

**PENGARUH PENERAPAN MODEL PEMBELAJARAN MATEMATIKA
CONCEPT ATTAINMENT BERBANTUAN MIND MAPPING TERHADAP
PEMAHAMAN KONSEP MATEMATIKA SISWA KELAS XI MIPA SMA
DWIJENDRA DENPASAR**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *concept attainment* berbantuan *mind mapping* terhadap pemahaman konsep matematika siswa. Jenis penelitian ini adalah eksperimen semu (*quasi experimental*) dengan desain penelitian *Post-Test Only Group Design*. Populasi penelitian ini adalah seluruh kelas XI MIPA SMA Dwijendra Denpasar tahun ajaran 2019/2020 yang berjumlah 190 orang yang tersebar ke dalam 6 kelas. Pengambilan sampel dilakukan dengan menggunakan teknik *cluster random sampling*. Data pemahaman konsep matematika siswa dikumpulkan menggunakan tes pemahaman konsep bentuk uraian. Rata-rata skor pemahaman konsep matematika untuk kelompok eksperimen 1 adalah 20,61, eksperimen 2 adalah 18,34 dan kelompok kontrol adalah 15,59. Data dianalisis menggunakan uji ANAVA Satu Jalur dengan taraf signifikan 5% diperoleh F_{hitung} 23,66 lebih dari F_{tabel} 3,09 sehingga H_0 ditolak dan dilanjutkan dengan Uji *Scheffe*. Hasil pengujian hipotesis menunjukkan kemampuan pemahaman konsep matematika siswa yang memperoleh model pembelajaran *concept attainment* berbantuan *mind mapping* lebih baik daripada siswa yang dibelajarkan model pembelajaran *concept attainment* dan pembelajaran konvensional. Berdasarkan hal ini dapat disimpulkan bahwa model pembelajaran *concept attainment* berbantuan *mind mapping* berpengaruh positif terhadap pemahaman konsep matematika siswa.

Kata Kunci : *Concept Attainment, Mind Mapping, Pemahaman Konsep Matematika*

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ABSTRACT

This purpose of this study is to determine whether there is an effect of the mind mapping concept attainment learning model on students' understanding of mathematical concepts. The type of this research is a quasi-experimental research design with Post-Test Only Group Design. The population of this study were all class XI MIPA SMA Dwijendra Denpasar in the 2019/2020 academic year, totaling 190 people spread into 6 classes. The sampling of this study was done by using cluster random sampling technique. The data were collected by using a test of understanding the concept in the form of description. The mean score for the experimental group 1 was 20.61, experiment 2 was 18.34 and the control group was 15.59. The data were analyzed by using the One Way ANOVA test with a significant level of 5% obtained F count 23.66 more than F_{table} 3.09, so that H_0 was rejected and continued with the Scheffe test. The results of the hypothesis testing show that: 1) the ability to understand mathematical concepts of students who got the mind mapping-assisted concept attainment learning model is better than students who were taught by using the concept attainment learning model and conventional learning; 2) the ability to understand mathematical concepts of students who were taught by using the concept attainment learning model is better than conventional learning models. Based on this result, it can be concluded that the concept attainment learning model assisted by mind mapping has a positive effect on students' understanding of mathematical concepts.

Keywords: *Concept Attainment, Mind Mapping, Understanding Mathematical Concepts*