

**PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *JIGSAW*
BERBANTUAN *MIND MAPPING* MENINGKATKAN MINAT DAN
HASIL BELAJAR BIOLOGI SISWA DI SMA NEGERI 2 BANJAR**

Oleh

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui (1) Model Pembelajaran Kooperatif Tipe *Jigsaw* Berbantuan *Mind mapping* meningkatkan minat belajar (2) Model Pembelajaran Kooperatif Tipe *Jigsaw* Berbantuan *Mind mapping* meningkatkan hasil belajar biologi siswa di SMA Negeri 2 Banjar. Jenis penelitian ini adalah experimental semu dengan desain *Non-equivalent pretest posttest control group*. Populasi penelitian ini adalah kelas XI MIPA 1 dan 2 yang berjumlah 68 orang yang diambil dengan teknik random sampling. Data diambil menggunakan metode tes berupa tes pilihan ganda hasil belajar biologi dan non tes berupa kuesioner minat belajar siswa. Data yang diperoleh dianalisis menggunakan uji deskriptif dalam pengujian hipotesis minat belajar di analisis menggunakan uji *Mann-Whitney* dan hasil belajar dianalisis menggunakan uji *t independent sample* dengan taraf signifikansi 5%. Hasil yang diperoleh menunjukkan bahwa (1) Model Pembelajaran Kooperatif Tipe *Jigsaw* Berbantuan *Mind mapping* dapat meningkatkan minat belajar siswa pada kategori sedang dengan N-Gain sebesar 0,64 (2) Model Pembelajaran Kooperatif Tipe *Jigsaw* Berbantuan *Mind mapping* dapat meningkatkan hasil belajar biologi siswa dengan persentase peningkatan sebesar 76,12%. Dengan hal tersebut maka dapat disimpulkan bahwa penerapan model pembelajaran kooperatif tipe *jigsaw* berbantuan *mind mapping* dapat meningkatkan minat belajar siswa sebesar 47,04% dan hasil belajar biologi siswa sebesar 76,12%.

Kata Kunci: Model Pembelajaran Kooperatif Tipe *Jigsaw*, *Mind mapping*, Minat belajar, Hasil Belajar Biologi.

**APPLICATION OF *JIGSAW* TYPE OF COOPERATIVE LEARNING
MODEL ASSISTED WITH *MIND MAPPING* INCREASE STUDENTS'
INTEREST AND LEARNING OUTCOMES IN BIOLOGY IN SMA
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ABSTRACT

The purpose of this study was to find out (1) the Jigsaw Cooperative Learning Model assisted by Mind mapping increased interest in learning (2) The Mind mapping-assisted Cooperative Learning Model improved the biology learning outcomes of students at SMA Negeri 2 Banjar. This type of research is a quasi-experimental design with non-equivalent pretest posttest control group. The population of this study were students of class XI MIPA 1 and 2 totaling 68 people who were taken by random sampling technique. Data retrieval using a test method in the form of multiple choice tests for biology learning outcomes and non-test in the form of student learning interest questionnaires. The data obtained were analyzed using a descriptive test in testing the hypothesis of interest in learning which was analyzed using the Mann-Whitney test and learning outcomes were analyzed using an independent sample t test with a significance level of 5%. The results obtained indicate that (1) the Jigsaw Cooperative Learning Model Assisted by Mind mapping can increase student interest in learning in the medium category with an N-Gain of 0.64 (2) The Jigsaw Cooperative Learning Model Assisted by Mind mapping can improve student biology learning outcomes by percentage increase of 76.12. With this, it can be concluded that the application of the jigsaw type cooperative learning model with the aid of mind mapping can increase students' interest and learning outcomes in biology.

Keywords: *Jigsaw Type Cooperative Learning Model, Mind mapping, Interest in Learning, Biology Learning Outcomes.*