ABSTRAK

Riski maulida: Pengaruh Model Pembelajaran *Student Facilitator And Explaining (SFAE)* Berbantuan *Media Mind Mapping* Terhadap Sikap Ilmiah Dan Hasil Belajar Kognitif Siswa. **Program Studi Pendidikan Kimia FKIP Universitas Malikussaleh, 2024**.

Penelitian ini merupakan penelitian eksperimen dengan rancangan *intact group comparrison* yang dilakukan terhadap dua kelas, yaitu kelas kontrol dan kelas eksperimen. Penelitian ini dilatar belakangi karena masih adanya kepasifan siswa terhadap pembelajaran kimia. Tujuan penelitian ini yaitu untuk mengetahui apakah ada pengaruh model *Student Facilitator And Explaining (SFAE)* Berbantuan *Media Mind Mapping* terhadap sikap ilmiah dan hasil belajar kognitif siswa.

Sampel yang diambil pada penelitian ini adalah 2 kelas yaitu kelas X IPAS 1 sebagai kelas eksperimen dan kelas X IPAS 2 sebagai kelas kontrol, dimana pengambilan sampel menggunakan teknik *purposive sampling.* Teknik pengumpulan data berupa kuesioner/ angket, tes dan dokumentasi. Teknik analisis data hasil belajar kognitif berupa analisis data awal (uji validitas, reabilitas, tingkat kesukaran dan daya pembeda), analisis data lanjut (uji normalitas dan uji homogenitas) dan analisis data akhir (uji hipotesis).

Uji hipotesis sikap ilmiah menunjukkan nilai signifikansi = 0,000 dengan nilai $\alpha = 0,05$, maka nilai signifikan < α, H_0 ditolak dan H_a diterima dan untuk hasil belajar kognitif siswa diperoleh hasil signifikan dari uji t yaitu 0,001 maka nilai signifikan lebih kecil dari $\alpha = 0,05$, yang artinya H_0 ditolak dan H_a diterima. Jadi, terdapat pengaruh model pembelajaran student facilitator and explaining (SFAE) berbantuan media mind mapping terhadap sikap ilmiah dan hasil belajar kognitif siswa

Kata Kunci: *Student Facilitator And Explaining, Mind Mapping*, Sikap Ilmiah, Hasil Belajar Kognitif, Pembelajaran Kimia.

ABSTRACT

Riski Maulida: The Influence of the Student Facilitator and Explaining (SFAE) Learning Model Assisted by Mind Mapping Media on Students' Scientific Attitudes and Cognitive Learning Outcomes. **Malikussaleh University FKIP Chemistry Education Study Program, 2024.**

This research is an experimental research with intact group comparrison which was carried out on two classes, namely the control class and the experimental class. This research was motivated by students' still passivity towards learning chemistry. The aim of this research is to find out whether there is an influence of the Student Facilitator and Explaining (SFAE) model assisted by Mind Mapping Media on students' scientific attitudes and cognitive learning outcomes.

The samples taken in this research were 2 classes, namely class X IPAS 1 as the experimental class and class Data collection techniques include questionnaires, tests and documentation. Data analysis techniques for cognitive learning outcomes include initial data analysis (test validity, reliability, level of difficulty and distinguishing power), further data analysis (normality test and homogeneity test) and final data analysis (hypothesis test).

The scientific attitude hypothesis test shows a significance value = 0.000 with a value of $\alpha = 0.05$, then the significant value is $< \alpha$, H0 is rejected and Ha is accepted and for students' cognitive learning outcomes, significant results are obtained from the t test, namely 0.001, so the significant value is smaller than $\alpha = 0.05$, which means H0 is rejected and Ha is accepted. So, there is an influence of the student facilitator and explaining (SFAE) learning model assisted by mind mapping media on students' scientific attitudes and cognitive learning outcomes

Keywords: Student Facilitator And Explaining, Mind Mapping, Scientific Attitude, Cognitive Learning Outcomes, Chemistry Learning.