

## ABSTRAK

Hasanah, Siti. 2016. *Penerapan Teknik Mind Map Sebagai Upaya Meningkatkan Motivasi dan Hasil Belajar Biologi Siswa Kelas VII-B SMP Plus Sunan Drajat Ajung Jember (Pokok Bahasan Ekosistem)*. Skripsi, Jurusan Pendidikan MIPA, Program Studi Pendidikan Biologi Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: (1) Dra. Sawitri Komarayanti, M.S. Pembimbing: (2) Ir. Arief Noor Akhmadi, M.P

Kata Kunci : *Mind Map*, Motivasi, Hasil Belajar Biologi, Ekosistem.

Motivasi belajar sangat penting bagi perkembangan siswa, dari hasil observasi yang dilakukan di SMP Plus Sunan Drajat Ajung Jember motivasi siswa dalam proses pembelajaran masih relatif rendah. Sebagian siswa cenderung bermain sendiri, tidak memperhatikan bahkan ada yang tidur saat guru menjelaskan pelajaran. Rendahnya motivasi siswa ini salah satu penyebabnya adalah rasa bosan karena kurang variatifnya proses pembelajaran di kelas. Suasana belajar dan motivasi belajar yang baik akan berpengaruh baik pula terhadap hasil belajar siswa. Pada pembelajaran biologi peran siswa belum menyeluruh, hanya didominasi oleh siswa tertentu saja. Guru selama mengajar di kelas VII-B menggunakan metode ceramah, tanya jawab dan tugas berkelompok sehingga siswa hanya sebagian yang antusias dalam menanggapi materi. Dari hasil observasi dan wawancara guru bidang studi Biologi SMP Plus Sunan Drajat Ajung Jember, diketahui hasil belajar belum mencapai kriteria ketuntasan minimal  $\geq 70$ . Berdasarkan latar belakang dapat dirumuskan permasalahan yaitu: “Bagaimana Penerapan Teknik *Mind Map* Dapat Meningkatkan Motivasi dan Hasil Belajar Biologi Pada Pokok Bahasan Ekosistem Siswa kelas VII B SMP Plus Sunan Drajat Ajung Jember. Tujuan penelitian ini adalah untuk mengetahui penerapan teknik *mind map* sebagai upaya meningkatkan motivasi dan hasil belajar biologi pada pokok bahasan Ekosistem siswa kelas VII-B SMP Plus Sunan Drajat Ajung Jember.

Penelitian ini dilaksanakan pada tanggal 26 Mei 2016 - tanggal 01 Juni 2016 di SMP Plus Sunan Drajat Ajung Jember pada kelas VII-B. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) dilakukan 2 siklus, dan tiap siklus meliputi 4 tahap yaitu perencanaan, pelaksanaan, pengamatan, refleksi. Metode pengumpulan data di dapat melalui 3 cara yaitu observasi, wawancara, dokumentasi.

Siklus I tingkat motivasi sebesar 66,07% dan hasil belajar aspek kognitif siswa secara klasikal sebesar 55,88%, aspek afektif sebesar 67,65%, aspek psikomotor sebesar 66,17% dengan ketuntasan klasikal 75%. Pada siklus II diperoleh tingkat motivasi sebesar 81,93% meningkat sebesar 15,86% dan hasil belajar aspek kognitif siswa sebesar 82,35% meningkat sebesar 26,47%, aspek afektif sebesar 82,11%, meningkat sebesar 14,46%, aspek psikomotor sebesar 82,59% meningkat sebesar 16,42%. Dapat ditarik kesimpulan bahwa teknik *mind map* dapat meningkatkan motivasi dan hasil belajar biologi siswa kelas VII-B SMP Plus Sunan Drajat Ajung Jember.

Saran bagi guru dapat dijadikan bahan pertimbangan guru atau calon guru dalam memilih metode pembelajaran dan sumber belajar agar lebih kreatif. Bagi peneliti, dengan penerapan teknik *mind map* sangat diperlukan pemberian bimbingan kepada siswa agar siswa lebih memahami apa yang mereka pelajari dan mereka dapat mudah mempersiapkan ide mereka dengan membuat *Mind Map* sehingga motivasi dari masing-masing siswa dapat muncul dan meningkat.

## ABSTRACT

Hasanah, Siti. 2016. Application Engineering *Mind Map* as an Effort to Improve Motivation and Learning outcomes Biology Grade VII-B SMP Plus Sunan Drajat Ajung Jember (Subject Ecosystem). Thesis, Department of Mathematics and Science Education, Department of Biology, Faculty of Education Teacher Training and Education, University of Muhammadiyah Jember. Supervisor: (1) Dra. Savitri Komarayanti, M.S. Supervisor: (2) Ir. Noor Arief Akhmadi, M.P

Key words: *Mind Map*, Motivation, Learning Outcomes Biology, Ecosystem.

Motivation to learn is very important for the development of students, from the results of observations conducted at SMP Plus Sunan Drajat Ajung Jember motivation of students in the learning process is still relatively low. Most students tend to play alone, not paying attention to not sleep even when the teacher explains the lesson. Low motivation of students is one of the reasons is the lack of interest of boredom of the learning process in the classroom. Atmosphere of learning and motivation to learn the good will affect both also on student learning outcomes. On learning biology student role is not yet complete, is dominated by a particular student. Teachers for teaching in class VII-B use the lecture method, frequently asked questions and tasks in groups so that students are enthusiastic only partially in response to the material. From the results of observations and interviews teachers of Biology SMP Plus Sunan Drajat Ajung Jember, known learning outcomes have not reached the minimum completeness criteria  $\geq 70$ . Under the background of the problems can be formulated as follows: "How the *Mind Map* Application Techniques to Improve Motivation and Learning Outcomes Biology On Principal Ecosystem Lesson grade VII B SMP Plus Sunan Drajat Ajung Jember. The purpose of this study was to investigate the application of mind mapping techniques in an effort to improve motivation and learning outcomes on the subject of Human biology class VII-B SMP Plus Sunan Drajat Ajung Jember.

This study was conducted on 26 May 2016 - 01 June 2016 in the Junior Plus Sunan Drajat Ajung Jember in class VII-B. kind of research is classroom action research (CAR) performed two cycles, and each cycle includes four stages: planning, implementation, observation and reflection. Methods of data collection can be through three ways, namely observation, interviews, documentation.

The first cycle of 66.07% level of motivation and learning outcomes of students in classical cognitive aspects of 55.88%, amounting to 67.65% affective aspects, psychomotor aspects of 66.17% with classical completeness 75%. In the second cycle level of motivation gained by 81.93% increased by 15.86% and the cognitive aspects of student learning outcomes by 82.35% increased by 26.47%, the affective aspect of 82.11%, an increase of 14.46%, psychomotor aspects of 82.59% an increase of 16.42%. It can be deduced that the *Mind Map* technique can improve motivation and learning outcomes biology class VII-B SMP Plus Sunan Drajat Ajung Jember.

Suggestions for teachers can be considered teachers or prospective teachers in choosing teaching methods and learning resources to be more creative. For researchers, with the adoption of the techniques of mind map is indispensable providing guidance to students so that students better understand what they learn and they can easily prepare their ideas by creating a *Mind Map* so that the motivation of each student can emerge and rise.