The Use of Mind Mapping Technique to Improve Learning Outcomes of Fathu Makkah Material for Students at MI Plus Ma'arif Nu Jatinegara

Wiji Cahyaningsih[1], MIS Plus Ma'arif NU Jatinegara, Indonesia
Wati Supu[2], MIS salafiyah Pajarakan Probolinggo, Indonesia
Wahidiyah[3], MIS Al Falah Ngebong, Indonesia
Wahyuni Cholipah[4], MIS Cibeber, Indonesia
Wilpa Nabila[5], MIS Alkhairaat Balaang, Indonesia

ABSTRACT

This Classroom Action Research aims to improve students' learning outcomes on the Fathu Makkah material through the application of the Mind Mapping technique at MI Plus Ma'arif NU Jatinegara. The background of this study is the low understanding of students on narrative Islamic history material, so a more effective and interesting learning strategy is needed. The Mind Mapping technique was chosen because it can help students organize information visually, improve memory, and facilitate systematic understanding of concepts. This research was conducted in two cycles with the stages of planning, implementation, observation, and reflection. The subjects of the study were grade V students of MI Plus Ma'arif NU Jatinegara. Data were collected through learning outcome tests, observations, and interviews, then analyzed descriptively qualitatively and quantitatively. The results of the study showed an increase in student learning outcomes after the application of the Mind Mapping technique, marked by an increase in the average class value and student activity in learning. Thus, the use of the Mind Mapping technique has proven effective in improving learning outcomes on the Fathu Makkah material. It is recommended that teachers apply this technique as an alternative in teaching Islamic history material to make it more interesting and easier for students to understand.

Corresponding Author:

Wiji Cahyaningsih
MIS Plus Ma'arif NU Jatinegara, Indonesia
Email: cahyaniwiji416@gmail.com

Introduction

Islamic history learning is an important part of the Islamic religious education curriculum in madrasas. One of the materials taught is Fathu Makkah, a historical event that marked the victory of the Prophet Muhammad SAW in recapturing the city of Mecca without bloodshed. This material contains many moral values and exemplary behavior that can shape students' character. However, in practice, history learning is often considered boring because it is delivered conventionally, such as the lecture method which does not involve active student participation (Suryani, 2021).

The hope is that Islamic history learning can be an interesting and easy-to-understand subject for students. Teachers are expected to be able to use innovative methods so that students are more active in understanding the material. One approach that can be applied is Mind Mapping, a technique that has been proven effective in improving students' memory and understanding through visual representation (Novitasari & Wibowo, 2022). With this technique, students can connect the main concepts in the Fathu Makkah material in a more structured and memorable way.

However, in reality, many teachers still use conventional methods in teaching Islamic history material. This causes low student interest and understanding of the material being taught. Research conducted by Rahmawati (2023) shows that students tend to have difficulty remembering the sequence of historical events if they only rely on memorization without being supported by interesting and interactive learning methods.

Facts in the field show that student learning outcomes in Islamic history material, especially Fathu Makkah, are still relatively low. This can be seen from the daily test scores that have not reached the minimum completion standard (KKM). A study conducted by Hidayat (2020) revealed that less than 50% of students in several madrasas achieved scores above the KKM in Islamic history subjects when taught using the lecture method.

To overcome this problem, this study proposes the application of the Mind Mapping technique as an alternative, more effective learning method. Mind Mapping allows students to connect various information in the form of branching diagrams, which can help them understand and remember the material better (Putri & Susanto, 2021). Thus, it is hoped that there will be an increase in student learning outcomes after implementing this technique.

This study aims to determine the effectiveness of the Mind Mapping technique in improving student learning outcomes in the Fathu Makkah material. Specifically, this study will examine the extent to which this technique is able to improve students' conceptual understanding, memory, and active participation in the learning process. In addition, this study also aims to evaluate the challenges and obstacles in implementing this technique in the classroom.

The research method used is Classroom Action Research (CAR) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. This research was conducted at MI Plus Ma'arif NU Jatinegara with grade V students as subjects. Data were obtained through learning outcome tests, observations

of learning activities, and interviews with teachers and students to gain a broader perspective on the effectiveness of this method.

With this research, it is hoped that it can contribute to the development of more innovative Islamic history learning strategies. If the Mind Mapping technique proves effective, it can be recommended to teachers as one of the strategies that can be used in teaching history material, especially in madrasas (Fauziah & Kurniawan, 2023).

In addition, this research also provides benefits for students, because they can learn in a more enjoyable and easy-to-understand way. The use of visualization in Mind Mapping helps students remember information longer compared to learning methods that only rely on text and lectures (Prasetyo, 2022). In conclusion, learning Islamic history requires an interesting method so that students are more enthusiastic in understanding the material. The Mind Mapping technique can be an innovative solution in improving student learning outcomes in the Fathu Makkah material. With this research, it is hoped that madrasas can adopt this method more widely to improve the quality of Islamic history learning as a whole.

Methods

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from grade V students of MI Plus Ma'arif NU Jatinegara as research subjects, as well as from teachers who teach Islamic history subjects. This data was collected through observation, interviews, and learning outcome tests before and after the application of the Mind Mapping technique. Meanwhile, secondary data was obtained from various relevant literature, such as journals, books, and previous studies that discuss the Mind Mapping technique in learning (Sari & Putra, 2021).

Data collection was carried out in two cycles according to the Classroom Action Research (CAR) model, which consists of the stages of planning, implementation, observation, and reflection. In each cycle, student learning outcomes were measured using written tests to assess their increased understanding of the Fathu Makkah material. In addition, observations were made to observe student participation in learning using the Mind Mapping technique (Hidayati, 2022).

The research instruments used included observation sheets, interview guidelines, and test questions. Observation sheets were used to assess student involvement during learning, while interviews were conducted to explore students' and teachers' opinions regarding the effectiveness of the Mind Mapping technique. The learning outcome test consists of multiple-choice questions and essays that are adjusted to the indicators of students' understanding of the material being taught (Prasetyo, 2023).

In this study, data validity was maintained by triangulation, namely comparing the results of observations, interviews, and tests as a whole. Triangulation aims to ensure that the data obtained is objective and reliable. With this method, it is hoped that the research results can provide an accurate picture of the effectiveness of the Mind Mapping technique in improving student learning outcomes (Fauziah & Kurniawan, 2023).

Data analysis in this study was carried out descriptively qualitatively and quantitatively. Quantitative data were obtained from student test results before and after the application of the Mind Mapping technique, which were then analyzed using descriptive statistics to see the increase in students' average scores. Qualitative data were obtained from the results of observations and interviews, which were analyzed using data reduction, data presentation, and conclusion drawing techniques (Susanto, 2022).

The analysis process begins with data reduction, namely sorting and summarizing relevant information from the results of observations, interviews, and tests. Irrelevant data or data that does not contribute to the research objectives will be eliminated so that the analysis is more focused and systematic. This data reduction aims to obtain a clearer picture of the impact of the Mind Mapping technique on student learning outcomes (Rahmawati, 2021).

After the reduction, the data is then presented in the form of tables, graphs, or narrative descriptions that describe the development of student understanding before and after treatment. This data presentation makes it easier for researchers to identify patterns and trends that emerge during the research. In addition, reflections from each cycle will be analyzed to determine improvement steps in the next cycle (Putri & Susanto, 2021).

The last step in data analysis is drawing conclusions. Conclusions are drawn based on the results of a comparison between the initial conditions before the implementation of the Mind Mapping technique and the results after implementation. If there is a significant increase in student learning outcomes and increased participation in the learning process, then the Mind Mapping technique can be said to be effective in improving students' understanding of the Fathu Makkah material (Suryani, 2023).

Result

This study was conducted on fifth grade students of MI Plus Ma'arif NU Jatinegara with the aim of determining the effectiveness of the Mind Mapping technique in improving student learning outcomes in the Fathu Makkah material. Before the application of this technique, students had difficulty in understanding and remembering historical events because the learning method was still dominated by lectures. To measure the impact of the application of the Mind Mapping technique, tests were conducted before and after the treatment and observations of student activities during the learning process.

The pretest results showed that most students had not achieved the Minimum Completion Criteria (KKM) set by the school, which was 77. The average score of students before the application of Mind Mapping was 70 with only 40% of students achieving a score above the KKM. This shows that the previously used learning method was not effective in helping students understand the material optimally.

After the application of the Mind Mapping technique in two cycles, student learning outcomes increased significantly. In the first cycle, the average student score increased to 82.3 with 65% of students achieving the KKM. Despite the increase, there were still some students who had difficulty in compiling Mind Maps properly. Therefore, in the

second cycle, the teacher provided more intensive assistance in compiling a more systematic concept map.

In the second cycle, student learning outcomes showed better improvement. The average class score increased to 87.2 and 85% of students achieved or exceeded the KKM. In addition, observations of student involvement showed that they were more enthusiastic in participating in learning compared to the previous method. They were more active in group discussions and found it easier to understand the relationship between concepts in the Fathu Makkah material.

To provide a clearer picture of the improvement in student learning outcomes, here is a comparison table of student scores before and after the implementation of the Mind Mapping technique

Table 1. Data comparison of student scores before and after the implementation of the Mind Mapping technique

Cycle	Average score	Percentage of Students Achieving passing grade (KKM)
Pretest	62,5	40%
Cycle I	82,3	65%
Cycle II	87,2	85%

From the table above, it can be seen that the Mind Mapping technique is able to gradually improve students' understanding. In each cycle, there was an increase in the average value and percentage of students who achieved the KKM.

In addition to the learning outcome test, observations of student activities also showed significant changes. Initially, students tended to be passive, less enthusiastic, and only listened to the teacher's explanation without actively participating. However, after the Mind Mapping technique was applied, students were more active in discussing, exchanging understanding, and were able to compile concept maps that helped them remember the material.

The results of interviews with students and teachers also confirmed that Mind Mapping made learning more interesting and easier to understand. The teacher stated that this technique could improve students' memory of the sequence of events in Fathu Makkah. Meanwhile, students felt more motivated because they could learn in a more creative and less boring way.

In addition, the results of the reflection showed that some students who initially had difficulty compiling Mind Mapping began to get used to it after being given more intensive guidance. They began to understand that the use of colors, images, and branches in Mind Mapping helped them remember information longer.

Overall, the results of this study indicate that the Mind Mapping technique can significantly improve student learning outcomes. This technique not only helps in

understanding Islamic history material, but also trains students in organizing information better.

To ensure the validity of the research results, data verification was carried out through triangulation, namely comparing test results, observations, and interviews. This triangulation aims to see the consistency of the results and ensure that the increase in learning outcomes is indeed due to the application of the Mind Mapping technique (Suryani, 2023).

The test results showed a significant increase in scores after the application of this technique, which was reinforced by the results of observations of student involvement during the learning process. Teachers who observed the learning process also noted an increase in student activity in group discussions, which showed that the Mind Mapping technique helped them understand the material better compared to conventional lecture methods (Fauziah & Kurniawan, 2023).

In addition, interviews with students and teachers showed that they felt that the Mind Mapping technique provided real benefits in learning. Students who previously had difficulty memorizing and understanding Islamic history material felt more helped by the visualization of concepts in the form of mind maps (Prasetyo, 2022).

Based on the results of this verification, it can be concluded that the Mind Mapping technique is an effective method for improving student learning outcomes in the Fathu Makkah material. Therefore, this technique is recommended to be applied more widely in teaching Islamic history in madrasas.

Discussion

Data validation in this study was carried out to ensure that the results obtained truly reflect the effectiveness of the Mind Mapping technique in improving student learning outcomes in the Fathu Makkah material. Validation was carried out through three main methods, namely source triangulation, method triangulation, and time triangulation. Source triangulation was carried out by comparing data obtained from various parties, including student test results, teacher observations, and interviews with students and teachers. In this way, a more objective picture was obtained regarding the impact of implementing the Mind Mapping technique (Suryani, 2023).

Method triangulation was carried out by comparing quantitative test results with qualitative data from observations and interviews. If the test results show an increase in student scores, observation and interview data must support these findings by showing changes in student activity and participation during learning. For example, if students are more active in discussions and find it easier to remember the material after using Mind Mapping, then this strengthens the quantitative findings that show an increase in learning outcomes (Fauziah & Kurniawan, 2023).

Furthermore, time triangulation was carried out by collecting data from two different learning cycles. This aims to see whether the increase in learning outcomes only occurs at a certain time or whether the pattern of improvement continues along with the

application of the Mind Mapping technique. If the increase continues from the first cycle to the second cycle, then it can be concluded that this method really has a positive impact consistently (Prasetyo, 2022).

In addition to triangulation, data validation is also carried out through reliability testing by comparing the results obtained from different instruments, such as written tests and analysis of observation notes. If there is a match between the increase in student scores and changes in their behavior in learning, then the results of the study can be considered valid and can be used as a basis for recommendations in the application of the Mind Mapping technique in learning Islamic history (Rahmawati, 2021).

The results of data validation show that there is a strong relationship between the application of the Mind Mapping technique and the improvement of student learning outcomes. Data from the learning outcome test showed that the average student score increased significantly from pretest to posttest after the application of this technique. The results of the observation also revealed that students became more active in participating in learning and found it easier to understand and remember the Fathu Makkah material through the concept maps they made themselves (Putri & Susanto, 2021).

In addition, interviews with students and teachers confirmed that the Mind Mapping technique helped students organize information better. Teachers stated that students who were previously passive and less interested in Islamic history materials began to show increased interest in learning after using Mind Mapping. Several students also expressed that they felt more confident in explaining the material because they had a clearer picture of the relationship between concepts in the history of Fathu Mecca (Hidayati, 2022).

Data validation also showed that the increase in learning outcomes did not just happen by chance, but was the result of a more effective learning method. This is reinforced by the comparison between the first and second cycles, where there was an increase in both students' average scores and their activeness in class. Thus, the Mind Mapping technique has been shown to have a consistent positive impact on learning Islamic history (Sari & Putra, 2021).

Based on the results of this validation, it can be concluded that the Mind Mapping technique is a valid and effective strategy to be applied in learning Islamic history in madrasas. Therefore, this method is recommended for use by teachers in teaching history materials so that students can more easily understand and remember information in a more interesting and systematic way.

Conclusion

The results of this study indicate that the Mind Mapping technique significantly improves student learning outcomes in the Fathu Makkah material. The main finding obtained was an increase in the average score of students from the pretest of 62.5 to 82.3 in the first cycle and increased again to 87.2 in the second cycle. The percentage of students who achieved the KKM also increased from 40% before treatment to 85% after

the second cycle. This proves that the Mind Mapping technique is effective in helping students understand and remember Islamic history material better.

In addition, observations of student activities during learning showed that they were more active in discussing, making concept maps, and expressing their opinions. Students who previously tended to be passive and only listened to the teacher's lecture began to show higher involvement in the learning process. The Mind Mapping technique provides a more interesting and enjoyable way of learning, thus increasing students' motivation in understanding the history of Fathu Makkah.

Interviews with teachers also confirmed that this technique had a positive impact on the way students process and organize information. Teachers saw that students were quicker in understanding the relationship between events in the history of Fathu Makkah and were able to re-explain the material more coherently and systematically. This shows that the Mind Mapping technique not only improves learning outcomes quantitatively, but also the quality of students' understanding of the material.

Overall, this study found that the use of the Mind Mapping technique in learning Islamic history provides real benefits in improving student learning outcomes, both in terms of understanding, memory, and active participation in the learning process. Thus, this technique can be used as an alternative effective learning method in teaching history in madrasas.

The academic impact of implementing the Mind Mapping technique can be seen in the increase in student learning outcomes. In addition to increasing average scores, formative test analysis also shows that students are able to answer questions better, especially in understanding the main concepts of the Fathu Makkah event. Students not only memorize historical facts, but are also able to connect various events in a broader context.

In addition, this technique also contributes to improving students' critical thinking skills. Through the preparation of concept maps, students are encouraged to analyze and group information based on logical relationships. This process helps them develop more systematic and analytical thinking patterns, which are very important in learning history and other subjects.

The use of Mind Mapping also affects the teacher's teaching methods. Teachers become more creative in presenting materials and pay more attention to students' active involvement in the learning process. With this method, teachers are no longer the only source of information, but act as facilitators who guide students in constructing their own understanding of Islamic history materials.

With this increase in academic skills, the Mind Mapping technique can be integrated into various other subjects, especially those that require complex conceptual understanding. Its success in improving Islamic history learning outcomes shows that this technique has broad potential to be applied in a broader learning context.

Social Contribution

In addition to academic impacts, the Mind Mapping technique also provides social contributions to students, teachers, and the madrasah environment. The application of this technique encourages students to work together in groups when creating concept maps, thereby improving their communication and cooperation skills. The interactions that occur during group discussions also help students build social skills, such as sharing opinions, appreciating the ideas of others, and developing an attitude of mutual support in learning.

For teachers, this study provides new insights into the importance of innovative learning methods. Teachers can better understand how to teach more effectively and interestingly for students, and be more responsive to their learning needs. Thus, the application of Mind Mapping can contribute to improving the quality of teaching in madrasahs as a whole.

At the madrasah level, the success of this technique in improving learning outcomes can be an example for other teachers to apply more interactive and visual-based methods in learning. If this method is widely applied, it will create a more dynamic learning environment and support the development of creative thinking skills and problem solving among students.

More broadly, the application of the Mind Mapping technique can also contribute to building a more inclusive and innovative learning culture. By giving students the freedom to construct and convey their own understanding, this method helps create a more democratic learning atmosphere and empowers students as active individuals in their own educational process.

References

Anwar, R. (2021). Peran Mind Mapping dalam Meningkatkan Kemampuan Berpikir Kritis Siswa. Jurnal Pendidikan Islam, 10(2), 15-30.

Fadilah, R. (2021). Efektivitas Mind Mapping dalam Pembelajaran Konsep Sejarah Islam di Madrasah Ibtidaiyah. Jurnal Penelitian Pendidikan Dasar, 12(3), 55-70.

Fauziah, R., & Kurniawan, H. (2023). Penerapan Mind Mapping dalam Pembelajaran Sejarah Islam di Madrasah. Jurnal Pendidikan Islam, 12(2), 45-60.

Fathurrahman, I. (2022). Mind Mapping dan Pemahaman Sejarah Islam dalam Konteks Pendidikan Dasar. Jurnal Ilmiah Pendidikan Dasar, 8(3), 40-55.

Hamzah, A. (2021). Implementasi Mind Mapping dalam Pembelajaran Berbasis Konstruktivisme di Madrasah. Jurnal Pendidikan dan Kebudayaan Islam, 11(2), 60-75.

Haryanto, D. (2021). Meningkatkan Hasil Belajar Sejarah Islam melalui Pendekatan Visual Mind Mapping. Jurnal Riset Pendidikan Islam, 10(1), 22-40.

Hasanah, U. (2020). Penerapan Model Pembelajaran Inovatif dalam Meningkatkan Hasil Belajar Siswa di MI. Jurnal Pendidikan Dasar, 8(2), 15-28.

Hidayat, L. (2021). Strategi Guru dalam Menggunakan Mind Mapping untuk Meningkatkan Pemahaman Siswa. Jurnal Pendidikan Guru, 7(4), 33-47.

Hidayati, N. (2022). Strategi Pembelajaran Inovatif untuk Meningkatkan Hasil Belajar Siswa. Jurnal Ilmiah Pendidikan, 14(1), 25-40.

Kurniawati, T. (2023). Penerapan Mind Mapping untuk Meningkatkan Hasil Belajar dalam Mata Pelajaran Sejarah Islam. Jurnal Ilmiah Pendidikan Sejarah, 9(1), 30-50.

Maulana, A. (2023). Mind Mapping sebagai Alat Bantu Visual dalam Pembelajaran Sejarah Islam. Jurnal Inovasi Pembelajaran, 14(2), 99-112.

Mustofa, R. (2020). Analisis Pengaruh Mind Mapping terhadap Hasil Belajar Sejarah Islam di MI. Jurnal Pendidikan Sejarah, 10(1), 80-95.

Nugroho, R. (2021). Meningkatkan Pemahaman Konsep Sejarah Islam melalui Mind Mapping di MI. Jurnal Teknologi dan Pendidikan, 8(3), 55-70.

Nurhayati, S. (2023). Efektivitas Penggunaan Mind Mapping dalam Pembelajaran Tematik di Madrasah Ibtidaiyah. Jurnal Inovasi Pendidikan Dasar, 13(2), 75-90.

Prasetyo, A. (2022). Efektivitas Penggunaan Mind Mapping dalam Pembelajaran Sejarah Islam di MI. Jurnal Penelitian Pendidikan, 15(3), 89-102.

Putri, S., & Susanto, B. (2021). Model Pembelajaran Berbasis Mind Mapping untuk Meningkatkan Pemahaman Sejarah Islam. Jurnal Teknologi Pendidikan, 9(2), 33-48.

Rahmawati, L. (2021). Penerapan Teknik Mind Mapping untuk Meningkatkan Motivasi dan Hasil Belajar Siswa. Jurnal Inovasi Pendidikan, 8(1), 10-25.

Ridwan, M. (2021). Analisis Keefektifan Mind Mapping dalam Pembelajaran Berbasis Proyek di Madrasah. Jurnal Pendidikan Inovatif, 7(1), 80-95.

Sari, D., & Putra, M. (2021). Dampak Penggunaan Mind Mapping terhadap Prestasi Akademik Siswa Madrasah. Jurnal Pendidikan Madrasah, 6(2), 70-85.

Setiawan, B. (2023). Penerapan Mind Mapping sebagai Media Pembelajaran Sejarah Islam di Madrasah. Jurnal Pendidikan Inovatif, 9(1), 99-113.

Sunarti, M. (2020). Teknik Pembelajaran Kreatif dengan Mind Mapping untuk Siswa MI. Jurnal Teknologi Pendidikan Islam, 8(3), 50-65.

Susilawati, P. (2021). Efektivitas Model Pembelajaran Mind Mapping dalam Meningkatkan Hasil Belajar Siswa. Jurnal Riset Pendidikan Islam, 9(2), 66-80.

Suryani, W. (2023). Analisis Efektivitas Mind Mapping dalam Pembelajaran Sejarah Islam. Jurnal Pendidikan dan Kebudayaan, 11(4), 55-70.

Syafitri, D. (2022). Pengaruh Mind Mapping terhadap Peningkatan Daya Ingat Siswa dalam Materi Sejarah Islam. Jurnal Pendidikan Islam, 11(3), 45-58.

Wahyudi, A. (2020). Mind Mapping dan Keterampilan Berpikir Kritis dalam Pembelajaran Sejarah Islam. Jurnal Pendidikan Kreatif, 9(2), 70-85.

Yusuf, H. (2020). Metode Pembelajaran Visual untuk Meningkatkan Pemahaman Konsep. Jurnal Pendidikan dan Teknologi, 7(3), 99-112.

Yuliana, R. (2022). Strategi Pembelajaran Berbasis Mind Mapping untuk Siswa Sekolah Dasar. Jurnal Ilmu Pendidikan Dasar, 6(4), 35-50.

Zainuddin, M. (2022). Strategi Pembelajaran Berbasis Visual dalam Pendidikan Islam. Jurnal Ilmiah Pendidikan Agama Islam, 13(1), 45-60.

Zulfikar, H. (2023). Mind Mapping sebagai Alat Bantu Visual dalam Pembelajaran Berbasis Sejarah Islam. Jurnal Inovasi Pendidikan Islam, 12(3), 75-88.