

ABSTRAK
KEMAMPUAN PEMAHAMAN KONSEP ILMU PENGETAHUAN ALAM
SISWA SD KELAS V KOTA BANDUNG MELALUI MODEL
PEMBELAJARAN MIND MAPPING PADA
MATERI SIKLUS AIR

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Penelitian ini dilatarbelakangi oleh kurangnya pemahaman Ilmu Pengetahuan Alam pada siswa kelas V. Penelitian ini bertujuan untuk memperoleh gambaran mengenai skenario, implementasi, respon guru dan siswa terhadap pembelajaran siklus air dengan menggunakan model pembelajaran *mind mapping*, serta untuk mengetahui kesulitan-kesulitan yang dihadapi guru dan siswa selama pembelajaran. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif dengan subjek penelitian terhadap 29 orang siswa di salah satu Sekolah Dasar di Kota Bandung. Metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan tes unjuk kerja. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran *mind mapping* dalam materi siklus air siswa sudah menunjukkan hasil yang baik. Hal tersebut dapat dilihat dari hasil postes sebanyak 86,2% siswa mendapatkan nilai di atas KKM dan 13,8% lainnya mendapatkan nilai di bawah KKM. Hal tersebut tak lain juga didukung oleh skenario pembelajaran guru di kelas yang dilaksanakan sesuai dengan RPP. Respon guru dan siswa menunjukkan hal yang positif dilihat dari observasi dimana siswa turut aktif dalam aktivitas pembelajaran di kelas. Namun, masih ada kesulitan yang dihadapi siswa, yaitu kurangnya ketelitian siswa dalam mengerjakan soal.

Kata Kunci: Pemahaman Kosep, *Mind Mapping*, Siklus air

ABSTRACT

THE UNDERSTANDING ABILITY OF THE SCIENCE CONCEPT IN THE FIFTH GRADE STUDENTS OF ELEMENTARY SCHOOL IN BANDUNG CITY THROUGH MIND MAPPING LEARNING MODEL ON WATER CYCLE MATERIAL

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This research was conducted based on the lack of understanding of Science in the fifth grade students. This study aimed to obtain an overview of the scenario, implementation, teacher and students responses to water cycle learning using a mind mapping learning model, as well as to find out the difficulties faced by teacher and students during learning. The research method used in this study was a qualitative descriptive method with the subject to research on 29 students in an elementary school in Bandung. The method used to collect data were observation, interviews, and performance tests. The results showed that the implementation of the mind mapping learning model in the water cycle material had shown good results. This can be seen from the post-test results that as many as 86.2% of students scored above the minimum criteria of mastery learning (KKM) and the other 13.8% got scores below the minimum criteria of mastery learning (KKM). This is also supported by the teacher's learning scenario in the classroom which was implemented in accordance with the Lesson Plan. Teacher and students responses showed positive things seen from observations where students were actively involved in the class learning activities. However, there were still difficulties faced by the teacher and the students that only active students involved so that not all students learned.

Keywords: Concept Understanding, Mind Mapping, Water Cycle Material