Elementary School in the 2020/2021 school year. The population in this study is all students of Class IV Mangasa Makassar State Elementary School which is divided into two classes, namely class IV A and IV B. Sampling using saturated sample techniques. The sample consisted of two groups: the experimental group and the control group. The determination of the experimental group and the control group were randomized so that it was selected class IV B as the experimental group and class IV A as the control group. Data analysis was done descriptively and inferentially. Descriptively obtained: (1). The average learning motivation of experimental class students was higher than the learning motivation of control class students which 80.15 and it was at the High category of 19% and the Medium category by 91% that showed learning with *mind mapping* methods affected student learning motivation. (2) The *Pretest* learning outcomes compared to *Posttest* experimental class students improved better than the improvement in *pretest-posttest* learning outcomes of control classes where the average *pretest* learning outcome of experimental classes of 65.55 increased in *Posttest* learning outcomes with an average of 84.16 which showed learning with *mind mapping methods*. The results of the inferential analysis showed the significant value of the hypothesis test results was smaller than the significant level value of α 0.05 so that H_0 was accepted and H_1 was rejected. Where the first T-test hypothesis showed significant value of $0.000 < \alpha$ 0.05 this concluded that learning by *mind mapping* methods had an effect on students' learning motivation. The results of the second hypothesis T-Test showed a significant value of $0.000 < \alpha$ 0.05 so it was said that learning by *the Mind Mapping* method affected the student's nature sciences learning outcomes. The third hypothesis test using MANCOVA obtained a significant value of $0.000 < \alpha$ 0.05 so that it can be concluded that the *Mind Mapping* method influenced the learning motivation and learning outcomes of students of grade IV Mangasa Makassar State Elementary School.

Keywords: *Mind Mapping, Style Concepts, Learning Motivation, Learning Outcomes*



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