

Rofiqotul Anisah. 2020. Pengaruh Model Pembelajaran *Concept Attainment* dengan Teknik *Mnemonic* terhadap Pemahaman Konsep Siswa. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Fatimatul Munawaroh dan Pembimbing 2: Wiwin Puspita Hadi.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *concept attainment* dengan teknik *mnemonic* terhadap pemahaman konsep, pemahaman konsep siswa setelah menerima pembelajaran IPA, keterlaksanaan pembelajaran, dan angket respon siswa. Jenis penelitian ini adalah jenis penelitian eksperimen dengan desain penelitian *quasi experimental design*. Waktu penelitian dilaksanakan pada semester genap tahun ajaran 2019/2020. Populasi penelitian adalah semua siswa kelas VII MTs. Nurul Islam Karangcempaka Bluto Sumenep. Sampel diambil dengan teknik *non probability sampling* dengan jenis *purposive sampling*. Sampel yang digunakan adalah kelas VIIC sebanyak 15 siswa sebagai kelas eksperimen dan kelas VIID sebanyak 15 siswa sebagai kelas kontrol. Teknik analisis data menggunakan statistik deskriptif dan uji *independent t-test*. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) Ada pengaruh pemahaman konsep siswa yang diajarkan di kelas eksperimen menggunakan model pembelajaran *concept attainment*. (2) Pemahaman konsep siswa antara *pretest* dan *posttest* memiliki peningkatan. (3) Hasil rata-rata lembar keterlaksanaan pembelajaran menggunakan model *concept attainment* sebesar 97% dengan kriteria sangat baik dan sesuai dengan tahapan-tahapan model *concept attainment*. (4) Rata-rata angket respon siswa setelah pembelajaran dengan menggunakan model pembelajaran *concept attainment* sebesar 45% dengan kriteria tidak positif karena kesalahan siswa dalam mengisi angket yaitu asal mencontreng tanpa membaca secara keseluruhan isi dari angket tersebut.

Kata Kunci: Concept Attainment, Teknik Mnemonic, Pemahaman Konsep

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ABSTRACT

This study is purposed to determine effects of learning model of concept attainment with mnemonic techniques on understanding concepts, understanding students' concepts after receiving science learning, feasibility of learning, and students' questionnaire responses. This study is an experimental study with a quasi-experimental design. This study was conducted in the second semester of the 2019/2020. Study population of this study was all junior high school students of class VII MTs. Nurul Islam Karangcempaka Bluto Sumenep. It samples were taken by a non-probability sampling technique with a purposive sampling. The sample used was 15 students of class VII as an experimental group and 15 students as a control group. The obtained data then were analyzed by a descriptive statistics and independent t-test. It can be concluded from this study that: (1) there is an influence of students' understanding of some concepts taught in the experimental group by using the model; (2) the students' understanding of the concepts between pretest and posttest has increased (3) The average results of the learning implementation sheet by using the concept attainment model was 97% indicating very good criteria and accordance to the steps of the model;(4) The average questionnaire responses of the students after learning by using the concept was 45% indicating non-positive criteria because of student errors in filling the questionnaire without reading the questionnaire in details.

Keywords: Concept Attainment, Mnemonic Technique, Concept Understanding