

Hamzah Sisil Muarifah, 2024. *Penerapan Model Problem Based Learning Berbantuan Metode Mind Mapping Terhadap Scientific Writing Skills Peserta Didik*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura, Pembimbing: Wiwin Puspita Hadi.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan *scientific writing skills* antara kelas eksperimen dan kelas kontrol dengan menggunakan model *problem based learning* berbantuan metode *mind mapping*. Penelitian ini menggunakan *Quasi Experiment*. Penelitian ini dilaksanakan di SMP Negeri 1 Paiton dengan menggunakan teknik *purposive sampling*, sampel dipilih berdasarkan rekomendasi dari guru IPA dengan mempertimbangkan hasil ujian yang sama antara peserta didik di kelas eksperimen dan kelas kontrol. *Scientific writing skills* ditulis dalam bentuk *essay* yang terdiri dari 4 indikator. Teknik analisis hipotesis menggunakan uji *mann-whitney U*. Berdasarkan hasil penelitian dapat disimpulkan bahwa: 1. Model *problem based learning* berbantuan metode *mind mapping* berpengaruh terhadap *scientific writing skills* peserta didik, dibuktikan dengan hasil uji *mann-whitney U* didapat nilai signifikansi 0,000 ($<0,05$) sehingga H_1 diterima dan H_0 ditolak. 2. Hasil *Scientific Writing Skills* antara kelas eksperimen dan kelas kontrol terdapat perbedaan rerata hasil *essay scientific writing skills* kelas eksperimen dan kelas kontrol yakni 86,05 pada kelas eksperimen dengan kriteria sangat baik, sedangkan pada kelas kontrol yakni 30,32 dengan kriteria sangat kurang. 3. Hasil keterlaksanaan pembelajaran pada setiap pertemuan satu, dua dan tiga mendapatkan rata-rata nilai sebesar 100%. Nilai rata-rata keseluruhan keterlaksanaan pembelajaran tersebut yaitu 100% dengan kategori sangat tinggi. 4. Hasil angket respons peserta didik dengan rata-rata skor 97% dengan kategori sangat baik.

Kata kunci: *Problem Based Learning, Mind Mapping, Scientific Writing Skills*

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ABSTRACT

This study aims to determine the differences in scientific writing skills between the experimental class and the control class using a problem based learning model assisted by the mind mapping method. This research uses a Quasi Experiment design. The study was conducted at SMP Negeri 1 Paiton using purposive sampling technique, where the sample was selected based on recommendations from the science teacher, considering the same learning outcomes between students in the experimental class and the control class. Scientific writing skills were assessed in essay form, consisting of 4 indicators. The hypothesis analysis technique used was the Mann-Whitney U test. Based on the research results, it can be concluded that: 1. The problem-based learning model assisted by the mind mapping method affects students' scientific writing skills, as evidenced by the Mann-Whitney U test results showing a significance value of 0.000 (<0.05), thus H_1 is accepted and H_0 is rejected. 2. There is a difference in the mean essay scores of scientific writing skills between the experimental class and the control class, with the experimental class scoring an average of 86,05 categorized as very good, while the control class scored 30,32 categorized as very poor. 3. The implementation of learning in each of the first, second, and third meetings achieved an average score of 100%. The overall average score for the implementation of learning was 100%, categorized as very high. 4. The results of the student response questionnaire showed an average score of 97%, categorized as very good.

Keywords: Problem Based Learning, Mind Mapping, Scientific Writing Skills