

Ingke Joanna. 2023. *Pengaruh Model Pembelajaran Mind Mapping dan Contextual Teaching Learning terhadap HOTS Siswa Kelas V Sekolah Dasar*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Agung Setyawan.

ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh model *mind mapping* dan *contextual teaching learning* terhadap HOTS siswa kelas V serta mengukur keefektifan pembelajaran siswa kelas V sebelum dan sesudah diberikan perlakuan. Penelitian ini dilakukan di SDN Gedongombo 3, 4, dan 5 yang berada di Kabupaten Tuban pada tematik tema 9, subtema 1. Penelitian ini merupakan penelitian *quasi experimental* dengan desain *pretest-posttest control group design*. Teknik pengambilan sampel adalah *purposive sampling* dengan melibatkan siswa kelas V SDN Gedongombo 1, 2, 3, 4, 5. Adapun teknik pengumpulan data dilakukan dengan menggunakan tes, angket, observasi, dan dokumentasi serta pengujian hipotesisnya menggunakan regresi linear sederhana. Berdasarkan hasil hitung regresi linear diperoleh nilai $\text{sig}(2\text{-tailed}) 0,036 < 0,05$ dan nilai $t_{\text{hitung}} 2,202 > t_{\text{tabel}} 2,048$ pada kelompok eksperimen 1 serta nilai $\text{sig}(2\text{-tailed}) 0,001 < 0,05$ dan nilai $t_{\text{hitung}} 6,357 > t_{\text{tabel}} 2,035$ pada kelompok eksperimen 2 sehingga menunjukkan bahwa model pembelajaran *mind mapping* dan *contextual teaching learning* berpengaruh terhadap HOTS siswa kelas V di SDN Gedongombo 4 dan 5. Hasil uji *effect size* model *mind mapping* sebesar 2,21116 dan model *contextual teaching learning* sebesar 2,14928 yang mana kedua hasil tersebut termasuk kategori efek kuat.

Kata kunci: pengaruh, *mind mapping*, *contextual teaching learning*, HOTS siswa.

Ingke Joanna. 2023. *The Effect of Mind Mapping and Contextual Teaching Learning Models against HOTS Students Grade V in Elementary School*. Thesis, Elementary School Teacher Education Study Program, Faculty of Education, Trunojoyo Madura University. Advisor: Agung Setyawan.

ABSTRACT

This study aims to examine the effect of mind mapping and contextual teaching-learning models on HOTS fifth-grade students and measure the effectiveness of fifth-grade student learning before and after being given treatment. This research was conducted at SDN Gedongombo 3, 4, and 5 in Tuban Regency on thematic theme 9, sub-theme 1. This research was a quasi-experimental study with a pretest-posttest control group design. The sampling technique was purposive sampling involving fifth-grade students at SDN Gedongombo 1, 2, 3, 4, 5. The data collection technique was carried out using tests, questionnaires, observation, documentation, and hypothesis testing using simple linear regression. Based on the results of the linear regression calculation, the sig(2-tailed) value was $0.036 < 0.05$ and the t_{test} value was $2.202 > t_{table} 2.048$ in the experimental group 1 and the sig(2-tailed) value was $0.001 < 0.05$ and the t_{test} value was $6.357 > t_{table} 2.035$ in experimental group 2 so that it shows that the mind mapping and contextual teaching-learning models have an effect on the HOTS of fifth-grade students at SDN Gedongombo 4 and 5. The effect size test results of the mind mapping model are 2.21116 and the contextual teaching-learning model is 2.14928 which is the second These results include the category of strong effects.

Keywords: *effect, mind mapping, contextual teaching-learning, student HOTS.*