

PENGARUH MODEL PEMBELAJARAN *SOMATIC AUDITORY VISUALIZATION INTELLECTUALY* BERBANTUAN PETA PIKIRAN TERHADAP HASIL BELAJAR IPA SISWA SD

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *somatic auditory visualization intellectually* berbantuan peta pikiran terhadap hasil belajar IPA siswa SD. Rancangan penelitian eksperimen yang digunakan untuk penelitian ini adalah pra eksperimental dengan desain *one shot case study*. Populasi penelitian adalah seluruh siswa kelas IV SD Gugus X Kecamatan Buleleng Kabupaten Buleleng Tahun Pelajaran 2019/2020 yang berjumlah 126 siswa. Sedangkan sampel pada penelitian ini yaitu siswa kelas IV di SD N 3 Kaliuntu yang diambil dengan cara undian. Masing-masing kelas IV di tiap sekolah dasar diberi nomor urut. Dari lima sekolah dasar yang terdapat di Gugus X Kecamatan Buleleng Kabupaten Buleleng, dilakukan satu kali pengundian untuk menentukan partisipan. Data hasil belajar IPA siswa dikumpulkan menggunakan tes pilihan ganda. Data yang diperoleh dianalisis dengan statistik inferensial (Uji *T Bruning*). Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan model pembelajaran *somatic auditory visualization intellectually* berbantuan peta pikiran terhadap hasil belajar IPA siswa SD didapat nilai t sebesar 16.968 (nilai signifikansi= 0.000). Berdasarkan temuan tersebut, dapat disimpulkan bahwa terdapat pengaruh yang signifikan model pembelajaran *somatic auditory visualization intellectually* berbantuan peta pikiran terhadap hasil belajar IPA siswa SD.

Kata Kunci: Hasil Belajar IPA, *Somatic Auditory Visualization Intellectually*, Peta Pikiran

THE INFLUENCE OF SOMATIC AUDITORY VISUALIZATION INTELLECTUALLY LEARNING MODEL BASED ON MIND MAPPING ON THE RESULTS OF LEARNING SCIENCES OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aims to determine the effect of the somatic auditory visualization intellectually learning model assisted with mind maps on science learning outcomes of elementary students. The experimental research design used for this study was pre-experimental with one shot case study design. The study population was all students in class IV Elementary School Cluster X Buleleng District Buleleng Regency 2019/2020 that amounts to 126 students, while the samples in this study were IV grade students at Kaliuntu 3 Elementary School taken by lottery. Each IV grade in each elementary school is given a serial number. Of the five elementary schools in the Cluster X of Buleleng District, Buleleng Regency, a draw was made to determine the participants. Data on students science learning outcomes are collected using a multiple choice test. The data obtained were analyzed with inferential statistics (Bruning T Test). The results showed that there was a significant influence on the somatic auditory visualization intellectually learning model assisted with mind maps on sciences learning outcomes of elementary school students obtained a t value of 16,968 (significance value = 0,000). Based on these findings, it can be concluded that there is a significant effect of the somatic auditory visualization intellectually learning model assisted with mind maps on the science learning outcomes of elementary students.

Keywords: science learning outcomes, somatic auditory visualization intellectually, mind mapping.