

Implementation Of Mind Mapping Method With Media Pop-Up Book To Increase Activity And Learning Result Ips About Natural Environment And Made Student Class III SDN Grabagan Tulangan Sidoarjo

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Abstract—This study To identify and analyze the increase of activity and learning outcomes of third-grade students of SDN Grabagan Tulangan Sub-district of Sidoarjo Regency with the use of Mind Mapping method with Pop-Up Book media. This form of research is Classroom Action Research (PTK) which is a practical study intended to improve learning in the classroom. This study was designed for two cycles, in which each cycle was held twice face-to-face. Action plan for each cycle in this research, namely, planning, implementation of action, observation and evaluation, analysis and reflection.

Keywords—Implementation of Mind Mapping Method, Pop-Up Book Media, learning activities, learning outcomes.

I. INTRODUCTION

In SDN Grabagan, especially in class III, the use of a medium as a tool in teaching is very rare. Teachers are accustomed to teaching in a conventional way, that is to instill a science (concept) to the students by using the lecture method without giving the opportunity to the students to participate actively in the teaching and learning process. So the students look less enthusiastic in the learning process and they often crowded themselves when the teacher is explaining in front of the class. In addition, the availability of media in SDN Grabagan is also very minimal and the teachers also lack the initiative to make alternative other media as a substitute for media that is not available, so the learning seems monotonous and less interesting for elementary school students.

In the IPS lesson of natural and artificial nature materials in third-grade students of SDN Grabagan, teachers do not use innovative media or methods to explore students' ideas, so the students look somewhat confused when asked again about the material they have taught. As a result, the average grade is not maximal, almost some students in the class gets a score below the KKM, which is less than 78. Seen from the recap of the value of natural and artificial environment materials that have

been taught on February 11, 2017 after the researchers gave the problem exercise. Students work on these questions without looking at books. From the result of the assessment, it is known that 10 (33,33%) from 30 (100%) students get the score above KKM while 20 (66,67%) other students get value under KKM. This is because students easily and quickly forget the material that has just been taught. Based on this, the researcher tried to use the media and the right method that is expected to help the students in grade III of SDN Grabagan in the subject of social and natural material environment IPS.

One of the media that is considered suitable in learning IPS is the Pop-Up Book media. Media by [1] is one type of language that allows the occurrence of communication, expressed through signs and symbols. While the appropriate method to be used in IPS learning is the Mind Mapping Method. [2] The Mind Mapping method is an excellent example of the empowerment of techniques that can help us understand concepts and memorize their information with a learning infrastructure

This research was conducted in order to help the problems faced by teachers. [3] In this research emphasize on Class Action Research (PTK), that is research done by teacher in its own class through self-reflection, with aim to improve its performance as teacher, so activity and result learn student become increase.

II. METHOD

[4] This form of research is Classroom Action Research (PTK), because Classroom Action Research is a practical study intended to improve learning in the classroom. This remedial action is carried out by carrying out actions to seek answers to issues raised from day-to-day tasks in the classroom.

[5] This Research Procedure is designed for 2 cycles, in which each cycle is carried out in 2 (two) times face to face.

The action plan for each cycle within the PTK is divided into 4 (four) activities, namely: (1) planning; (2) implementation of action; (3) observation and evaluation; (4) analysis and reflection.

1) Planning Stage

At this stage of the planning activities carried out in the form of preparations consisting of:

- (a) preparing the Lesson Plans (RPP);
- (b) establish teaching materials. The number of teaching materials that must be prepared is for 4 (four) meetings;
- (c) make the learning media Pop-Up Book;
- (d) to prepare a learning scenario of Pop-Up Book media exploitation with Mind Mapping method;
- (e) develop evaluation tool in the form of test to know student learning result of SDN Grabagan Tulangan Sub-district of Sidoarjo Regency;
- (f) preparing measuring instruments in the form of observation sheets and field notes to measure student learning activities;

2) Implementation Action Stage

[6] The description of the action performed in accordance with the title of this research is the Pop-Up Book media presentation with the Mind Mapping method, in which action scenarios include:

- (a) the teacher prepares the Pop-Up Book media;
- (b) teachers form groups of students with members of 5-6 persons;
- (c) the teacher distributes Pop-Up Book media to each group;
- (d) the teacher gives an explanation of the competence to be achieved;
- (e) students studying the Pop-Up Book containing the material of the natural environment and the artificial environment;
- (f) after the students have studied the material contained in the Pop-Up Book, the teacher directs the students to create a Mind Mapping;
- (g) the teacher gives an example of how to create Mind Mapping;
- (h) the teacher distributes the manila paper to each group;
- (i) the student makes Mind Mapping of the material in the Pop-Up Book;
- (j) after creating Mind Mapping, each group presents their work;
- (k) the teacher gives general comments and conclusions;
- (l) evaluation;
- (m) cover.

3. Observation and Evaluation Stage

Observation activities conducted by the observer, ie two teachers or peers. Observations are made at the end of each meeting of each cycle or as much as 2 (two) times during the study. Variables observed using observation sheets include quality of:

- (a) the attention of students of SDN Grabagan Tulangan Sub-district of Sidoarjo Regency to the learning media of Pop-Up Book;
- (b) establishing groups according to the teacher's direction;
- (c) reading and studying material;
- (d) doing the tasks assigned by the teacher;
- (e) discussing with one group's friends;
- (f) create Mind Mapping;
- (g) deliver the Mind Mapping presentations that have been made;
- (h) to record material that is considered important;
- (i) conducting question and answer;
- (j) performing tests;

[7] Evaluation activities begin by conducting formative tests at the end of each learning activity and giving tests at each end of the cycle. The variables measured through this activity include:

- (a) student learning activity of SDN Grabagan Tulangan Subdistrict of Sidoarjo Regency as performance display depicting whether student of SDN Grabagan of Tulangan Sub-district of Sidoarjo Regency has attained control of competence at each end of learning activity;
- (b) student learning outcomes of SDN Grabagan Tulangan Subdistrict Sidoarjo District after following the whole activity one cycle.

4. Analysis and Reflection

The results of the evaluation and evaluation activities are then analyzed using the following pattern [8]:

- (a) the observation and evaluation results of each cycle are seen as "effects";
- (b) from the result is then analyzed the "cause" factor;
- (c) of the cause is then traced "root cause".

The results of these analyzes form the basis for the preparation of reflection, which is to think about what efforts need to be done to overcome the root cause found. The results of this reflection will be the basis in planning the action to be applied for the next cycle.

III. RESULTS AND DISCUSSION

Results of observation of overall student activity both at first and second meeting in cycle I was 63,5%. This value has not reached the percentage of success or classical completeness of 80%. So the teacher needs to make some changes to make it better than before, this is done in cycle II.

Results of observation of overall student activity both at first and second meeting in cycle II was 86%. This value has reached the percentage of success or classical completeness of 80%. So the teacher has been declared successful in learning using mind map method (Mind Mapping) with pop up book media so no need to repair anymore.

Results of the overall student learning test both at first and second meeting in cycle II was 84%. This value has reached the percentage of success or classical completeness of 80%. So the teacher has been declared successful in learning using mind map method (Mind Mapping) with pop up book media so no need to repair anymore.

Based on the calculation of the percentage of observation results of students' attitudes in the group on aspects of effective attitude of students obtained from the results of research in using the method of mind map (Mind Mapping) with the media pop up book shows an increase.

IV. CONCLUSION

Based on the calculation of observation data of teacher activity, student activity, student attitudes in group and the value of student learning test result and mind mapping result (Mind Mapping) during learning process by using mind map method (Mind Mapping) with pop up book media for improve students' understanding on learning IPS class III SDN Grabagan show that the existence of a very good and satisfactory improvement, it can be concluded as follows:

1. In teacher activity, through the use of mind map method (Mind Mapping) with pop-up book media to improve students' understanding on learning IPS class III SDN Grabagan is helping teachers to develop skills and improve understanding of the concept of the material being taught. Teachers provide motivation to students so that students become interested to learn and focus attention when teachers explain or provide guidance, because with attention, the students will more easily understand the material being studied.
2. In the attitude of students in groups both effective and psychomotor aspects, through the use of mind map method (Mind Mapping) with pop-up book media to improve students' understanding on learning IPS class III SDN Grabagan is helping the development of student characters. Students who initially shyly turned into courage to come to the front of the class and the students are quiet and lazy to be active following the process of teaching and learning activities (KBM).
3. In the students 'understanding and making mind map (Mind Mapping), through the use of mind map method (Mind Mapping) with pop up book media to improve students' understanding on learning IPS class III SDN Grabagan is very easy for students to understand the material taught. Students who have a value that is less than the minimum

grade of clarity value (KKM) is 70 to have a better value and more satisfactory than before.

4. The result of student response calculation, through the use of mind map method (Mind Mapping) with pop up book media to improve students' understanding on learning IPS class III SDN Grabagan. Based on the data analysis it can be seen that the student response is very good almost all students answered "yes" feel happy to learn IPS and easily accept the material taught by the application of mind map method (Mind Mapping) with pop up book media. Students love to learn social studies by discussing making mind maps (Mind Mapping) because it is a new experience that makes students more easily understand the material of natural and artificial environment.

V. SUGGESTIONS

[9]Based on the above conclusions, it can be formulated suggestions as follows:

1. For teachers, in order to develop a method of mind map (Mind Mapping) with pop-up book media in the learning process both in IPS materials and other subjects so that students are easier in receiving learning materials and follow the ongoing learning process
2. For students, although students are still a lot of shy to express their opinions and forward to the class but after being given motivation by the teacher, the students begin to be brave in opinion and forward to the front of the class.
3. For elementary school students, to be able to re-develop the mind map method (Mind Mapping) with pop-up book media. So the results of this study can be utilized by everyone both for researchers and for teachers and others.

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