

ABSTRAK

PENGARUH PENGGUNAAN POHON FILOGENETIK PADA PEMBELAJARAN TUMBUHAN BERBIJI TERHADAP MOTIVASI BELAJAR DAN HUBUNGANNYA DENGAN PENGUASAAN KONSEP SISWA

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Motivasi belajar merupakan salah satu faktor yang menentukan hasil belajar seseorang. Kondisi motivasi belajar seorang siswa dipengaruhi oleh beberapa faktor seperti siswa itu sendiri, guru, konten yang dipelajari, metode, dan juga lingkungan. Penelitian ini bertujuan untuk menganalisis motivasi belajar siswa yang belajar melalui praktikum dengan menggunakan pohon filogenetik dan siswa yang belajar melalui praktikum verifikasi serta hubungannya terhadap penguasaan konsep siswa pada materi Spermatophyta. Penelitian dilakukan di salah satu SMA Negeri di Kota Bandung dengan mengambil secara acak dua kelas sebagai sampel. Kelas eksperimen mendapatkan pembelajaran melalui praktikum menggunakan pohon filogenetik sedangkan kelas kontrol mendapatkan pembelajarannya melalui praktikum verifikasi. Metode yang digunakan adalah *quasi experiment* dengan desain *nonequivalent (pre-test and post-test) control-group design*. Motivasi belajar siswa digali melalui angket motivasi yang diadaptasi dari *Motivated Strategies for Learning Questionnaire* (MSLQ). Hasil penguasaan konsep diperoleh melalui soal objektif *pre-test* dan *post-test* kemudian dilihat peningkatannya melalui gain. Hasil tes diuji dan dibandingkan menggunakan bantuan program SPSS. Hasil menunjukkan bahwa motivasi belajar kelas kontrol lebih tinggi 0.85 poin dibandingkan kelas eksperimen. Hal ini bertolak belakang dengan teori dimana seharusnya motivasi belajar lebih tinggi pada kelas dengan pembelajaran yang lebih aktif. Berbeda dengan motivasi belajar, hasil belajar siswa kelas eksperimen lebih tinggi 6.1 poin dibandingkan peningkatan hasil belajar kelas kontrol.

Kata kunci: Motivasi belajar, penguasaan konsep, pohon filogenetik, verifikasi, Spermatophyta

Abstract

EFFECT OF THE USE OF PHYLOGENETIC TREE ON SEED PLANT MATERIAL ON MOTIVATION IN LEARNING AND ITS CORRELATION TO STUDENTS' MASTERY OF CONCEPTS

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Motivation in learning is one of the factors that determine student's learning outcomes. The condition of student's motivation is influenced by several factors such as student itself, teacher, material, method, and environment. The objective of this research is to analyze motivation of students in learning through practicum with phylogenetic tree and those through a verification practicum and its correlation with student's concept mastery on *Spermatophyta*. The research was conducted in one of the State Senior High School in Bandung City by taking random sampling. Experimental class got its learning through practicum with phylogenetic tree while control class got its learning through verification practicum. Method that was used in this research is quasi experiment method with nonequivalent (pre-test and post-test) control-group design. Student motivation was explored through a motivational questionnaire adapted from Motivated Strategies for Learning Questionnaire (MSLQ). Student's concept mastery was explored through pre-test and post-test of objective questions then the gain was reviewed. Results were tested and compared with SPSS tool helps. Results show that control class motivation in learning is higher 0.85 point than experimental class motivation. This is in contrast with the theory that motivation in learning should be higher in the classroom with more active learning. Unlike the motivation in learning, the improvement of student's concept mastery of the experimental class is 6.1 points higher than the improvement of the student's concept mastery in control class.

Key words: Learning motivation, concept mastery, phylogenetic tree, verification, Spermatophyta