ABSTRAK

Fatchur, NurisRochman. 2015. *Aplikasi Brain Based Learning (BBL) untukMeningkatkanPemahamanKonsepPadaMateriPembelajaran Virus Siswakelas X ATR 1 Di SMK N 5 JemberTahunAjaran 2014/2015*. Skripsi, JurusanPendidikan MIPA, Program StudiPendidikanBiologiFakultasKeguruan Dan IlmuPendidikanUniversitasMuhammadiyahJember.Pembimbing: (1) NovyEurika, S.Si, M.Pd. Pembimbing: (2) Ir. Arief Noor Akhmadi.,M.P.

Kata Kunci :*Brain Based Learning*, PemahamanKonsep..

Sering di temukan di lapangan saat guru melakukan proses belajar mengajar berjalan secara teoritis tanpa melibatkan siswa secara langsung dalam kegiatan pembelajaran, dengan memberikan masalah yang nyata terhadap materi. Hal ini dapat menyebabkan siswa cenderung pasif dan siswa menjadi kurang antusias dalam belajar. Hal ini juga dapat membuat siswa kurang bisa mengeksplor kemampuan otaknya secara maksimal sehingga dapat menyebabkan penurunan kinerja otak serta akan mempengaruhi pemahaman konsep siswa terhadap materi kurang.

Berdasarkan hasil observasi dan wawancara awal dengan guru bidang biologi di kelas X ATR 1 SMK N 5 Jember di dapatkan permasalahan yaitu pemahaman konsep siswa tentang materi yang di ajarkan masih rendah. Rendahnya pemahaman konsep ini di sebabkan karena guru dalam proses pembelajaran menggunakan model pembelajaran dan metode yang kurang tepat. Hal ini dapat menyebabkan siswa cenderung pasif dan kurang aktif di dalam kelas pada saat proses belajar mengajar berlangsung, pemahaman konsep siswa rata-ratanya 66,82% yang seharusnya ketuntasan yang di tetapkan adalah 80%. Berdasarkan permasalahan tersebut peneliti bertujuan untuk mengetahui aplikasi *Brain Based Learning* (BBL) dapat meningkatkan pemahaman konsep materi pembelajaran virus siswa kelas X ATR 1 di SMK N 5 Jember.

Jenis penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang meliputi 2 siklus tahapan pada setiap siklus terdiri 4 tahap: (1) Perencanaan, (2) Pelaksanaan, (3) Observasi, (4) Refleksi. Pengumpulan data di dapat melalui 3 cara: (1) observasi, (2) wawancara, (3) tes ulangan harian. Jika pada siklus I hasil belajar siswa belum tuntas maka kegiatan pembelajaran dilanjutkan pada siklus II.

Hasil penelitian menunjukan bahwa pada prasiklus di dapatkan hasil 66.82% pada siklus 1 nilai pemahaman konsep siswa pada indikator C1-C6 rata-rata 78,66% di katakana sudah cukup dan di lakukan perbaikan di siklus II di mana rata-rata pemahaman konsep dari indikator C1-C6 awalnya 78,66% meningkat menjadi 88,71 peningkatan mencapai 10,05%. Berdasarkan data di atas aplikasi *Brain Based Learning* (BBL) dapat meningkatkan pemahaman konsep siswa.

ABSTRACT

Fatchur, NurisRochman. 2015. *The Aplication Of Brain Based Learning (BBL) To Improve The Understanding Of The Concept of Learning Material On Virus Grade X ATR 1 in state vocational high school 5 Jember Academic 2014/2015*. Thesis of Educational Sciences, Biologi Education Courses Faculty of Theacher Training and Educational sciences Muhammadiyah University of Jember. Supervisor: (1) NovyEurikaS.SiM.Pd. Supervisor: (2) Ir. Arief Noor Akhmadi, M.P

Keyword : Brain Based Learning, Understanding.

Often found in the field when the teacher doing lessoms running theoretically with out in volving student directly in learning activities, by giving a real problem agains material this can cause the student tend to be passive and student become lessenthusiastic in learning. It can also make student less could free his brain power to maximum so that it can cause adecrease in brain performance and will affect the student's understanding to the materials for less.

Based on the result of observation and initial interviews with teacher in the field of biology class X ATR 1 state vocational high school 5 Jember on get problems namely the understanding of the concept of student on the material taughtis still low. The low understanding of the concept is caused because the teacher in the learning process and the learning method using a model that in less precise. This can cause the student then to be less passive and active in the classroom at the time of the process of teaching and learning takes place, understanding the concept of student average 66.82% which should the set is 80%. Based on the problem research hers aim at to knowAplication*Brain Based Learning* (BBL) can improve the understanding of the concept of learning material on virus teacher grade X ATR 1 in state vocational high school 5 Jember.

This type of research is the research action class covering which includes 2 cycles each cycles consisting of 4 stages: (1) planning, (2) implementation, (3) observation, (4) reflection. The collection of data obtained through three ways : (1) the observation, interview (2), (3) the test repeats daily. If I cycle on student learning result hadn't then learning activities in cycle II. The research showed that pre- cycle in getting the result 66.82%, The cycle I student on understanding value indicator C1-C6 average 78.66% say enough is enough and do repair in cycle II where average understanding of indicator C1-C6 originally 78.66% in crease to 88.71% the in crease reached 10.05%. Based on the above data application *brain based learning* (BBL) can improve the understanding of students.