PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING BERBANTUAN MIND MAPPING* TERHADAP HASIL BELAJAR IPA KELAS V GUGUS IX KECAMATAN BULELENG TAHUN AJARAN 2022/2023

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ABSTRAK

Penelitian yang dilaksanakan bertujuan untuk mengetahui pengaruh yang signifikan model pembelajaran *Problem Based Learning* (PBL) berbantuan *Mind Mapping* terhadap hasil belajar IPA siswa kela V di Gugus IX kecamatan Buleleng. Jenis penelitian yang dilaksanakan merupaka penelitian, eksperimen semu dengan rancangan penelitian *post-test only design.* Populasi penelitian ini adalah seluruh siswa kelas V di gugus IX kecamatan Buleleng. Sampel penelitian ini adalah siswa dari SD Negeri 1 Alasangker sebagai kelas eksperimen yang berjumlah 23 orang sedangkan untuk kelas kontrol dari SD Negeri 3 Alasangker dengan jumlah 22 siswa. Data hasil belajar IPA dikumpulkan menggunakan instrumen tes berbentuk soal Objektif. Selanjutnya, dianalisis menggunakan teknik analisis statistik deskriptif dan inferensial (Uji-t). Berdasarkan perhitungan Uji-t diperoleh t-hitung sebesar 11.067 lebih besar dari t-tabel yaitu 2,017 yang diuji pada taraf signifikansi 5% dan dk = 43 . Hal ini berarti, terdapat perbedaan yang signifikan hasil belajar IPA antara kelompok eksperimen dan kontrol. Selain itu, berdasarkan analisi deskriptif diperoleh skor rata-rata kelompok eksperiman lebih besar dari skor rata-rata kelompok kontol, yaitu 79,4 > 65,6. Jadi, dapat disimpulkan bahwa, terdapat pengaruh yang signifikan model pembelajaran *Problem Based Learning* berbantuan *mind map* terhadap hasil belajar IPA siswa kelas V di gugus IX kecamatan Buleleng tahun ajaran 2022/2023. Dari penelitian ini diharapkan sekolah-sekolah mampu menerapkan lebih banyak lagi metode-metode pembelajaran yang inovatif seperti menggunakan model *Problem Based Learning* berbantuan *Mind Mapping.*

Kata-kata kunci: *Problem Based Learning, Mind Mapping*, IPA

ABSTRACT

The research carried out aims to determine the significant effect of the Mind Mapping-assisted Problem Based Learning (PBL) learning model on the science learning outcomes of fifth grade students in Cluster IX, Buleleng sub-district. The type of research conducted was quasi-experimental research with a post-test only design. The population of this study were all fifth grade students in cluster IX, Buleleng district. The sample of this research was students from SD Negeri 1 Reasonangker as the experimental class, which consisted of 23 students, while for the control class, SD Negeri 3 Reasonangker consisted of 22 students. Data on science learning outcomes were collected using test instruments in the form of objective questions. Furthermore, it was analyzed using descriptive and inferential statistical analysis techniques (t-test). Based on the calculation of the t-test, it was obtained that the t-count was 11,067 which was greater than the t-table, namely 2.017 which was tested at a significance level of 5% and dk = 43. This means that there are significant differences in science learning outcomes between the experimental and control groups. In addition, based on the descriptive analysis, the average score of the experimental group was greater than the average score of the control group, namely 79.4 > 65.6. So, it can be concluded that there is a significant influence of the mind map-assisted Problem Based Learning learning model on the science learning outcomes of fifth grade students in cluster IX, Buleleng sub-district, in the 2022/2023 academic year. From this research it is hoped that schools will be able to apply more innovative learning methods such as using the Problem Based Learning model assisted by Mind Mapping.

Key words: Problem Based Learning, Mind Mapping, Science