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The Effect of the Reading Concept Map Reciprocal Teaching (Remap RT) Learning Model on Students' Concept Understanding and Learning Interest in the Nervous System Sub-Material

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Reading Concept Map Reciprocal Teaching* (Remap RT) terhadap pemahaman konsep dan minat belajar peserta didik pada sub materi sistem saraf. Jenis penelitian ini yaitu penelitian kuantitatif dengan metode *quasi experiment* tipe *the nonequivalent control group design*. Populasi penelitian yaitu seluruh peserta didik kelas XI MIPA di SMA IT Ihsanul Fikri, sampel yang digunakan yaitu kelas XI MIPA 2 sebagai kelas kontrol dan kelas XI MIPA 3 sebagai kelas eksperimen. Hasil menunjukkan bahwa nilai *posttest* pemahaman konsep peserta didik memiliki nilai signifikansi sebesar 0,002 (*Sig.* < 0,05). Pada kelas eksperimen juga memiliki nilai rata-rata yang lebih baik dibandingkan kelas kontrol. Kemudian pada data minat belajar peserta didik, diketahui hasil analisis hipotesis menunjukkan nilai signifikansi sebesar 0,000 (*Sig.* < 0,05). Kelas eksperimen memiliki nilai rata-rata minat belajar yang lebih tinggi dibandingkan kelas kontrol. Kesimpulannya terdapat pengaruh model pembelajaran Remap RT terhadap pemahaman konsep dan minat belajar peserta didik pada sub materi sistem saraf.
Kata kunci: Materi Sistem Saraf; Minat Belajar; Model Remap RT; Pemahaman Konsep.

ABSTRACT

This research aims to determine the effect of the reading concept map reciprocal teaching (Remap RT) learning model on students' understanding of concepts and learning interest in the nervous system sub-material. This type of research is quantitative research with a quasi experiment type nonequivalent control group design. The population in this study was all students in class XI MIPA at SMA IT Ihsanul Fikri with the samples used are class XI MIPA 2 as the control class and class XI MIPA 3 as the experimental class. The results of the research show that the hypothesis analysis on the posttest score for students' conceptual understanding has a significance value of 0.002 (Sig.<0.05). The experimental class also had a better average score than the control class. Then in the students' learning interest data, it is known that the results of the hypothesis analysis show a significance value of 0.000 (Sig.<0.05). The experimental class has a higher average value of interest in learning than the control class. In conclusion that there is an effect of the Remap RT learning model on students' understanding of concepts and learning interest in the nervous system sub-material.
Keywords: *Nervous System Material; Interest In Learning; Remap RT*

Model; Concept Understanding.

INTRODUCTION

Biology is a subject that requires learning experience to understand every concept of the material. Understanding concepts is a student's ability to master concepts/material. Understanding concepts is a key aspect of learning. One of the important teaching goals is to help students understand the main concepts in a subject, not just remember isolated facts (Darmayanti, Sadia, & Sudiatmika, 2013). Understanding concepts is an indicator that can be used as a reference in achieving educational goals. By understanding of the students, teachers can assess whether they have achieved the learning objectives that have been conveyed (Qorimah & Abduh, 2021). Understanding concepts will be a very important asset in solving problems, because determining a problem-solving strategy requires mastery of the concepts underlying a problem (Hefliza, 2020). By understanding concepts well, students can support their own independent learning abilities (Ummiyati, Hasan, & Bahtiar, 2022).

One of the factors that influences students' understanding of concepts is interest in learning. Interest in learning is one of the internal factors that can influence the learning process and learning outcomes of students (Hemayanti, Muderawan, & Selamat, 2020). According to Yunita (2019), interest in learning is an individual's tendency to feel happy without any compulsion so that it can cause changes in knowledge, skills and behavior. Interest in learning is one of the most important aspects in encouraging successful learning because it will create good memories for students (Adodo & Gbore, 2012). In addition, interest in learning is also a determining factor in learning success. This is because interest in learning is an essential foundation for carrying out learning activities well (Alam, 2018). Slameto (2010) said that students' interest in learning can be seen from several indicators, namely students' feelings of happiness, interest, attention and involvement.

The nervous system is a sub-material studied in biology in class XI high school. Nervous system material is a material that is difficult to understand because it has abstract characteristics. The scope of material studied in the nervous system includes the structure of nerve cells, mechanisms for delivering stimuli, the process of movement, the structure of the nervous system, the influence of lifestyle on the nervous system, and disorders or abnormalities found in the nervous system (Pujiyanto, 2022). According to Lestari, Mulyani, & Susanti (2016) the human nervous system has abstract and complicated material characteristics because it is related to complex physical and chemical mechanisms.

Based on the results of initial observations and interviews with biology teacher at SMA IT Ihsanul Fikri, Magelang Regency, several problems were found. The nervous system material is complex material and there are many new terms. Many scientific words are difficult for students to understand, so this has an impact on students' lack of understanding of concepts (cognitive learning outcomes). Based on

the results of the daily assessment of the coordination system material, it is known that from the three sample classes there are around 51% of students who have not yet completed the minimum completion criteria (KKM). With the KKM set at 70. This shows that students' understanding of the concepts is not yet optimal. Besides that, in the learning process there are students who are discouraged from learning the material so they feel sleepy when discussing. In some classes there are also some students who fall asleep when the teacher gives an explanation. This situation shows the lack of interest of students in the process of learning coordination system material.

Looking at these problems, there needs to be a solution to provide changes in the level of understanding of concepts and also students' interest in learning. One possible solution is through the use of learning models. One learning model that has the potential to have an effect on students' understanding of concepts and interest in learning is the Reading Concept Map Reciprocal Teaching (Remap RT) learning model. The Remap RT model is an integration between the Reading Concept Map Cooperative learning (Remap Coople) learning model and Reciprocal Teaching (RT) cooperative learning. Based on research results, Zubaidah, & Mahanal (2016), shows that the Remap RT learning model has the potential to improve metacognitive skills and higher student cognitive learning outcomes compared to conventional learning. Apart from that, according to Ramadani (2020), the Recprocal Teaching (RT) model is an active learning model that has great potential for students' interests and learning outcomes. The Remap RT learning model consists of several syntaxes, namely reading teaching materials (Reading), making concept maps (Concept Mapping), composing and asking questions (Questioning), clarifying the knowledge gained (Clarifying), and predicting material development (Predicting) (Sumiartini, Ardana, & Ariawan, 2018).

Looking at the description of existing problems and potential, research is needed to determine the effect of the Reading Concept Map Reciprocal Teaching (Remap RT) learning model on students' understanding of concepts and learning interest in the nervous system sub-material.

METHOD

This type of research is quantitative research with a quasi-experimental research method. This method was chosen because it aims to compare the two classes, namely the treatment (experimental) class and the control class. The type of quasi experiment used is the nonequivalent control group design. With this design the experimental class and control class are compared by looking at the pretest and posttest results in the two classes.

The population in this study were all students in class XI MIPA at SMA IT Ihsanul Fikri, Magelang Regency, consisting of classes XI MIPA 1 to XI MIPA 6. The sample used consisted of class . The experimental class is a class that receives treatment with the Remap RT learning model. Meanwhile, the control class is a class that does not receive treatment (conventional learning model). Determination of the

research sample was carried out using the purposive sampling method. The purposive sampling method is a sampling method by selecting samples based on certain criteria determined by the researcher objectively (Dharma, 2019).

Data collection was carried out by administering pretest questions and a learning interest questionnaire to measure conceptual understanding and initial learning interest of students in the experimental and control classes. Then, the experimental class was given treatment with the Remap RT learning model while studying the nervous system sub-material. Meanwhile, no treatment was given to the experimental class (conventional learning model). After giving the treatment, both classes were given posttest questions and a questionnaire about participants' learning interest to determine students' understanding of concepts and final learning interest. To be able to determine whether there is significance in students' understanding of concepts and interest in learning in each class, hypothesis testing was carried out using non-parametric tests.

RESULTS AND DISCUSSION

This research aims to determine the effect of the Remap RT learning model on students' understanding of concepts and learning interest in the nervous system sub-material. In this research, there are two research results, namely the effect of the Remap RT model on students' conceptual understanding, and the effect of the Remap RT model on students' interest in learning.

The Effect of the Remap RT Model on Concept Understanding

To determine the effect of the Remap RT model on students' conceptual understanding, measurements were carried out using a test instrument, namely 28 multiple choice questions. Measurements were carried out twice, namely pretest as the initial measurement before treatment, and posttest as the final measurement after treatment. Data from the pretest and posttest are presented in table 1.

Table 1. Pretest and Posttest Data on Students' Concept Understanding

Data	*Mean*	Median	Mode	Std. Deviation	Min Value	Max Value
Pre-Experiment	39.44	39	39	9.24	21	64
Pre-Control	36.28	36	36	11.68	11	64
Post-Experiment	76.34	75	86	11.29	61	96
Post-Control	62.37	66	62	17.90	14	86

Based on table 1, it is known that there is no significant difference in the pretest average (mean) value for the experimental class and control class. Meanwhile, the posttest average (mean) value for the experimental class and control class has a significant difference. The experimental class has a better average score than the control class. This is because in the initial measurement (pretest) students have not received treatment, while in the final measurement (posttest) students receive treatment.

Then, a hypothesis test was carried out on the pretest and posttest scores for students' conceptual understanding in the experimental class and control class. The

results of the hypothesis test, the pretest scores for both classes have Asymp scores. Sig. (2-tailed) of 0.249. This value shows that the Sig value. > 0.05. So it can be decided that there is no significant difference in the pretest scores of the experimental class and the control class. Then in the posttest value, the hypothesis test results show the Asyimp value. Sig. (2-tailed) namely 0.002. This shows that the Sig value is <0.05 so it can be decided that there is a significant difference between the experimental class and the control class.

The significant difference in the hypothesis test in the posttest scores for students' concept understanding was due to the effect of the Remap RT model applied in the experimental class during learning of the nervous system sub-material. The Remap RT model consists of five learning stages, namely reading, concept mapping, questioning, clarifying, and predicting which can have an effect on understanding concepts regarding the nervous system sub-material. With the Remap RT model, students are required to make a summary in the form of a concept map regarding the sub-material of the nervous system (concept mapping). The creation of a concept map means that students must read each material that will be written in their concept map so that it can help students reconstruct the understanding in their minds. In line with what was stated by Nuryani, et al., (2020), there is an increase in student learning outcomes with the Remap RT model, supported by a learning syntax that emphasizes students to read first before presenting the main ideas or concepts of the material being studied in the form of a concept map. According to Tavsancil, Yildirim, & Demir (2019), one good strategy for gaining knowledge in the learning process is by reading. Reading can develop comprehension skills, so that students will more easily understand material about the nervous system which has abstract and complex characteristics.

At the questioning and clarifying stages through small groups, you can reflect your understanding and be able to test the understanding of other students. According to Sumiartini, Ardana, & Ariawan (2018), asking questions between friends in a group can indicate how much students have mastered the material and can also test their ideas and the ideas of others so that it can help in understanding the concepts of the material being studied. . The clarifying stage can also provide stimulus to other students to continue exploring the understandings they have from each concept map that has been created. Through this clarifying stage, students can be brave in explaining every concept they create (Afdhal, 2015). Students' conceptual understanding of the material being studied can also be developed through the predicting stage. According to Sumiartini, Ardana, & Ariawan (2018), predicting is the activity of students learning to predict or guess about possible developments in the material they will study next. Through the prediction process, students can increase their understanding of concepts so they can use concepts correctly in various situations (Nugraha, Dimas, Cari, Suparmi, & Sunarno, 2019).

The Effect of the Remap RT Model on Interest in Learning

To determine the effect of the Remap RT model on students' learning interest, measurements were carried out using a learning interest questionnaire instrument consisting of 20 statements. Statements are made based on indicators of learning interest, namely students' feelings of enjoyment, interest, attention and involvement during the learning process. Measurement of students' learning interest was carried out twice, namely measuring initial learning interest and measuring final learning

interest. Data measuring students' initial learning interest and final learning interest are presented in table 2.

Table 2. Data on Student Learning Interest

Data	*Mean*	Median	Mode	Std. Deviation	Min Value	Max Value
Initial learning interest in experimental class	64.63	65	66	3.40	59	71
Initial learning interest in control class	65.53	66.5	69	3.44	56	70
Final learning interest in experimental class	75.51	73	72	5.75	65	84
Final learning interest in control class	69.12	70	70	3.65	55	73

Based on table 2, it is known that there is no significant difference in the average value of measuring students' initial learning interest in both the experimental and control classes. Meanwhile, the final measurement of learning interest between the experimental class and the control class had a significant difference in the average value. In the experimental class the final average value of learning interest was better than the control class. This is because in the final measurement of learning interest there was already a Remap RT model treatment applied to the experimental class.

Then in the hypothesis test, the students' initial learning interest value had an Asyimp value. Sig. (2-tailed) of 0.184. This shows that the Sig value is > 0.05 so it can be decided that in initial learning interest there is no difference between the experimental class and the control class. Meanwhile, in the hypothesis test, students' final learning interest showed the Asyimp value. Sig. (2-tailed) which is 0.000. This means that the Sig value is <0.05 so it can be decided that there is a significant difference in final learning interest between the experimental class and the control class.

There is a difference in final learning interest between the experimental class and the control class due to the effect of the application of the Remap RT model during the learning process of the nervous system sub-material. As a learning model with a constructivist approach, Remap RT can have an effect on students' learning interest. The constructivist approach provides independence and freedom for students in learning. According to Anggraeni (2019), learning with a constructivist approach can build students' knowledge through exploration and discussion activities with friends. The constructivist approach can also create interaction between students and teachers and each other, so that students have high involvement in the learning process (Andhika, 2014).

The Remap RT model can have an effect on students' interest in learning. Reading activities and making concept maps carried out by students can be used as an indicator that students feel happy and enthusiastic about learning the nervous system sub-material. According to Hayati & Harianto (2017), individuals who enjoy something will continue to encourage them to approach and achieve that something. In this way, students who enjoy the material being studied will continue to study the material until they really understand it. Then the interest of students can have a positive impact on learning so that it can foster students' interest in learning and

make it easier for students to learn the material (Rahmadani & Lestari, 2021). According to Khaerunnas & Rafsanjani (2021), an individual's interest in a subject matter voluntarily will encourage the individual to be serious about studying and understanding the material.

Then the questioning and clarifying syntax provides an opportunity for students to ask each other questions in their groups. Students also have the opportunity to provide clarification on the answers to each question asked. Not only is it done between students, giving questions and clarification can also be done between students and teachers. Having question and answer activities between teachers and students can increase students' interest in learning (Ahmad & Tambak, 2017). According to Aflalo (2021), through asking questions, students can engage in more meaningful cognitive activities to foster their interest in learning. Students' interest in learning is closely related to question and answer activities, because in this activity students can develop creative and systematic thinking skills so that they can develop interest in learning and learning outcomes based on new knowledge that has been obtained in the learning process (Ahmad & Tambak, 2017). Students' interest in learning will also continue to be developed through predicting syntax. Answering predictions through discussion with a group of friends will increase students' interest in learning (Ramadani, 2021). Irwan (2018) also said that using a learning model by discussing in groups can also increase students' interest in learning. Students' interest in learning will also continue to be developed through predicting syntax. Answering predictions through discussion with a group of friends will increase students' interest in learning (Ramadani, 2021). Irwan (2018) also said that using a learning model by discussing in groups can also increase students' interest in learning. Students' interest in learning will also continue to be developed through predicting syntax. Answering predictions through discussion with a group of friends will increase students' interest in learning (Ramadani, 2021). Irwan (2018) also said that using a learning model by discussing in groups can also increase students' interest in learning.

CONCLUSION AND RECOMMENDATION

Based on the results and discussion, it can be concluded that the application of the Remap RT model has an effect on students' understanding of concepts and learning interest in studying the nervous system sub-material. This is proven by the results of the hypothesis test of the posttest values in the experimental class and control class which show significance in the Asymp Sig value. (2-tailed) of 0.002. Apart from that, in the experimental class the average posttest score was higher than in the control class. Then the results of the final learning interest hypothesis test showed that there was significance between the experimental class and the control class with an Asymp Sig value, (2-tailed) of 0.000. In the final measurement of learning interest, experimental class students had a higher average than the control class.

Then, based on the research results which show the effect of the Remap RT model on students' understanding of concepts and interest in learning, it is recommended that teachers apply the Remap RT model to the learning process or other learning models that can support learning activities. Apart from that, it is also

hoped that teachers can provide detailed explanations and directions regarding the learning stages carried out using the Remap RT model so that the learning process can proceed according to the stages.

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