

RINGKASAN

Penelitian yang berjudul “Perbedaan Hasil Belajar Ekonomi dengan Menggunakan Model Pembelajaran ARIAS (Assurance, Relevance, Interest, Assesment, Satisfaction) Dipadu Mind Mapping Kelas XI SMA N 3 Purwokerto” dilakukan pada semester genap tahun pelajaran 2019/2020. Penelitian ini merupakan jenis penelitian eksperimen dengan desain *nonequivalent control group*. Teknik penentuan sampel dengan menggunakan *purposive sampling* untuk menentukan kelas eksperimen dan kontrol. Pengumpulan data dilakukan melalui soal pretest dan posttest yang berjumlah 20 butir soal. Analisis data pada penelitian ini dengan menggunakan uji t yang sebelumnya dilakukan uji prasyarat yaitu uji normalitas dan homogenitas.

Hasil penelitian menyatakan bahwa terdapat perbedaan hasil pretest dan posttest dengan menggunakan model pembelajaran ARIAS (Assurance, Relevance, Interest, Assesment dan Satisfaction) dipadu *mind mapping* pada pelajaran ekonomi dan terdapat perbedaan hasil belajar antara penggunaan model pembelajaran ARIAS (Assurance, Relevance, Interest, Assesment dan Satisfaction) dipadu *mind mapping* dibandingkan dengan model pembelajaran konvensional pada pelajaran ekonomi.

Implikasi dalam penelitian ini diharapkan guru dapat menerapkan model pembelajaran ARIAS dipadu *mind mapping* untuk meningkatkan hasil belajar peserta didik.

Kata Kunci : ARIAS, Mind Mapping, dan Hasil Belajar Peserta Didik

SUMMARY

The study entitled "Differences in Economic Learning Outcomes by Using the ARIAS Learning Model (Assurance, Relevance, Interest, Assessment, Satisfaction) Combined with Mind Mapping Class XI SMA N 3 Purwokerto" was conducted in the even semester of the 2019/2020 school year. This research is a type of experimental research with a nonequivalent control group design. The sampling technique used purposive sampling to determine the experimental and control classes. The data was collected through the pretest and posttest questions, which amounted to 20 items. Analysis of the data in this study using the t test previously carried out the prerequisite test, namely the normality and homogeneity test.

The results state that there are differences in the results of the pretest and posttest using the ARIAS learning model (Assurance, Relevance, Interest, Assessment and Satisfaction) combined with mind mapping in economic lessons and there are differences in learning outcomes between the use of the ARIAS learning model (Assurance, Relevance, Interest, Assessment and Satisfaction) combined with mind mapping compared to conventional learning models in economic lessons.

The implication in this research is that the teacher is expected to be able to apply the ARIAS learning model combined with mind mapping to improve student learning outcomes.

Keywords: ARIAS, Mind Mapping, and Student Learning Outcomes