

**PENGARUH MODEL PEMBELAJARAN *COLLABORATIVE CREATIVITY*
BERBANTUAN *MIND MAPPING* TERHADAP HASIL BELAJAR PADA
PEMBELAJARAN IPAS KELAS V GUGUS II KECAMATAN
KINTAMANI**

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ABSTRAK

Pembelajaran IPAS (Ilmu Pengetahuan Alam dan Sosial) merupakan jalan bagiseseorang dalam mencari pengetahuan melalui pengamatan, eksperimen, dan pemecahan masalah. IPAS di sekolah dasar masih merepresentasikan hasil belajar yang belum optimal. Proses pembelajaran cenderung berpusat pada guru sehingga keterlibatan aktif, kolaborasi, dan kreativitas siswa tidak di titik maksimal. Situasi ini berimbas terhadap rendahnya rapor nilai murid, khususnya pada aspek kognitif, afektif, dan psikomotor. Oleh karenanya, perlunya model pembelajaran inovatif yang mampu mengoptimalkan keterlibatan dan hasil belajar siswa. Model *collaborative creativity* berbantuan *mind mapping* bertujuan mendeskripsikan pengaruh atas hasil belajar IPAS siswa. Kajian ini merupakan penelitian kuantitatif dengan jenis eksperimen semu (*quasi experiment*) dengan desain *non-equivalent post-test only control group design*. Subyek penelitian yakni 51 siswa kelas V di Gugus II Kecamatan Kintamani yang ditetapkan melalui Teknik sampling yang dimanfaatkan yakni *random sampling*. Instrumen kajian ini memanfaatkan tes objektif. Data hasil penelitian dianalisis memanfaatkan statistic deskriptif dan statistic inferensial berbantuan SPSS statistic 25. Hasil analisis merepresentasikan besaran signifikansi senilai $0,000 < 0,05$ maka H_0 ditolak dan H_1 diterima, sehingga disimpulkan bahwasannya ditemukan peningkatan hasil belajar IPAS siswa dengan memanfaatkan model *collaborative creativity* berbantuan *mind mapping* dalam proses pembelajarannya. Implikasi kajian ini merepresentasikan bahwa model *collaborative creativity* berbantuan *mind mapping* bisa difungsikan menjadi pilihan lain pengajaran inovatif terkait pengoptimalan hasil belajar IPAS di sekolah dasar.

Kata Kunci: Pembelajaran, *Collaborative Creativity* Berbantuan *Mind Mapping*, Hasil Belajar, Pembelajaran IPAS

**THE EFFECT OF MIND MAPPING-ASSISTED COLLABORATIVE
CREATIVITY LEARNING MODEL ON LEARNING OUTCOMES IN
SCIENCE LEARNING IN GRADE V GUGUS II, KINTAMANI DISTRICT**

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ABSTRAK

Natural and Social Sciences (IPAS) learning is a way for someone to seek knowledge through observation, experimentation, and problem solving. The learning outcomes of IPS in elementary schools still show suboptimal learning outcomes. The learning process tends to be teacher-centered so that students' active involvement, collaboration, and creativity have not developed optimally. This condition has an impact on low student learning outcomes, especially in the cognitive, affective, and psychomotor aspects. Therefore, an innovative learning model is needed that can improve student engagement and learning outcomes. The collaborative creativity model assisted by mind maps aims to describe the influence of IPS learning outcomes on students. This research is a quantitative study with a quasi-experimental type with a non-equivalent post-test only control group design. The research subjects were 51 fifth-grade students in Cluster II, Kintamani District, selected through random sampling. The sampling technique used was a purpose-based test. The research instrument used was an objective test. The research data were analyzed using descriptive statistics and inferential statistics assisted by SPSS statistics 25. The results showed a significance value of $0.000 < 0.05$, so H_0 was rejected and H_1 was accepted, so it was concluded that there was an growth on students' science learning outcomes by using a collaborative creativity sample assisted by mind maps that relate with education. The implications of this study indicate that the collaborative creativity model assisted by mind maps can be used as an alternative innovative learning model in improving science learning outcomes in elementary schools.

Keywords: Learning, Mind-Mapping-Assisted Collaborative Creativity, Learning Outcomes, Science Learning