

ABSTRACT

Deswalantri, 2016, Development of a Text Summarizing Learning Model with *Mind Map* Techniques. Dissertation Postgraduate Program of Padang State University.

The background of the writing of this dissertation is because of the researchers' concerns about the students' summarizing abilities that do not meet the requirements. Students are accustomed to copying back most of the text that is recognized as summarizing. Teachers still use conventional methods, not trying to find interesting and fun summarizing strategies. Summarizing is a strategic material, included in KD 4.4. Almost at the end of every lesson students are asked to summarize, but summarizing has not become the teacher's main priority in learning. Summarizing skills also help students answer exams quickly because they are skilled at finding the main ideas that are the key to a question.

The purpose of this study is to help teachers and students use mind mapping techniques so that learning outcomes increase, and learning summarizing becomes fun. From the results of the assessment of relevant research, it is proven that mind maps can significantly improve learning outcomes. Genius figures such as Leonardo da Vinci, Galileo Galilei, Albert Einstein, Thomas Alva Edison, and Muslim scientist Ibn Sina like to use mind maps in expressing their ideas and ideas.

The research procedure used is R&D (Research and Development) with the Dick and Carey model. The product trial was carried out by experimentation to test the efficiency and effectiveness of summarizing with a *mind map*. The subjects of the trial were three schools in Kabupaten Padang Pariaman, namely SMP 1 Lubuk Alung, SMP 4 Lubuk Alung, and SMP 2x11 Six Lingkung. The research method used is mixed methods, namely a combination of qualitative and quantitative.

The results showed that the average student's summarizing performance was in the very good assessment criteria. Students summarize in a fun way, besides that they also form a cooperative character that is compact, honest, and full of creativity in drawing and coloring. The effectiveness test showed that there was an increase in learning outcomes between the pretest and posttest. Once tabulated to the formula, the result is a very satisfactory level of effectiveness

ABSTRAK

Deswalantri, 2016, Pengembangan Model Pembelajaran Meringkas Teks dengan Teknik *Mind Map*. Disertasi. Pascasarjana Universitas Negeri Padang.

Latar belakang penulisan disertasi ini karena kerisauan peneliti terhadap kemampuan meringkas (*summarizing*) siswa yang belum memenuhi syarat. Siswa terbiasa menyalin kembali sebagian besar teks yang diakui sebagai meringkas. Guru masih menggunakan metode konvensional, tidak berupaya menemukan strategi meringkas yang menarik dan menyenangkan. Meringkas merupakan materi strategis, termasuk dalam KD 4.4. Hampir setiap akhir pembelajaran siswa diminta untuk meringkas, akan tetapi meringkas belum menjadi prioritas utama guru dalam pembelajaran. Keterampilan meringkas juga membantu siswa menjawab ujian dengan cepat karena mereka terampil menemukan ide-ide pokok yang menjadi kunci suatu soal.

Prosedur penelitian yang digunakan adalah R&D (*Research and Development*) dengan model Dick and Carey. Uji coba produk dilakukan dengan eksperimen untuk menguji efisiensi dan efektivitas meringkas dengan *mind map*. Subjek uji coba tiga sekolah di Kabupaten Padang Pariaman yaitu SMP 1 Lubuk Alung, SMP 4 Lubuk Alung, dan SMP 2x11 Enam Lingkung. Metode penelitian yang digunakan adalah *mixed methods* yaitu kombinasi kualitatif dengan kuantitatif.

Hasil penelitian menunjukkan bahwa kinerja meringkas siswa rata-rata berada dalam kriteria penilaian baik sekali. Siswa meringkas dengan menyenangkan, selain itu juga membentuk karakter kerjasama yang kompak, jujur, dan penuh kreativitas menggambar dan mewarnai. Uji efektivitas menunjukkan bahwa terjadi peningkatan hasil belajar antara pretest dan postest. Setelah ditabulasikan ke rumus, maka hasilnya tingkat efektivitas sangat memuaskan.