

ABSTRAK

Kamila Cahya Aulia, 2026. **PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN *COLLABORATIVE MIND MAPPING* TERHADAP LITERASI VISUAL DAN *SELF-EFFICACY* PADA MATERI KEANEKARAGAMAN HAYATI.** (Studi Eksperimen pada Materi Keanekaragaman Hayati di Kelas X SMAN 8 Tasikmalaya pada Tahun Ajaran 2025/2026). Program Studi Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Literasi visual dan *Self-efficacy* merupakan kemampuan penting dalam pembelajaran biologi. Namun, kemampuan tersebut masih tergolong rendah sehingga diperlukan model pembelajaran yang dapat membantu murid memahami informasi visual dan meningkatkan keyakinan diri dalam belajar. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* berbantuan *Collaborative Mind Mapping* terhadap literasi visual dan *Self-efficacy* murid pada materi keanekaragaman hayati di kelas X SMAN 8 Tasikmalaya. Penelitian ini dilaksanakan pada semester ganjil tahun ajaran 2025/2026 menggunakan metode kuasi eksperimen dengan desain *Pretest-posttest control group design*. Populasi penelitian adalah seluruh kelas X SMAN 8 Tasikmalaya. Sampel penelitian diambil menggunakan teknik *purposive sampling*, yaitu kelas X-1 sebagai kelas eksperimen, X-2 sebagai kelas kontrol positif, dan X-3 sebagai kelas kontrol negatif. Instrumen penelitian berupa tes literasi visual dan angket *Self-efficacy* yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan uji ANCOVA dengan taraf signifikansi $\alpha \leq 0,05$. Hasil penelitian menunjukkan nilai signifikansi literasi visual sebesar $0,003 < 0,05$ dan *Self-efficacy* sebesar $0,000 < 0,05$. Dengan demikian, model *Problem Based Learning* berbantuan *Collaborative Mind Mapping* berpengaruh terhadap literasi visual dan *Self-efficacy* murid pada materi keanekaragaman hayati. Penerapan model tersebut efektif meningkatkan kemampuan murid dalam memahami informasi visual serta meningkatkan keyakinan diri dalam menyelesaikan tugas pembelajaran.

Kata Kunci: *Collaborative Mind Mapping*, literasi visual, *Problem Based Learning*, *Self-efficacy*, *biodiversity*

ABSTRACT

Kamila Cahya Aulia, 2026. ***THE EFFECT OF THE PROBLEM BASED LEARNING MODEL ASSISTED BY COLLABORATIVE MIND MAPPING ON VISUAL LITERACY AND SELF-EFFICACY IN BIODIVERSITY MATERIAL. (An Eksperimental Study on Biodiversity Material in Grade X of SMAN 8 Tasikmalaya in the 2025/2026 Academic Year).*** Biology Education Study Program, Faculty of Teacher Training and Education, Universitas Siliwangi.

Visual literacy and self-efficacy are important abilities in biology learning. However, these abilities are still relatively low, so a learning model is needed to help students understand visual information and improve their confidence in learning. This study aimed to determine the effect of the Problem Based Learning model assisted by Collaborative Mind Mapping on students' visual literacy and self-efficacy in biodiversity material at grade X of SMAN 8 Tasikmalaya. This research was conducted in the odd semester of the 2025/2026 academic year using a quasi-experimental method with a *Pretest-posttest* control group design. The population of this study consisted of all grade X of SMAN 8 Tasikmalaya. The samples were selected using purposive sampling technique, namely class X-1 as the eksperimental class, X-2 as the positive control class, and X-3 as the negative control class. The research instruments consisted of a visual literacy test and a self-efficacy questionnaire that had been tested for validity and reliability. Data analysis used ANCOVA test with a significance level of $\alpha \leq 0.05$. The results showed that the significance value of visual literacy was $0.003 < 0.05$ and self-efficacy was $0.000 < 0.05$. Thus, the Problem Based Learning model assisted by Collaborative Mind Mapping had an effect on students' visual literacy and self-efficacy in biodiversity material. The implementation of this model effectively improved students' ability to understand visual information and increased their confidence in completing learning tasks.

Keywords: *Collaborative Mind Mapping, Problem Based Learning, Self-efficacy, visual literacy, biodiversity*