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Improvement of Learning Outcomes of *Faith Material to Qada and Qadar* Through the Mind Mapping Method at Mts Nurul Afiq

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Abstract:

This class action research (PTK) begins with observation of the learning in Class IX C MTs Nurul Afiq to find out the problems in the class. The problems found are regarding student learning outcomes, most of which are still under the KKM and learning activities still use conventional methods such as lectures. Therefore, in this study, the learning of the Moral Beliefs of Faith to Qada and Qadar by applying Mind Mapping. The formulation of the problem in this study is how to apply *the Mind Mapping* learning method to improve learning outcomes in the subject of Faith in Morals Class IX C material *to Qada and Qadar at MTs Nurul Afiq* and how to improve the learning outcomes of the subject of Faith in Morals Class IX C material Understanding the Meaning of *Faith to Qada and Qadar* after using the *Mind Mapping method* at *MTs Nurul Afiq*. This study aims to describe the implementation of learning and the improvement of student learning outcomes by applying Mind Mapping. The method used in this study is the PTK Method developed by Kemmis and Taggart. This research was carried out in three cycles. This PTK was held at MTs Nurul Afiq with a total of 15 students consisting of 7 male students and 8 female students. Writing Mind Mapping consists of four stages, making branches that come from the main theme, idea or idea that has been determined. The branches that have been created can be developed into several new branches. The instruments used in this PTK consist of observation sheets for teachers and students and evaluation sheets in the form of written tests. The results of the study showed that there was an increase in student learning outcomes every cycle. The average grade of the first cycle reached 76.25 with the completeness of student learning according to the KKM of 66.67% and the average score in the second cycle reached 92. with student learning completeness reaching 91% Based on these learning outcomes, the application of *Mind Mapping* in learning Faith to Qada and Qadar Materials can improve student learning outcomes. Therefore, the researcher advises teachers to apply *Mind Mapping* in learning, especially learning the Moral Faith.

Keywords: : Mind Mapping, Learning Outcomes

INTRODUCTION

Education is a process carried out by an institution or individual to achieve certain goals. Education is a vital human need, because through education, it is hoped that an educated and

civilized human figure will be formed in life and life. Therefore, education plays an important role in the process of forming a complete personal figure with his personality. This is in accordance with the core of the 1945 basic education goal of building human beings both physically and mentally. Mentally, Indonesian people are expected to be devoted to God Almighty, highly disciplined, creative and think critically about the surrounding environment. And in the Law of the Republic of Indonesia. No.20 of 2003 CHAPTER II article 3 has been explained that "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and devote themselves to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens In essence, the teaching and learning process is an interactive activity between teachers and students in a learning. Learning is the most important activity in the entire educational process in schools.

One of the problems that often occur in the world of education is about student learning outcomes, problems like this are quite feared for education actors. Be it the government, educational units including teachers and students themselves. However, the most related to this is the teacher and students during the learning process. This means that efforts to achieve educational goals, in learning, cannot be separated from the participation of teachers and students. Teachers' actions in teaching are in accordance with knowledge, material components, learning methods and objectives. In a learning component, it consists of a method and technique approach in learning, these components must be owned by the teacher. The learning method is all the planning and procedures as well as the steps of learning activities, including the choice of assessment methods to be carried out. A learning method can be considered as an orderly procedure or process, an orderly way or way to conduct learning. Teachers can realize proper learning so that effective learning is applied to students.

Basic education plays an important role in developing students' potential, because basic education is the initial foundation for students to open their horizons. In addition, teachers are required to create conducive learning and teaching situations. With a conducive situation and effective learning, it is hoped that success in learning can be achieved.

In order for the learning success and teaching process to be effective, teachers must know that different learning strategies do not rely on one method. Various methods can change student saturation so that students are happier and more enthusiastic in learning. The use of learning methods is adjusted to the goals to be achieved, the material delivered is in accordance with the ability of students and the ability of the teacher. Problems in learning outcomes also still occur in Class IX C at MTs Nurul Afiq, namely students who have not met the Material Provision Criteria (KKM), this can be found out after the researcher conducted an interview with the teacher of the Moral Faith subject, where he told in the Moral Faith Lesson the material of Faith to Qada and Qadar In Class IX C, there are some students who have not been able to distinguish between the definition of Evidence and the content well, and the learning results obtained are not optimal or out of 15 students, only 33% got a score above the Minimum Completeness Criteria (KKM) that was determined, which was 75, and 67% of students got a score below the KKM. This is because students are less active in the learning process, the use of less effective and varied learning strategies and methods so that students are less excited and become a little bored.

Based on the problems mentioned above, it is necessary to develop an effective learning method in learning the Moral Faith, namely the Mind Mapping method. Mind mapping is an effective, efficient, creative, interesting, easy and useful way of taking notes because it is done by mapping our thoughts.³ The importance of the Mind Mapping method in learning in the subject of Moral Beliefs is to help students take notes effectively, efficiently, creatively, interestingly, easily and effectively because it is done by mapping the children's own thoughts.

Based on the problems that have been explained above and there are also previous researches that have existed, the researcher took the title, "Improving Learning Outcomes of Faith Material to Qada and Qadar through the Mind Mapping Method at MTs Nurul Afiq"

METHODS

This research uses Classroom Action Research (PTK). In this class action research, there are four action research methods, each of which has a name according to the name of the developer. These methods are the Kurt Lewin Method, Stephen Kemmis and Mc Taggart Method, Elliot Method, Ebbut Method and so on. All of these methods can actually be used as classroom action research in general, but for classroom action research there are various problems that are varied and individual, so that every teacher must have different problems in the classroom. In its implementation, this research uses classroom action research using the Kurt Lewin Method. The Kurt Lewin Method is a method that has been used as a main (basic) reference so far, from various *action research methods*, especially *classroom action research*. This method consists of four components, namely the first planning, the second *acting*, the third observing and the fourth *reflecting*. The following will be illustrated in the Kurt Lewin Method Class Action Research chart.

RESULTS

This research is a Classroom Action Research (PTK), also known in English as Classroom Action Research (CAR). PTK is considered a suitable and effective approach because it focuses on addressing learning problems that arise in the classroom while also aiming to improve both the learning process and teaching methods. This type of research is easy for teachers to implement as it does not require a comparison of learning models; instead, teachers can conduct research on classroom issues while simultaneously carrying out the teaching and learning process. The study, titled "*Improving Learning Outcomes of Faith in Qada and Qadar Through the Mind Mapping Method at MTs Nurul Afiq*," follows specific research stages. In the data analysis of Class IX C during Cycle I, the lesson on *Akidah Akhlak* covered topics such as the meaning and evidence of *Qada* and *Qadar*, types of destiny and examples, behaviors of faith in *Qada* and *Qadar*, and the wisdom behind them. In the pre-cycle phase, some students had not yet achieved the Minimum Completeness Criteria (KKM) of 75. Among the 15 students, the highest score recorded was 80, while the lowest was 0, with an average class score of 51.87, indicating the need for improvement in learning outcomes.

DISCUSSION

From the results of processing student data before the improvement or cycle I in the learning of the Moral Faith material Definition and difference between *Qada* and *qadar* Allah Swt with the Mind Mapping method in Class IX C Odd semester at MTs Nurul AfiqWaru Pamekasan in 2022/2023, it shows that out of 15 students who achieved complete learning only 7 students or 33.33%, This means that there are 8 or 66.67% of students who have not completed it, so it is necessary to improve learning. On the basis of these problems, in order to improve the learning outcomes of students in the subject of Moral Beliefs and Beliefs to *Qada* and *Qadar* Allah Swt with the Mind Mapping method in Class IX at MTs Nurul AfiqWaru Pamekasan, the researcher improved learning through the Classroom Action Writing (PTK) pattern in improving learning in cycle II.

Based on data processing and discussions with observers and heads of Madrasah and supervisors, to complete the learning outcomes of students, the researcher made

improvements in the second cycle which showed an even better improvement, in the second cycle of improvement from 15 students who got a score of ≥ 75 and above, which was originally 8 students or 66.67% and in the second cycle increased to 14 students or 91% reached the level of completeness. From the improvement of student learning outcomes in cycle II, this is due to the learning improvement process using the Mind Mapping method in learning that attracts students' attention and is in accordance with the learning material. In addition, improvements are also made to teaching methods other than the mind mapping method, such as lectures, assignments, questions and answers so that the learning process is not monotonous and the classes faced make the atmosphere lively.

Based on the analysis of the data above, it can be concluded that the increase in student learning outcomes is due to the researcher in carrying out learning improvement activities using the demonstration method in learning, by using this method the completeness of student learning outcomes shown by the percentage of completeness increased from 66.67% to 91%.

CONCLUSION

Classroom Action Research (PTK) on the application of the Mind Mapping learning method was conducted to improve student learning outcomes in the subject of Moral Beliefs and Beliefs in Qada and Qadar Allah SWT in Chapter III at MTs Nurul Afiq Waru, Pamekasan Regency. The research findings indicate that applying the Mind Mapping learning method effectively enhances students' learning abilities. The improvement in student understanding is evident, as initial observations showed only 40% of students demonstrating comprehension. However, in the first cycle, the percentage of completeness increased to 66.67%, and in the second cycle, it further improved to 91%. These results confirm that the Classroom Action Research successfully met the specified completeness indicator, which is set at above 75%, demonstrating the effectiveness of the Mind Mapping method in enhancing students' learning outcomes.

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