

PENGARUH PENERAPAN MODEL PEMBELAJARAN *GROUP DISCOVERY LEARNING (GDL)* BERBANTUAN *MIND MAP* DAN MODEL PEMBELAJARAN *DIRECT INSTRUCTION* TERHADAP HASIL BELAJAR BIOLOGI SISWA DI SMAN 1 SAWAN

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ABSTRAK

Sistem pembelajaran pada dasarnya merupakan cara-cara untuk mencapai tujuan pembelajaran yaitu tercapainya hasil belajar secara maksimal oleh siswa dalam kegiatan belajar. Guru bukan hanya sekedar penyampai materi saja, tetapi lebih dari itu guru dapat dikatakan sebagai sentral pembelajaran siswa. Berdasarkan studi pendahuluan yang dilakukan di SMA N 1 Sawan ada beberapa kendala yang ditemukan di lapangan pada saat proses belajar mengajar berlangsung yakni hasil belajar biologi siswa kelas XI masih tergolong rendah, dan jika dilihat dari hasil ulangan harian terkhusus pada pelajaran biologi didapatkan masih banyak siswa berada di bawah rata-rata, atau tidak memenuhi standar dibawah KKM (Kriteria Ketuntasan Minimal). Jenis penelitian yang dilakukan adalah eksperimental semu (*quasi experimental*) dengan *rancangan randomized pre and post test control group design*. Hasil penelitian ini menunjukkan nilai rata-rata pada kelompok kelas yang dibelajarkan menggunakan model pembelajaran *Group Discovery Learning* berbantuan dengan *Mind Map* yaitu 81,20, sedangkan nilai rata-rata pada kelompok kelas yang dibelajarkan dengan model pembelajaran *Direct Instruction* yaitu 61,60. Berdasarkan hal tersebut dapat disimpulkan 1. Terdapat perbedaan yang signifikan pada hasil belajar biologi antara kelompok siswa yang dibelajarkan dengan model pembelajaran *Group Discovery Learning* berbantuan *Mind Map* dan model pembelajaran *Direct Instruction* pada siswa kelas XI SMA Negeri 1. 2. Pada hasil uji *N-Gain* terhadap hasil belajar siswa yang dibelajarkan dengan model pembelajaran *Group Discovery Learning* berbantuan *Mind Map* sebesar 0,7116 termasuk kedalam kategori tinggi, sedangkan hasil data analisis pada kelas kontrol yakni kelas yang dibelajarkan dengan model *Direct Instruction* mendapatkan nilai *n-gain* sebesar 0,4396 termasuk kedalam kategori sedang yang digunakan untuk proses belajar mengajar di kelas.

Kata-kata kunci: *Group Discovery Learning*; Peta Pikiran; *Direct Instruction*; Hasil Belajar

**THE EFFECT OF THE IMPLEMENTATION OF *GROUP DISCOVERY*
LEARNING (GDL) ASSISTED *MIND MAP* LEARNING MODELS AND *DIRECT*
INSTRUCTION LEARNING MODELS ON STUDENTS 'BIOLOGY LEARNING
OUTCOMES IN SMAN 1 SAWAN**

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ABSTRACT

Learning systems are basically ways to achieve learning objectives, namely the achievement of maximum learning outcomes by students in learning activities. Teachers are not just delivering the material, but more than that the teacher can be said to be the center of student learning. Based on preliminary studies conducted at SMA S 1 Sawan, there are several obstacles found in the field during the teaching and learning process that is the learning outcomes of class XI students biology classified as low, and when viewed from the results of daily tests specifically in biology, there are still many students who are below the average, or do not meet the standards under the KKM (Minimum completeness criteria). Method: This type of research is quasi-experimental with a randomized pre and post test control group design. Results: The average score in the class group taught using the Group Discovery Learning model assisted with the Mind Map is 81.20, and the average value in the class group taught using the Direct Instruction learning model is 61.60. Conclusion: The study can be concluded 1. There is a better difference in the learning outcomes of biology material excretion system in humans between groups of students who are taught with the Mind Discovery Group learning model assisted with Mind Map and Direct Instruction learning models in class XI students of SMA Negeri 1 Sawan This can be seen from the achievement of the average value of 81,20 and is classified as a high category. 2. The results of the N-Gain test on student learning outcomes taught using the Mind Map-assisted Group Discovery Learning learning model of 0.7116 were included in the high interpretation category, while the results of data analysis in the control class, namely the class taught with the Direct Instruction model, obtained an average value (mean) of 0.4396 included in the medium interpretation category used for the teaching and learning process in class.

Keywords: *Discovery Learning Group; Mind Map; Direct Instruction; Learning outcomes;*