

Wardatul Aini. 2018. *Perbandingan Strategi Belajar Peta Konsep dan Strategi Peta Pikiran terhadap Pemahaman Konsep Siswa*. Skripsi, Program Studi Pendidikan IPA Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura, Dosen Pembimbing 1 Laila Khamsatul Muharrami dan Pembimbing 2 Wiwin Puspita Hadi.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan pemahaman konsep siswa yang menggunakan strategi belajar peta konsep dan strategi peta pikiran, keterlaksanaan, dan respon siswa dalam pembelajaran. Penelitian ini menggunakan metode *pre-eksperimen* tipe *the static group pretest-posttest design* dan dilaksanakan di SMPN 3 Pademawu. Populasi adalah semua kelas VII. Teknik pengambilan sampel menggunakan *purposive sampling*. Sampel dalam penelitian ini adalah siswa kelas VIIB dan kelas VIIC. Teknik pengumpulan data yang digunakan adalah tes, observasi, angket, dan dokumentasi. Teknik analisis data menggunakan uji t sampel bebas. Berdasarkan hasil penelitian diperoleh: (1) terdapat perbedaan pemahaman konsep siswa yang menggunakan strategi belajar peta konsep dan strategi belajar peta pikiran dengan nilai signifikansi $0,048 < 0,05$, sedangkan $-t_{hitung} < t_{tabel} < t_{hitung}$ ($-2,109 < 2,02439 < 2,109$). Pemahaman konsep strategi peta konsep lebih baik dibandingkan pemahaman konsep kelas strategi peta pikiran dengan rata-rata strategi peta konsep 62,75% dan strategi peta pikiran 72,83%. (2) Keterlaksanaan strategi peta konsep sangat baik dengan persentase 96,67% dan keterlaksanaan strategi belajar peta pikiran sangat baik dengan persentase 93,67%. (3) Respon siswa strategi belajar peta konsep memperoleh persentase 71,94% dengan kategori baik dan respon siswa strategi peta pikiran memperoleh persentase 73,19% dengan kategori baik.

Kata Kunci: pemahaman konsep, peta konsep, peta pikiran, strategi belajar

Wardatul Aini. 2018. *The Comparison of Concept Map Learning Strategy and Mind Map Learning Strategy to Students' Concept Understanding t*. Thesis, Natural Science Education Programs, Educations Faculty Trunojoyo University, Advisor 1 Laila Khamsatul Muharrami and Advisor 2 Wiwin Puspita Hadi.

ABSTRACT

The aim of this research was to know the differences in student's concepts understanding who were taught by concept map strategy and mind map strategy, implementation, and students responses in learning process. This research used pre-experimental method with the static group pretest-posttest design and was conducted in SMPN 3 Pademawu, Pamekasan. The population was all of student in the seventh grade. The removal technique sampling applied purposive sampling. Sample of this research were strudents of VIIB class and VIIC class. Technique of collecting data used test, observation, quetionnaire, and documentation. Data were analyzed by using independent sampel t test. Based on the data of the research, it can be conclude that: (1) there were differences in students' concepts understanding that used concept map learning strategy and mind map learning strategy with significance value is $0,048 < 0,05$, and $-t_{hitung} < t_{tabel} < t_{hitung}$ ($-2,109 < 2,02439 < 2,109$). Concepts understanding of concept map strategy were better than mind map learning strategy, the average of concept map strategy were 62,75% dan mind map learning strategy were 72,83%. (2) the learning implementation using concept map strategy were very good with 96,67% percentage and the implementation of mind map learning strategy were very good with 93,67% percentage. (3) students response of concept map learning strategy with 71,94% percentage and students response of mind map learning strategy with 73, 19% percentage, with good criteria.

Keywords: *concept map, learning strategy, mind map, students' concepts understanding*