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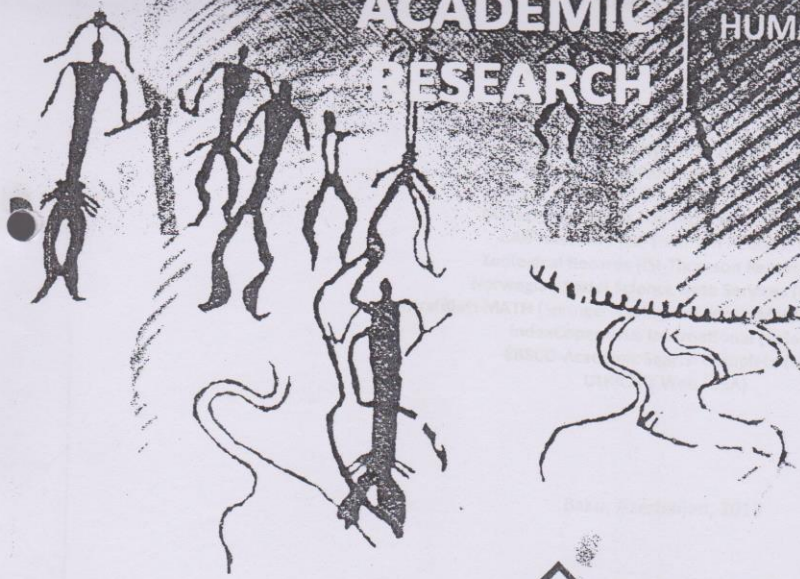
SOCIAL SCIENCES AND HUMANITIES



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THE INFLUENCE OF THE APPLICATION OF THE LEARNING MEDIA OF MIND MANAGER PRO 7 TOWARD BIOLOGY LEARNING OUTCOMES FOR THE THIRD GRADE STUDENTS OF SMP NEGERI 1 IN SENGKANG, WAJO REGENCY

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ABSTRACT

This research aims at finding out the influence of the application of the learning media of Mind Manager Pro 7 toward Biology learning outcomes for the third-grade students of SMP Negeri 1 in Sengkang, Wajo Regency. The populations of this research were the entire the third-grade students of SMP Negeri 1 in Sengkang, Wajo Regency consisting of four classes. The samples of this research were the student's class IX 2 as a control group and class IX 3 as experiments group. Measurement of the results of this study was performed by providing the test results of the study in the form of multiple choices. Data collection was conducted by evaluating the results of the study, including pretest and posttest descriptively and statistically by using learning outcomes guidelines deriving from this study results. This research used the inferential hypothesis test using test-t. The results show that students who get the highest value for the control group is in the good category. Meanwhile, the highest value for the experiment group is very good. Descriptive statistical analysis showed that the average value of the biology learning outcomes for students in the experimental group is very good. Meanwhile, the control group obtains value in the fair category. T-test statistical results showed significant value. It means that the hypothesis is accepted. Therefore, the learning media of Mind Manager Pro 7 has an influence toward Biology learning outcomes for the third grade students of SMP Negeri 1 in Sengkang, Wajo Regency.

Key words: learning media, MindManager Pro 7, learning outcomes

1. INTRODUCTION

The learning process in school classrooms, in general, is still using conventional learning media. It led to the process of learning that is not the maximum. The students are misunderstanding toward explanations presented by the teacher. The way of presenting the material is not interesting and difficult to understand by the students. It causes the students feeling bored. In addition, the students do not focus on paying attention to the teacher's explanation. According to Sadiman et al. (2009) [1], this condition can affect student learning outcomes in the future, for example, the student learning outcome is low. The teacher as a facilitator plays a role in choosing media and learning models that will be used. The selection of models and learning media is crucial because it can improve student motivation. Therefore, student learning outcomes can be improved.

Kemp and Dayton, 1985 (cited in Arsyad, 2011) [2], reveal some positive impacts of media use in the learning process in the classroom as the primary way of learning directly. First, the presentation of the lessons becomes standard. Second, the learning can be more attractive. Third, the learning is more interactive. Fourth, the length of time required in learning can be shortened. Fifth, quality of learning outcomes could be improved. Sixth, the positive attitude of the students towards the things that are learnt in the process of teaching and learning could be improved. Seventh, the role of the teacher can change towards more positive.

In learning activities, teachers can use more than one media or multimedia learning. Multimedia is defined as more than one medium, in the form of a combination of text, images, sounds, animations and videos. This combination is a unity that is shared in displaying information, messages or content of the message in the form of fun, exciting, and easy to understand clearly (Arsyad, 2005 cited in Suroso, et al., 2010) [3].

One program that is a multimedia can be utilized by teachers is the MindManager Pro 7 as a learning media. This media is one of the media information which conveys the message in the form of material presented by the teacher. The advantage of this program is to organize information and thought patterns by forming the concept map for every branch that can be linked with pictures, notes or text, video and animation. This media can help teachers in giving an explanation in a structured concept ranging from the most common to the more detailed concept. This media is equipped with an impressive visualization. It is believed to be able to improve the learning motivation of students. Therefore, this media is expected to heighten the quality of the learning process so that student learning outcomes can be improved.

Learning Media

Word of the media comes from the Latin "medium" which means middle, intermediate, introduction. In Arabic, the media is an intermediary or an introduction from the sender to the recipient of the message. In this sense, teachers, textbooks, and school environment are the media. More specifically, the sense of the media in the process of teaching and learning is likely to be interpreted as graphic tools, photographs, and electronics to capture, process, and rearranges visual or verbal information.

Association of Education and Communication Technology/AECT in the United States restricts the media as all forms and channels that people use to transmit messages or information. Gagne, 1970 (cited in Sadiman et al., 2009) [1], states that the media is the various types of components in the environment of students that can stimulate them to learn. Meanwhile, Briggs, 1970 (cited in Sadiman et al., 2009) [1] argues that the media is any physical device that can present the messages and stimulate students to learn.

Based on the above description, the researchers conclude that the media learning is a tool that can help the process of teaching and learning that can clarify the meaning conveyed, in order to achieve the goal of better and perfect learning. The source of the message of this medium could come from teachers, students, other people or the author and media producer. Its channels are education media, and recipient of the message is students and teachers.

There are some terms for computer-assisted learning media (pembelajaran berbantuan komputer /PBK). They are CAL (computer assisted learning), CAI (computer-assisted instruction), multimedia interactive learning, independent learning software, and computer-assisted presentation media. PBK can be in the form of tutorials, drills, practice, simulated and games. PBK that can be developed by the teacher is multimedia for learning independent that is a piece of software that can be utilized by students independently (Suroso, 2010) [3].

Review of the role played by computer program, Merrill, 1996 (in Sunarto 2009) [4], explicitly states that the PBK is the use of computers to help students in the learning activities. In General, the computer program is used with reference to the application of tutors, such as giving drill and practice, tutorials, simulation, and games.

Learning media of MindManager Pro 7

MindManager Pro 7 Learning Media is media of learning to use concept maps from a subject matter and mapping. This media can explore any subject of discussion obviously range from the central core topics to the smallest subtopics. MindManager Pro 7 Learning Media in every "branch" can be linked with pictures, slide shows, animations, and videos so that it can maximize the use of concept maps.

Mind Manager Pro 7 learning mediums can be used by anyone who wants to improve the productivity of both personal and team. The needs of documenting and managing creativity needed by anyone who wants to go forward. Learning media, MindManager Pro 7 can be used to present the concept to the concept map in order to capture information quickly (Meta, 2011) [5].

Results of the Study

Learning (Learning) is a complex process that occurs in all men and lasts a lifetime, since he was a baby to the grave later (Sadiman et al. cited in Warsita, 2008) [6]. Learning is a process that is done to a person to obtain a new behavior change as a whole, as a result of his experience in interaction with its environment (Slameto cited in Haling, 2007) [7].

2. METHODOLOGY

The population of this research is the whole grade X SMP Negeri 1 Sengkang in 2012/2013 which consists of four classes with the overall number of students of 128 students. The distributions of students at this school are not based on the height of the low value of the students but spread evenly in the absence of a superior class and ordinary class. The selection of samples was done in this study done by random class or random seeding through the Group and obtained two classes from four classes, which are assumed to have the same characteristics or is homogeneous. Whereas for the determination of a group of experimental and controls, groups are also done by draw so obtained a grade IX – 2 totaling 32 students as a control group that follows learning biology without learning media MindManager Pro 7. IX-3 class of 32 students as an experimental group that follows learning Biology learning media uses MindManager Pro 7.

This study examines two variables, namely media learning MindManager Pro 7 as a free variable and the results of learning achieved by students of biology after the learning process in a certain period as a variable. In order to avoid misperceptions and to uniform, the notion in this research, and then it takes an operational definition of variables, namely: (1) the learning medium of MindManager Pro 7 is a media of learning to use map's concept media that can be displayed in the form of structured and this case the links with animation, video, as well as the very image of support in the learning process. (2) The results of the study are score that indicates the level of understanding and mastery of the subject matter which is obtained after students take the test results of the study on the control group and the experimental group performed after learning takes place.

This research is quasi-experiment with design research using Pretest-posttest Control Group, i.e. research, which uses the two groups, the experimental group and the control group. Experimental groups were taught by using MindManager Pro 7 learning media whereas the control groups were taught without using MindManager Pro 7 learning media. Before the beginning of the process of teaching and learning begins either control group, and experimental group were given a pretest so one end of subject matter, both the experimental group and the control group given post-test. As for the description of the research design is as follows. Table 1 design research

Class	Pretest	treatment	posttest
E	O_1	X	O_2
C	O_3	-	O_4

Description: E: Group wants; C: control Group; O1, O3: Group wants a pretest and a group control; O2, O4: posttest wants a Group and group control; X: Treatment for the experimental group; -: Without treatment for the control group

The instrument used in this research is the result of learning test in the form of as many as 45 multiple-choice questions. The instrument is first validated by an expert before using the validation; then the data were analyzed by descriptive study results and inferential to determine the value of the results of the study of biology is obtained for each student. The implementation of this research consists of three stages, namely (i) the preparation phase that includes; Do the observations on site research to see the location of research, teaching and learning processes and in particular, the subject's biology in class IX, and specify a control group and experimental group? Drafting implementation plans and Learning syllabus to suit the material to be taught. It provides media learning MindManager Pro 7 in the link with pictures, animations,

Learning outcomes students categorized qualitatively served as in the table 4.

Table 4 Frequency distribution, percentage and category of student learning outcomes by applying the learning medium of MindManager Pro 7 (experimental group) and without applying the learning medium of MindManager Pro 7 (control group)

The Value of Interval	Category	Experimental group		Control group	
		Frequency	(%)	Frequency	(%)
90-100	Excellent	1	3,13	0	0
80-89	Good	19	59,37	8	25,00
70-79	Fair	11	34,37	19	59,37
60-69	Low	1	3,13	5	15,63
≤ 59	Fail	0	0	0	0
Total		32	100.00	32	100.00

The Data in table 4 shows the results of student learning on a group of experimental and control group. The experimental group on excellent category with frequencies of 3.13% and for the control group of 0%. On the good category with the greatest frequency in the experimental group of 59,37% whereas control group of 25.00%. For the fair category the greatest category control group of 59,37% and experimental group of 34,37%. In the low category with frequency the control group of 15,63% whereas experimental group of 3.13%.

Statistical Analysis of Inferential.

The results of the statistical analysis are presented for the inferential hypothesis testing using the t test. Hypothesis testing in this study using software of SPSS version 18.0 with the plane of $\alpha = 0.05$. Before the hypothesis testing, in doing its prerequisite test in normality and homogeneity data. Normality trials are used to determine whether population data is the distribution of normal or not. Statistics SPSS 18.0 software using a normality test with Kolmogorov-Smirnov Z test. Testing normality Criteria namely data revealed a normal distribution if the value of the Kolmogorov-Smirnof Z obtained of > α (0.05) while if the value of the Kolmogorov-Smirnof Z obtained of < α (0.05) then the data stated is not a normal distribution. Based on the results of processing the data obtained the value of Kolmogorov-Smirnof Z on the experimental group of 0,237 > α (0.05), whereas for the control group of 0,484 > α (0.05). Data about the students in the study came from a sample of a normal distribution; its homogeneity test aims to find out the data in this study have the same variance or homogeneous. The test homogeneity statistic used is Levenes' test. As for this test analysis process used SPSS 18.0 software. The test criteria for this test is if the acquired significance of $\alpha \geq 0.05$, then the variance of each sample equal (homogeneous), if the acquired significance of $\alpha \leq 0.05$, then the variance of each sample is not the same (not homogeneous). After testing with a test of its homogeneity, statistics either the control group or the experimental group obtained for significance of 0,712 ≥ α 0.05. Thus can be concluded that students who are learning media by using MindManager Pro 7 and taught without using learning media MindManager Pro 7 have the same variance or homogeny. Hypothesis testing: testing based on a variant of normality and homogeneity, then performed a statistical t-test to test research hypotheses test analysis process was used SPSS software 18.0. The criteria are done if the sig (2-tailed) > α, then H0 is accepted, and if the sig (2-tailed) < α, then H0 is rejected. Results of the t-test statistic (α = 0.05) indicates the value of the sig (2-tailed) 0.000 < α (0.05) then the hypothesis H0 is rejected and the H1 is accepted. Thus, it can be concluded that the hypothesis on this research accepted that there is the influence of the application of the learning media MindManager Pro 7 against the results of the study of biology students on the concepts of the reproductive system.

4. DISCUSSION

Results of the study of biology at the experimental group wants higher compared to the control group are caused due to the application of the learning media of MindManager Pro 7. This Media has advantages that set the information and mindset by forming the concept maps, can be a link with pictures, notes or text, animations and videos, in addition. The media is helping teachers in giving an explanation in a structured starting from the most common concept was later described more detailed concept that features an interesting visualization and believe can improve student learning motivation. So as to develop the quality of teaching and learning that can then influence on student learning outcomes. That is one of the contributing factors to the high student learning outcomes on the experimental group, by using learning media MindManager Pro 7 understanding students will better the subject matter. The teacher helps the students to understand a concept by connecting it with the previously existing concepts so that students can be given the subject matter well and as much as possible the habit of memorizing students to learn can be a minimalist. It is in line with the opinion of Yusuf et al., (2006) [8] that one of the benefits of learning to use concept maps for students is to improve memory or recall.

The process of teaching and learning by applying the learning media of MindManager Pro 7 is capable of improving the quality of teaching and learning better and able to improve memory. It is because students are presented in the form of structured concept maps, concept ranging from the most common to the most specific concept of such material. Piyanto (2009) [9] suggests that the combination of text, images, graphics, animation art, sound and video, a variety of such media are combined into a single unit of work which will result in information that has a very high communication value. That is, the information was not even visible only as a result of the edition, but it can also be heard, forming simulations and animations that can generate interest and have a high value of graphic art in that they are presented. It is in accordance with that has been said by Pike, 1989 (cited in Silberman, 2007) [10] says that by adding visual media on subjects raised memories of 14% to 38%.

Application of MindManager Pro 7 learning media affects the results of the study of biology students on the concept of the reproductive system. It is based on the results of data analysis by using the t-test in using SPSS program, then it influence can also be seen on the percentage value of the higher class of experiments on the good category by percentage of 59,37% whereas in the control class in the good category only of 25.00%.

Unlike the case with the control group in the lead, without applying the learning media of MindManager Pro 7 in this study using media commonly used the board and markers. From the results of the analysis of descriptive statistics, the value of the control group study results lower than the experimental group. It is caused by the use of the learning media whiteboard and markers are very simple so that most students are less able to remember and understand the explanation teachers with good even some students less interested or motivated to pay attention to the teacher's explanation. Other than that this media is less able to visualize some of the material with good reproductive system where this material shows the extent and relationship as well as much showing the pictures and the processing of the reproductive system that cannot be seen