

## ABSTRAK

**Hasan Alfarizi** : “Pengaruh Model Pembelajaran Reading, Mind Mapping and Sharing Terhadap Hasil Belajar Siswa Pada Materi Sistem Peredaran Darah”

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa pada materi sistem peredaran darah. Tujuannya adalah mendeskripsikan pembelajaran menggunakan model *Reading, Mind Mapping and Sharing* (RMS), menganalisis hasil belajar siswa di kelas eksperimen dan kontrol, menguji pengaruh RMS, serta menilai respons siswa. Penelitian menggunakan metode quasi-eksperimen dengan desain *nonequivalent control group* pada 48 siswa kelas VIII yang dipilih secara *purposive sampling* (VII-1 eksperimen, VII-2 Kontrol). Instrumen meliputi tes hasil belajar (*pre-test* dan *post-test*), lembar observasi, dan angket siswa. Data dianalisis dengan statistik deskriptif, uji-t, dan *effect size*. Hasil menunjukkan keterlaksanaan pembelajaran dengan model RMS sebesar 93,3% (sangat baik), peningkatan nilai rata-rata hasil belajar kelas eksperimen dari 49,6 menjadi 87,3 (sangat baik), dan kelas kontrol dari 44,8 menjadi 80,8 (baik). Respon siswa terhadap model RMS sangat baik (89,0%), dengan pengaruh signifikan ( $p= 0,03$ ) dan *effect size* 0,81 (tinggi). Disimpulkan bahwa model RMS efektif pada hasil belajar dan keterlibatan siswa pada materi sistem peredaran darah.

**Kata Kunci:** Model *Reading, Mind Mapping and Sharing*, Hasil belajar Siswa, Sistem Peredaran Darah

## ABSTRACT

**Hasan Alfarizi:** *“The Effect of the Reading, Mind Mapping, and Sharing Learning Model on Students’ Learning Outcomes in the Circulatory System Topic”*

*This research was motivated by the low learning outcomes of students in the circulatory system topic. The purpose was to describe the learning process using the Reading, Mind Mapping, and Sharing (RMS) model, analyze students’ learning outcomes in experimental and control classes, examine the effect of RMS, and assess students’ responses. The study employed a quasi-experimental method with a nonequivalent control group design, involving 48 eighth-grade students selected through purposive sampling (Class VIII-1 as the experimental group, Class VIII-2 as the control group). Instruments included learning outcome tests (pre-test and post-test), observation sheets, and student questionnaires. Data were analyzed using descriptive statistics, t-tests, and effect size calculations. The results showed that the implementation of the RMS model reached 93.3% (very good), with an increase in the experimental class average score from 49.6 to 87.3 (very good), and in the control class from 44.8 to 80.8 (good). Students’ responses to the RMS model were very positive (89.0%), with a significant effect ( $p = 0.03$ ) and a high effect size (0.81). It is concluded that the RMS model is effective in improving learning outcomes and student engagement in the circulatory system topic.*

**Keywords:** *Reading, Mind Mapping, and Sharing Model; Student Learning Outcomes; Circulatory System*