

ABSTRAK

Ghofran, Muhammad. 2019. Penerapan model pembelajaran *Learning Cycle* untuk meningkatkan hasil belajar biologi siswa (Pokok bahasan gerak pada hewan dan tumbuhan kelas VIII SMP Argopuro 1 Panti tahun ajaran 2018/2019). Skripsi, Program Studi Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: (1) Dr. Gatot Sugeng P, MS(2) Dra. Sawitri Komarayanti M.Si

Kata Kunci: *Learning Cycle*, hasil belajar, gerak pada hewan dan tumbuhan

Ketrampilan proses sains perlu dikembangkan khususnya dalam mata pelajaran biologi, terkait dengan pembelajaran sains yang lebih banyak menuntut keterampilan dari siswa. Dalam model pembelajaran *Learning cycle* siswa diberi kesempatan untuk memanfaatkan panca indra mereka dalam berinteraksi dengan lingkungan melalui kegiatan praktikum, memberi kesempatan pada siswa untuk menyampaikan pendapat melalui kegiatan diskusi, dan siswa dapat menemukan solusi dalam pemecahan masalah pembelajaran serta diadakan tes untuk mengetahui tingkat pemahaman siswa. Menurut observasi yang telah dilakukan di SMP Argopuro 1 Panti, dimana jumlah siswa kelas VIII B sebanyak 30 siswa, rendahnya kemampuan siswa dalam proses pembelajaran didalam kelas sebanyak 3 siswa dari 10%. Berdasarkan pengamatan, juga terlihat bahwa dalam pembelajaran di kelas 40% dari 12 siswa dalam mengemukakan pendapat masih belum berani sehingga pada saat pelajaran berlangsung respon dari siswa dari 9 orang hanya 30% kurang aktif dan di sekolah tersebut belum mengindikasikan diterapkannya model pembelajaran *Learning cycle*. Tujuan yang ingin dicapai dalam penelitian ini adalah untuk meningkatkan hasil belajar melalui model pembelajaran *Learning cycle* pada sub pokok bahasan sistem gerak pada hewan dan tumbuhan SMP Argopuro 1 Panti

Penelitian ini dilaksanakan di SMP Argopuro 1 Panti di kelas VIII B yang dilaksanakan pada tanggal 12 Oktober sampai 29 Oktober 2018. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus dan setiap siklus terdiri dari 4 tahap: (1) Perencanaan, (2) Pelaksanaan, (3) Observasi, (4) Refleksi. Metode Pengumpulan data didapat melalui wawancara, observasi, dokumentasi, dan tes

Berdasarkan hasil penelitian menunjukkan pada hasil belajar kognitif siklus I ketuntasan klasikal mencapai 56,7% dan pada siklus II mencapai 80% mengalami peningkatan sebesar 23,3%. Afektif siklus I kriteria mencapai 73%, sedangkan siklus II 93%, meningkat sebanyak 20%, dan untuk psikomotor siklus I 72%, sedangkan siklus II 86% meningkat sebanyak 14%.

ABSTRACT

Ghofran, Muhammad 2019. *The application of Learning Cycle model to improve the learning results of biology students (the subject of the motion on the animals and plants in the class VIII B junior high school Argopuro1 Panti academic year 2018/2019)*. Thesis, Study Program of Biology Education, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Counselor: (1)Dr. GatotSugeng P, MS(2) Dra. Sawitri Komarayanti M.Si

Keywords: Learning Cycle, results of a study of motion in animals and plants

Science process skills need to be developed especially in biology subjects, related to science learning that demands more skills from students. In the Learning cycle learning model students are given the opportunity to utilize their five senses in interacting with the environment through practical activities, giving students the opportunity to express their opinions through discussion activities, and students can find solutions to learning problem solving and tests to determine the level of understanding of students. According to observations made in Argopuro 1 Panti Middle School, where the number of students in class VIII B is 30 students, the students' low ability in the learning process in the classroom is 3 students out of 10%. Based on observations, it was also seen that in classroom learning 40% of 12 students in expressing their opinions were still not brave so that during the lesson the response from students from 9 people was only 30% less active and in the school had not indicated the implementation of learning cycle learning models. The objectives to be achieved in this study are to improve learning outcomes through learning cycle learning models in the sub-topics of motion systems in animals and plants Argopuro 1 Panti Middle School.

This research was conducted in Argopuro 1 Panti Middle School in class VIII B which was held on October 12 to October 29, 2018. The type of research used was Classroom Action Research (CAR) conducted in 2 cycles and each cycle consisted of 4 stages: (1) Planning, (2) Implementation, (3) Observation, (4) Reflection. Data collection methods obtained through interviews, observation, documentation, and tests.

Based on the results of the study showed that in the first cycle classical learning cognitive outcomes reached 56.7% and in the second cycle reached 80%, an increase of 23.3%. The effectiveness of the first cycle of criteria reached 73%, while the second cycle 93%, increased by 20%, and for the psychomotor cycle I 72%, while the second cycle 86% increased by 14%.

