

**PENGARUH STRATEGI *MIND MAPPING* BERBASIS TANYA JAWAB
TERHADAP HASIL BELAJAR KIMIA SISWA KELAS XI SMAS
LABORATORIUM UNDIKSHA SINGARAJA PADA MATERI
HIDROKARBON**

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan pengaruh strategi pembelajaran *mind mapping* berbasis tanya jawab terhadap hasil belajar kimia siswa dibandingkan dengan strategi pembelajaran *mind mapping* standar, termasuk didalamnya aktivitas belajar siswa pada kedua strategi pembelajaran dan respon siswa yang dibelajarkan dengan menggunakan strategi *mind mapping* berbasis tanya jawab dan *mind mapping* standar. Jenis penelitian ini termasuk ke dalam eksperimen semu (*quasi experiment*) dengan rancangan *nonequivalent pretest/posttest control group design* dengan teknik sampling menggunakan *cluster random sampling* didapatkan 2 kelas sebagai sampel dari populasi seluruh Kelas XI SMAS Laboratorium UNDIKSHA Singaraja Tahun Ajaran 2019/2020. Metode pengumpulan data yang digunakan dalam penelitian ini berupa tes (*pretest-posttest*), observasi, dan angket. Data dari hasil belajar siswa dianalisis menggunakan analisis kovarian (Anakova) dan teknik statistika deskriptif untuk menganalisis data aktivitas belajar dan respon siswa. Hasil yang didapatkan dari penelitian ini menunjukkan (1) terdapat perbedaan hasil belajar pada siswa yang dibelajarkan dengan menggunakan *mind mapping* berbasis tanya jawab dengan siswa yang dibelajarkan dengan *mind mapping* standar. Dilihat dari rata-rata skor *posttest* diketahui siswa yang dibelajarkan dengan *mind mapping* berbasis tanya jawab memiliki rata-rata skor yang lebih tinggi (sebesar 88,70) dibandingkan siswa yang dibelajarkan dengan *mind mapping* standar (sebesar 84,73). (2) Pada aspek aktivitas belajar siswa, pada kelas *mind mapping* berbasis tanya jawab lebih tinggi daripada kelas *mind mapping* standar, dimana pada kategori sikap persentase sangat baik mencapai 86,96% dan baik 13,04% dengan *mind mapping* tanya jawab sedangkan persentase sangat baik 13,64%, baik 72,72%, dan cukup 13,64% dengan *mind mapping* standar. Untuk kategori keterampilan kelas dengan *mind mapping* tanya jawab dengan persentase sangat baik 56,52% dan baik 43,47% yang lebih baik dari kelas *mind mapping* standar dengan sangat baik 13,64%, baik 63,64%, dan cukup 22,72%. (3) Aspek respon siswa terhadap strategi pembelajaran yang diberikan, pada kelas *mind mapping* berbasis tanya jawab lebih positif dengan respon 70% sangat baik dan 30% baik dibandingkan *mind mapping* standar dengan respon sangat baik 57,14%, baik 14,29%, dan cukup 28,57%.

Kata Kunci: hasil belajar, *mind mapping* berbasis tanya jawab, *mind mapping* standar

**THE EFFECT OF MIND MAPPING STRATEGY BASED ON
QUESTIONING AND ANSWERING TO THE RESULT OF CHEMISTRY
LEARNING OUTCOMES ON CLASS XI AT UNDIKSHA PRIVATE
LABORATORIUM HIGH SCHOOL ON HYDROCARBON MATERIALS**

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ABSTARCT

This study aimed to describe and explain the effect of question and answer based mind mapping learning strategy on student's chemistry learning outcomes compared to standard mind mapping learning strategy, included students learning activities on both learning strategies and student responses taught using question and answer based mind mapping strategies and standard mind mapping. This type of research included in quasi-experimental design with nonequivalent pretest/posttest control group design with sampling technique using cluster random sampling, obtained 2 classes as samples from the entire population of Class XI SMAS Laboratorium UNDIKSHA Singaraja Academic Year 2019/2020. Data collection methods used in this study were tests (pretest-posttest), observation, and questionnaire. Data from student learning outcomes were analyzed using analysis of covariance shortened as Anakova and descriptive statistical techniques were for analyzing learning activity data and student's responses. The result of this study showed that (1) there was a significant differences in learning outcomes in students who are taught using question and answer based mind mapping with students who are taught with standard mind mapping. Based on the means of posttest scores known that students who are taught with mind mapping based on question and answer have higher means scores (by 88.70) compared to students who are taught by standard mind mapping (by 84.73). (2) In the aspect of student learning activities, the question and answer based mind mapping class gained higher scores than the standard mind mapping class, where the percentage of attitudes in the category of attitude was very good at 86.96% and good was 13.04% with the question and answer based mind mapping, while the other side percentage was very good 13.64%, good 72.72%, and enough 13.64% with standard mind mapping. Based on skills category, the class question and answer based mind mapping gained higher scores with percentage of very good at 56.52% and 43.47% on good category, better than the standard mind mapping class with very good 13.64%, 63.64% good, and enough at 22,72%. (3) Based on the students' responses to the learning strategies given, in the question and answer based mind mapping was more positive with 70% very good responses and 30% good responses compared to standard mind mapping with very good responses 57.14%, good 14.29%, and enough at 28,57%.

Keywords: standar mind mapping, students learning outcomes, and question-answer based mind mapping