

MODEL *SELF DIRECTED LEARNING* BERBANTUAN MEDIA *MIND MAPPING* TERHADAP KEMANDIRIAN BELAJAR SISWA PADA PEMBELAJARAN GEOGRAFI DI SMA NEGERI 4 SINGARAJA

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan model Self Directed Learning (SDL) berbantuan Mind Mapping serta pengaruhnya terhadap kemandirian belajar siswa pada pembelajaran geografi di SMA Negeri 4 Singaraja. Hasil penelitian menunjukkan bahwa penerapan model SDL berbantuan Mind Mapping terlaksana dengan sangat baik, yang ditunjukkan oleh skor rata-rata observasi implementasi pembelajaran sebesar 91,74 dengan kategori sangat baik. Selain itu, kemandirian belajar siswa pada kelas eksperimen mengalami peningkatan yang signifikan dibandingkan dengan kelas kontrol. Nilai rata-rata kemandirian belajar siswa pada kelas eksperimen meningkat dari 53,10 menjadi 89,03 dengan persentase peningkatan sebesar 68%, sedangkan pada kelas kontrol hanya meningkat dari 34,10 menjadi 55,60 atau sebesar 22%. Temuan ini menunjukkan bahwa model Self Directed Learning berbantuan Mind Mapping berpengaruh positif dalam meningkatkan kemandirian belajar siswa pada pembelajaran geografi.

Kata-kata kunci: Model SDL, pemetaan pikiran, pembelajaran mandiri, pembelajaran geografi.

***THE EFFECT OF THE SELF-DIRECTED LEARNING MODEL ASSISTED
BY MIND MAPPING MEDIA ON STUDENTS' LEARNING
INDEPENDENCE IN GEOGRAPHY LEARNING AT SMA NEGERI 4
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ABSTRACT

This study aimed to analyze the implementation of the Self-Directed Learning (SDL) model assisted by Mind Mapping and its effect on students' learning independence in geography learning at SMA Negeri 4 Singaraja. The results showed that the implementation of the SDL model assisted by Mind Mapping was carried out very well, as indicated by the average score of learning implementation observation of 91.74, which was categorized as very good. In addition, the learning independence of students in the experimental class increased significantly compared to the control class. The average score of students' learning independence in the experimental class increased from 53.10 to 89.03 with a percentage increase of 68%, while the control class only increased from 34.10 to 55.60 or 22%. These findings indicate that the Self-Directed Learning model assisted by Mind Mapping has a positive effect on improving students' learning independence in geography learning.

Keywords: SDL model, mind mapping, self-directed learning, geography learning.