ABSTRAK

Widiani, Ni Nyoman (2024), *Pengaruh Metode Peta Konsep Berbantuan Multimedia Terhadap Keterampilan Menulis Cerpen dan Kreativitas Siswa Kelas X di SMAN 1 Selat.* Tesis. Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata kunci: *peta konsep, multimedi, keterampilan menulis cerpen, kreativitas*

Penelitian eksperimen ini bertujuan untuk mengetahui apakah terdapat: a) perbedaan keterampilan menulis cerpen dan kreativitas siswa secara bersama-sama antara siswa yang belajar dengan metode peta konsep berbantuan multimedia, metode peta konsep dan metode pembelajaran konvensional, b) perbedaan keterampilan menulis cerpen antara siswa yang belajar dengan metode peta konsep berbantuan multimedia, metode peta konsep dan metode pembelajaran konvensional dan c) perbedaan keterampilan kreativitas secara bersama-sama antara siswa yang belajar dengan metode peta konsep berbantuan multimedia, metode peta konsep dan metode pembelajaran konvensional. Penelitian ini dilakukan di SMAN 1 Selat. Populasi penelitian ini adalah siswa kelas X yang terdiri dari 242 siswa dan tersebar di 7 kelas. Dari populasi tersebut, dipilih 3 kelas sebagai sampel dimana kelas X C diberikan perlakuan metode peta konsep berbantuan multimedia, kelas X D diberikan perlakuan metode peta konsep dan kelas X E diberikan perlakuan metode konvensional. Masing-masing kelas sampel terdiri dari 34 siswa sehingga jumlah total sampel adalah 102 siswa. Setelah sampel dipilih maka diberikan perlakuan selama 6 kali pertemuan. Untuk mengumpulkan data, ada empat instrumen utama yang digunakan, yaitu: rencana pelaksanaan pembelajaran, LKS, tes keterampilan menulis cerpen dan tes kreativitas. Data yang diperloleh selanjutnya dianalisis dengan menggunakan *MANCOVA*. Hasil analisis menunjukan: 1) terdapat perbedaan keterampilan menulis cerpen dan kreativitas siswa secara bersama-sama antara siswa yang belajar dengan metode peta konsep berbantuan multimedia, metode peta konsep dan metode pembelajaran konvensional ($0{,}001 < 0{,}05$), 2) terdapat perbedaan keterampilan menulis antara siswa yang belajar dengan metode peta konsep berbantuan multimedia, metode peta konsep dan metode pembelajaran konvensional ($0{,}012 < 0{,}05$) dan 3) perbedaan kreativitas antara siswa yang belajar dengan metode peta konsep berbantuan multimedia, metode peta konsep dan metode pembelajaran konvensional ($0{,}001 < 0{,}05$). Dengan demikian, dapat disimpulkan bahwa metode peta konsep berbantuan multimedia berpengaruh signifikan terhadap keterampilan menulis cerpen dan kreativitas siswa baik secara simultan maupun parsial. Ini berimplikasi pada didorongnya penerapan metode peta konsep berbantuan multimedia untuk mengembangkan keterampilan menulis cerpen dan kreativitas.

ABSTRACT

Widiani, Ni Nyoman (2024), *The Effect of Concept Mapping Method Combined with Multimedia on Short Story Writing Skill and Creativity of Tenth Graders in SMAN 1 Selat*. Thesis. Education Technology, Post Graduate Program, Ganesha University of Education.

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Keywords: concept mapping, multimedia, short story writing skill, creativity

This experimental research aims at knowing whether or not there is: a) significant difference simultanuously in short story writing skill and creativity between the students taught by using concept mapping method combined with multimedia, concept mapping method and conventional method, b) significant difference in short story writing skill between the students taught by using concept mapping method combined with multimedia, concept mapping method and conventional method, and c) significant difference creativity between the students taught by using concept mapping method combined with multimedia, concept mapping method and conventional method. This research was done in SMAN 1 Selat. The population of this research was tenth graders consisting of 242 students distributed in 7 classes. From the population, three classes were selected to sample in which class XC taught by using concept mapping method combined with multimedia, X D taught by using concept mapping method, and X E taught by using conventional method. Each class consisted of 34 students so totally there were 102 students. Then, the sample were given treatment for 6 times. To collect data, four instruments were needed, namely: lesson plan, students' worksheet, writing short story test and creativity test. The obtained data were analyzed by using MANCOVA formula. This research discovers 1) there is significant difference in students' short story writing skill and creativity simultaniously between the students taught by using concept mapping method combined with multimedia, concept mapping method, and conventional method $(0,001<0,05)$, 2) there is significant difference in students' short story writing skill between the students taught by using concept mapping method combined with multimedia, concept mapping method, and conventional method $(0,012<0,05)$, and 3) there is significant difference in students' creativity simultaniously between the students taught by using concept mapping method combined with multimedia, concept mapping method, and conventional method $(0,001<0,05)$. Therefore, it can be concluded that concept mapping method combined with multimedia affects significantly on students' short story writing skill and creativity both simultanuously and partially. It implies on the push of concept mapping method combained with multimedia to develop students' short story writing skill and creativity.