ABSTRAK

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PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE *MIND MAPPING* UNTUK MENINGKATKAN PEMAHAMAN KONSEP SISWA PADA PEMBELAJARAN ILMU PENGETAHUAN ALAM KELAS V DI SALAH SATU SD DI KUPANG

(vii + 70 halaman: 6 gambar; 6 tabel; 18 lampiran)

Berdasarkan pengamatan pada kelas V di salah satu SD di Kupang, ditemukan adanya pemahaman konsep yang kurang dalam pembelajaran Ilmu Pengetahuan Alam. Hal tersebut terlihat dari siswa yang sulit menjelaskan dan membedakan konsep mengenai pernapasan, serta tidak dapat memahami konsep mengenai organ pencernaan manusia. Hasil tes siswa juga menunjukkan bahwa hanya terdapat dua siswa yang memperoleh nilai mencapai KKM. Melihat permasalahan tersebut, maka akan diterapkan *mind mapping* untuk meningkatkan pemahaman konsep siswa.

Metode yang digunakan pada penelitian ini adalah Penelitian Tindakan Kelas (PTK) model Pelton yang diterapkan sebanyak dua kali pada 06 Agustus 2018 dan 17 September 2018. Subyek penelitian yaitu 22 orang siswa kelas V di salah satu SD di Kupang. Teknik pengumpulan data dilakukan dengan menggunakan hasil tes siswa, observasi mentor, RPP, umpan balik mentor, dokumentasi *mind mapping*, dan jurnal refleksi peneliti.

Berdasarkan hasil analisis yang dilakukan, adanya peningkatan pada jumlah siswa yang mencapai KKM dan setiap indikator pemahaman konsep mendapatkan 4,16%, 28,41%, dan penurunan pada indikator ketiga yang mencapai 31,82% namun tetap mengalami peningkatan pada ketercapaian KKM. Penggunaan metode *mind mapping* diterapkan dengan menggunakan 6 langkah, yaitu: (1) Guru menyampaikan indikator pembelajaran, (2) Guru membentuk siswa ke dalam kelompok yang terdiri dari 2-3 siswa, (3) Guru memberikan konsep permasalahan yang akan dilakukan oleh siswa, (4) Guru menginstruksikan tiap kelompok untuk membuat *mind mapping*, (5) Guru mengacak kelompok tertentu yang akan membacakan hasil diskusi dan guru mencatatnya di papan tulis, dan (6) Guru membuat kesimpulan.

Kata Kunci: *Mind Mapping*, Ilmu Pengetahuan Alam, Pemahaman Konsep
Referensi: 49 (2002-2018).

ABSTRACT

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THE IMPLEMENTATION OF MIND MAPPING METHOD TO INCREASE STUDENT'S CONCEPTUAL UNDERSTANDING OF GRADE V SCIENCE IN ONE OF ELEMENTARY SCHOOL AT KUPANG
(vii + 70 pages: 6 figure; 6 tables; 18 appendixs)

Based on observation in grade V in one of elementary school at Kupang, found by the researcher that students were lacking in conceptual understanding of science. That fact showed by student who troubled while explaining and differentiating of respiration, also students were not able understand the conceptual of human digestive organs. The test result showed that only two students who could complete the Minimum Criteria of Mastery (MCM). This issue caused the researcher implemented mind mapping method which is under cooperative learning to increase students conceptual understanding.

The method used in this research was a Classroom Action Research (CAR) model Pelton, conducted two times of implementation which are in August 6^{th} 2018 and September 17^{th} 2018. The subjects of this research were grade V students in one of elementary school at Kupang, total number were 22 students. Data collection technique was using student's test result, mentor observation, lesson plan, mentor feedback, mind mapping documentation, and reflection journal of researcher.

Based on the analysis result, number of students who could reach the MCM were increase and result of each conceptual understanding indicator were 4,16%, 28,41%, and was decrease on the third indicator which 31,82% however remain increase on the standard of MCM. The method of mind mapping was consisting six following steps, which are: (1) teacher delivering the learning indicator, (2) teacher put student into group which consist 2-3 students, (3) teacher give students to do the problem concept, (4) each group ordered by the teacher to make mind mapping, (5) particular group scrambled by the teacher in order read their discussion result and teacher write them in whiteboard, and (6) teacher making conclusion.

Keywords: mind mapping, science, conceptual understanding
References: 49 (2002-2018).