

## ABSTRAK

**Syarifuddin Tatengkeng**, 2015. Upaya meningkatkan hasil belajar siswa melalui implementasi metode pembelajaran brainstorming (curah pendapat / gagasan) pada mata pelajaran geografi di SMA Negeri 1 Totikum (suatu penelitian tindakan di kelas XI IPS SMA Negeri 1 Totikum). Skripsi. Program Studi S1 Pendidikan Geografi, Jurusan Ilmu dan Teknologi Kebumihan, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Gorontalo. Pembimbing I oleh Prof. Dr. Enos Taruh, M.Pd dan Pembimbing II oleh Nova Elysia Ntobuo, M.Pd

Penelitian tindakan kelas ini bertujuan untuk meningkatkan hasil belajar siswa melalui penggunaan metode pembelajaran brainstorming. Penelitian ini mengacu pada desain penelitian tindakan kelas model spiral Kemmis dan Taggart, dilaksanakan sebanyak 2 siklus, masing-masing siklus 2 kali pertemuan. Instrumen yang digunakan untuk pengumpulan data adalah tes hasil belajar, lembar pengamatan aktivitas siswa, lembar pengamatan aktivitas guru, dan lembar keterlaksanaan pembelajaran. Berdasarkan hasil analisis data pada siklus I, dari 30 siswa yang mencapai nilai 75 ke atas yaitu 60%, aktivitas siswa 43.33% mendapat kriteria baik dan sangat baik, aktivitas guru 53.33% mendapat kriteria baik dan sangat baik, keterlaksanaan pembelajaran 63.64% mendapat kriteria baik dan sangat baik. Hal ini menunjukkan bahwa tindakan pada siklus I belum mencapai indikator ketuntasan yang sudah ditetapkan, sehingga tindakan dilanjutkan ke siklus II, karena untuk hasil belajar siswa dikatakan berhasil jika 80% mendapat nilai KKM yaitu 75 ke atas, sedangkan untuk aktivitas siswa, aktivitas guru dan keterlaksanaan pembelajaran dikatakan tuntas jika 80% aspek yang dinilai mendapat nilai baik atau sangat baik. Pada siklus II, hasil belajar siswa mengalami peningkatan sebesar 90%, aktivitas siswa 96.66% mendapat kriteria baik dan sangat baik, aktivitas guru 93.33% mendapat kriteria baik dan sangat baik, keterlaksanaan pembelajaran 95.44% mendapat kriteria baik dan sangat baik. Peningkatan ini, menyebabkan tindakan pada siklus II terlaksana secara optimal dan tidak perlu dilakukan tindakan selanjutnya. Berdasarkan persentase tersebut, disimpulkan bahwa penggunaan metode pembelajaran brainstorming dapat meningkatkan hasil belajar siswa.

**Kata kunci: Hasil Belajar Siswa, Metode Pembelajaran Brainstorming, Sumber Daya Alam.**

## ABSTRACT

**Syarifuddin Tatengkeng**, 2015. The Effort to improve students' learning achievement through implementation of brainstorming method of learning in Geographic subject in SMA N 1 Totikum (A Classroom action research conducted in Grade XI Social Science of SMA N 1 Totikum). Skripsi. Study Program of Geographic Education, Department of Geo Science and Technology, Faculty of Mathematics and Natural Science, State University of Gorontalo. Principal Supervisor was Prof, Dr. Enos Taruh, M.Pd and Co-supervisor was Nova Elysia Ntobuo, M.Pd

This classroom action research was developed to improve the students' learning achievement through the brainstorming learning method. This research design refers to the Spiral Kemmis and Taggart model of classroom action research, it was implemented in two cycles, and each cycle consisted of 2 meetings. The instrument used for data collection was a learning achievement test, observation sheet of the students' activities, observation sheet of the teacher's activities, and the learning implementation sheet. Based on the data analysis, it was found that in the end of the first cycle, 30 students (60%) achieved 75 points or more; 43.33% of the students' activities achieved the good and very good category; 53.33% of the teacher's activities got the good and very good category; 63.64% of the learning implementation got the good and very good category. The result in this cycle had not met the intended result; therefore, the research was carried out to the second cycle. The learning was considered successful if the average of the students' learning achievement is 75 or more, the students' activities, the teacher's activities and the implementation of learning are considered to be successful when those aspects have achieved 80% or more have achieved the good and the very good category. In the second cycle, 90% of the students' average learning achievement had achieved good and good category; 96.66% of the students' activities had achieved the very good and good category; 93.33% of the teacher's activities had achieved the very good and good category; 95.44% of the learning implementation had achieved very good and good category. This raise had caused the treatment in the second cycle to be optimally implemented and there was no need to carry out this research into the second cycle. Based on those percentages, it was concluded that the brainstorming learning method can be used to improve students' learning achievement.

**Keywords:** Students' learning achievement, Brainstorming learning method, natural resources.

