

Increasing Student Learning Outcomes on The Effect Of The Sun For The Earth With Mind Mapping Media

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ABSTRACT

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This classroom action research purposes to know the increase of student achievement with mind mapping media. This research was done in students' class II of SDIT Cendikia Lamongan. The numbers of students are 30 students consisting of 10 boys and 20 girls. The research result from cycle I to cycle II in a row is 79,33 to 88,33 with a completeness percentage from 60% to 93,33%. Based on research results can be concluded that mind mapping media can increase student achievement.

INTRODUCTION

Learning carried out in elementary schools is generally classical. This kind of learning assumes that all students have the same abilities. Even though the reality is different from each other after learning, the results are also different. Some students have high ability and some are low. Students with low abilities when doing tests get a lot of trouble. Students who often have difficulties need to get help so that they are able to do the test with better result. To provide appropriate assistance to students, it is necessary to know the causes of student difficulties.

Science lessons are one of the compulsory subjects taught in elementary schools (Rachmawati et al., 2010; Rachmawati et al., 2020). In this lesson, students are taught materials about nature, the environment and living things. Among them is about the influence of the sun on the earth.

One of the competency standards in science class II at SDIT Cendikia Lamongan is to understand natural events and the influence of the sun in everyday life. After studying natural events and the influence of the sun in daily life, it is hoped that grade II students of SDIT Cendikia Lamongan will be able to understand and be able to answer the questions posed by the teacher. So that student achievement becomes good and can meet the KKM scores at SDIT Cendikia Lamongan.

But in reality, the achievement of the average score of students is below the KKM applied in schools, which is 70. In this case, it is a special concern for

teachers. Mind mapping is an alternative to whole-brain thinking to linear thinking. Mind mapping reaches in all directions and captures thoughts from all angles (Michael Michalko in Buzan, 2006: 2). Furthermore, according to Buzan (2006:4) Mind Mapping is the easiest way to put information into the brain, and to retrieve information from the brain. Mind Mapping is a creative, effective way of note-taking that literally "maps out" our thoughts. Therefore, the researcher conducted a study with "Improving Student Learning Outcomes on the Effect of the Sun on the Earth with Mind Mapping Media".

METHOD

This research is a Classroom Action Research (CAR). In general, the steps in doing CAR can be described as a modification of the model developed by Kemmis & Mc. Taggart, 1991. Where in one cycle or round consists of four components, namely (a) Planning (Planning), (b) Action (Acting), (c) Observation (Observation), and (d) Reflection (Reflection). After one cycle is completed, especially after reflection, it is followed by a re-planning which is carried out in the form of a separate cycle, and so on or it can be done with several cycles according to what is achieved.

RESULT AND DISCUSSION

1. Cycle I

The results of observations of teachers in the first cycle obtained data that aspects of written preparation, teaching aids were good and in class

management was sufficient, while in the aspect of the course of activities, the implementation of the evaluation was sufficient. Based on the test results achieved by students at the end of the first cycle who scored < 73 as many as 40% and those who scored > 73 were 60%.

2. Cycle II

Based on the test results achieved by students at the end of the second cycle who scored < 73 as many as 6.67% and those who scored > 73 were 93.33%. From the results of student observations in cycle II, it was obtained data that in the aspect of student activity in following lessons, student activity in asking questions, answering questions, students' courage in demonstrating props was good while other aspects were sufficient.

Discussion of Research Results for Improvement of Learning

Based on the results of student tests at the end of the first cycle, it showed that students who scored > 73 were 60%. This can be interpreted that student learning outcomes in the first cycle have not been successful. Because the success indicator to be achieved is that students score > 73 .

Based on the results of student tests at the end of cycle II, students who scored < 73 were 6.67% and those who scored > 73 were 93.33%. This is more than the test results of students in the first cycle which previously showed that 40% of students who scored < 73 were and 60% of students who scored > 73 were.

Based on the results of student

tests in the second cycle, the results showed that students who scored < 73 were 6.67% and students who scored > 73 were 93.33%. This is more increased than the results of the first cycle test which previously showed that students who scored < 73 were 40%, while those who scored > 73 were 60% and the second cycle test results who scored < 7.0 were 6.67% while who got a score > 7.0 as many as 93.33%.

From the results of observations on the way teachers teach, it can be concluded that judging from the results of reflection in cycle I, maybe the teacher is not right in using the media even though the written preparation is good, but the reality on the ground shows that only the teacher plays an active role at the time of learning. Mind Mapping media should be made by students with the help of the teacher not only made by the teacher so that students will more clearly understand the material. While in cycle II the teacher can use the media according to written preparation and also involve students in making mind mapping. So in the second cycle the students were declared successful.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that mind mapping can improve student learning outcomes. This can be shown by an increase in the average value from cycle I to cycle II. The results of the formative tests in the first cycle obtained an average of 79.33 and the second cycle obtained an average of 88.33.

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