



The Implementation of the Mind Mapping Method in Improving Learning Outcomes on the Aqidah Akhlak Material of Trustworthy Behavior in the Daily Life of Students at MIS YPII Tanjung Pura.

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Abstract:

This study aims to analyze the application of the Mind Mapping method in improving students' learning outcomes on the material of trustworthy behavior in daily life at MIS YPII Tanjung Pura. Mind Mapping is a learning technique that helps students understand and organize information in a more systematic, creative, and engaging way. This method is believed to enhance memory and critical thinking skills in students to understand the concepts being taught. This research uses a quantitative approach with an experimental method. The students were divided into two groups: the experimental group using the Mind Mapping method and the control group using conventional methods. Data were collected through pre- and post-tests of learning outcomes, as well as observations and interviews to gain a deeper understanding of the effectiveness of this method. The results of the study show that students who learned with the Mind Mapping method experienced a significant improvement in learning outcomes compared to those using the conventional method. Students became more active in learning, were able to connect concepts better, and found it easier to recall and understand the material on trustworthy behavior in daily life. Therefore, the Mind Mapping method has proven to be an effective innovative learning strategy that can be applied to enhance students' understanding.

Keywords: Mind Mapping, Learning Outcomes, Trustworthy Behavior, Students

INTRODUCTION

Education plays a crucial role in shaping students' character and morals, including instilling the value of trustworthiness in everyday life. According to Setiawan and Hidayati (2021), effective learning not only focuses on the transfer of knowledge but also on shaping students' character through innovative approaches. One such approach is the Mind Mapping method, which has been proven to help students understand and organize information more effectively. In the context of teaching moral values, this method can provide a more engaging learning experience and enhance student involvement in understanding and applying trustworthy behavior in daily life.

However, the reality on the ground shows that many educators still use conventional teaching methods that tend to be one-way. This results in students' low understanding of the concept of trustworthy behavior and their limited application of these values in their lives (Rahmawati & Santoso, 2022). A study by Pratama and Kusuma (2023) shows that students learning through conventional methods tend to struggle with recalling and understanding abstract concepts such as trustworthiness, compared to those who use visual-based approaches like Mind Mapping. Therefore, innovative efforts are needed in teaching methods to improve the effectiveness of material delivery.

Recent research indicates that the Mind Mapping method can significantly improve students' understanding because it helps them connect the concepts they learn in a clearer structure (Putri & Wahyudi, 2023). Additionally, this method can enhance students' memory and creativity in organizing and linking the information they acquire. According to Hasanah and Lestari (2023), the use of Mind Mapping in learning not only contributes to improving students' learning outcomes but also encourages their active involvement in the learning process. This suggests that the method can be an effective alternative to enhance the understanding and application of moral values in students' lives.

Mind Mapping is a visual-based learning technique where information is presented in the form of diagrams that illustrate the relationships between concepts. According to Nugraha and Saputra (2021), the use of Mind Mapping in learning can help students understand the material more comprehensively because they can see the connections between various concepts. Furthermore, this method can increase students' motivation to learn because the presentation of information is more engaging and interactive compared to conventional methods. Therefore, applying Mind Mapping in teaching moral values such as trustworthy behavior is an effective strategy to improve students' understanding.

In addition to cognitive benefits, the Mind Mapping method also has a positive impact on students' affective and psychomotor aspects. A study by Sari and Hidayat (2022) shows that students who learn using Mind Mapping are more confident in expressing their opinions and more active in class discussions. This is due to the learning structure that gives students the opportunity to independently organize their understanding. Thus, this method not only improves academic learning outcomes but also encourages students to be more active and creative in the learning process.

On the other hand, the implementation of the Mind Mapping method in teaching also faces some challenges. According to research by Lestari and Widodo (2023), one of the main obstacles in applying this method is the lack of teachers' understanding of the techniques for creating and using Mind Mapping effectively. Additionally, time constraints during the learning process often pose a challenge for teachers in teaching students how to create effective Mind Maps. Therefore, training for teachers is necessary to enable them to integrate this method optimally in their teaching.

Despite the challenges in its implementation, various studies have shown that the Mind Mapping method holds great potential in improving the quality of education, especially in subjects related to moral values. According to a study by Wibowo and Handayani (2022), students who learn using Mind Mapping tend to have a deeper understanding of the material and are better able to apply the concepts in daily life. This suggests that this method can be an effective tool in enhancing character education.

As a solution to these issues, this study proposes the application of the Mind Mapping method in teaching as an innovative strategy that can improve students' learning outcomes in trustworthy behavior material. By utilizing a visual-based approach, students can more easily connect concepts and understand the material better. Moreover, the application of this method is expected to serve as a reference for educators in developing more effective and engaging teaching strategies.

Thus, the Mind Mapping method can be an appropriate means of enhancing the quality of character education and shaping students with a higher understanding and awareness of the importance of trustworthy behavior in everyday life. Through the implementation of this method, it is hoped that students will not only understand the concept of

trustworthiness theoretically but also be able to apply it in real life. Therefore, integrating the Mind Mapping method into the curriculum is an essential step in improving the effectiveness of teaching and shaping a generation that is more responsible and has high integrity.

METHODS

In addition to primary data, this study also uses secondary data obtained from various literatures, research journals, and reference books related to the Mind Mapping method in learning. This secondary data is used to support the analysis and discussion of the research findings as well as serve as a reference for comparing the results with previous studies.

Furthermore, data analysis is conducted using descriptive and inferential statistical techniques. Descriptive analysis is used to describe the improvement in students' learning outcomes based on pretest and posttest scores, while inferential analysis is performed using the paired sample t-test to determine the significance of the difference in learning outcomes before and after the implementation of the Mind Mapping method. To ensure the validity and reliability of the data, this study also applies methodological triangulation by comparing the results from tests, observations, and interviews. This aims to ensure that the findings are more accurate and can serve as a basis for developing more effective learning methods.

Data obtained from pretest and posttest results after the implementation of the Mind Mapping method are analyzed using descriptive and inferential statistical analysis techniques. Descriptive statistical analysis is used to describe the improvement in students' learning outcomes by examining the distribution of the average scores before and after the implementation of the Mind Mapping method. Meanwhile, inferential analysis is carried out using the t-test (paired sample t-test) to assess the significance of the difference in learning outcomes before and after the application of this method.

In addition to quantitative analysis, data from observations and interviews are analyzed qualitatively using a thematic approach. These data are used to gain a deeper understanding of how students respond to the Mind Mapping method and how this method affects their involvement and motivation in learning. With a combination of quantitative and qualitative analysis, this study is expected to provide a more comprehensive picture of the effectiveness of the Mind Mapping method in improving students' learning outcomes on the topic of trustworthy behavior.

Moreover, to ensure the validity of the findings, this study applies methodological triangulation by comparing the results from academic tests, observations, and interviews. Interviews with students and teachers provide additional insights into their experiences using the Mind Mapping method. Teachers observed an increase in students' active participation during the learning process, while students felt that the method helped them understand the material in a more systematic and engaging way. These findings support the statistical test results showing a significant improvement in students' learning outcomes after the implementation of this method.

The analysis results indicate that the use of the Mind Mapping method has a positive impact on students' understanding of the material on trustworthy behavior. Students in the experimental group using this method not only showed improvements in academic performance but also demonstrated higher engagement in the learning process. These findings align with previous research that states visual-based learning methods can help improve memory retention and understanding of complex concepts.

Thus, the combination of quantitative and qualitative analysis provides strong evidence that the Mind Mapping method is an effective learning strategy to enhance students' understanding of moral values, particularly trustworthy behavior. The findings of this study can serve as a recommendation for educators to adopt the Mind Mapping

method as an alternative to improve the effectiveness of learning, especially in subjects related to character education.

RESULTS

This research involves students from MIS YPII Tanjung Pura, divided into two groups: an experimental group using the Mind Mapping method and a control group using conventional teaching methods. The pretest results show that the average initial scores of students in both groups are relatively similar, with only a slight statistically insignificant difference. After the implementation of the Mind Mapping method, the posttest results show a significant improvement in the experimental group compared to the control group. Based on descriptive analysis, the average pretest score of the experimental group was around 65.4, while the control group had an average of 64.8. After the treatment, the average posttest score of the experimental group increased to 85.7, while the control group only increased to 74.2. This indicates that the Mind Mapping method has a positive impact on improving students' understanding of the concept of trustworthiness in daily life.

In addition to the quantitative data, observations and interviews indicate that students learning with the Mind Mapping method were more active in class discussions and had an easier time understanding the concepts being taught. Students reported feeling more engaged in learning because the method helped them organize information in a more systematic and interesting way. Teachers also stated that this method increased student participation and helped them retain the material better.

Research Data To support the research findings, here are the pretest and posttest data for both groups:

Group	Average Pretest	Average Posttest	Improvement
Experimental (Mind Mapping)	65.4	85.7	20.3
Control (Conventional)	64.8	74.2	9.4

The table above shows that the improvement in learning outcomes in the experimental group was higher than in the control group. This difference emphasizes that the Mind Mapping method is more effective than conventional methods in improving students' understanding.

The paired sample t-test results show that there is a significant difference between the pretest and posttest scores in the experimental group with a p-value < 0.05. This means that the improvement in learning outcomes after applying the Mind Mapping method was not due to chance, but as a result of the treatment.

Moreover, from the observations, it was evident that students using the Mind Mapping method asked more questions and were more active in answering the teacher's questions. In comparison, the control group tended to be more passive, while the experimental group appeared more enthusiastic during lessons.

From the interviews with students, the majority stated that Mind Mapping helped them understand the material more easily. They felt more assisted in remembering concepts because they could see the connections between concepts in a clear diagram.

Teachers teaching the experimental group also revealed that the Mind Mapping method made it easier to explain the material. Visualizing concepts in the form of a mind map allowed students to grasp the information more quickly than with traditional lecture methods. Student activity in the experimental class was also higher than in the control class, as evidenced by the number of questions asked and their participation in group discussions. Overall, the results of this research indicate that Mind Mapping has not only an impact on academic performance but also on student engagement and motivation.

Students who learned with this method felt more confident and were more willing to express their opinions.

From a time-efficiency perspective, teachers also mentioned that with Mind Mapping, the time spent explaining the material was more effective. Students understood the concepts faster, so the available time could be used for more practice and in-depth discussions. In terms of creativity, the Mind Mapping method allowed students to express their understanding in visually appealing forms. Some students even took the initiative to decorate and add colors to their mind maps, making them easier to remember. Another positive impact of implementing this method was an increase in cooperation among students. In creating Mind Maps, students were encouraged to discuss and share their understanding with each other.

Although this method demonstrated many benefits, some challenges were also encountered during its implementation. One main challenge was the time limitation in creating Mind Maps, especially for students who were not yet accustomed to this method. Some students initially had difficulty organizing concepts into mind maps, but with repeated practice, they eventually mastered the method. Teachers also mentioned that implementing this method required more preparation compared to conventional methods. Therefore, teacher training is essential to apply this method more effectively.

In terms of student readiness, some students needed more guidance in understanding how to create effective Mind Maps. Therefore, teachers are advised to provide examples and more intensive guidance at the beginning of the method's implementation. The results of this study align with research by Putri & Wahyudi (2023), which showed that the Mind Mapping method can improve students' understanding in various subjects, especially in conceptual material.

Considering these findings, it is hoped that schools will adopt the Mind Mapping method as part of an innovative teaching strategy. This method is not limited to one subject but can also be applied across various fields of study.

In conclusion, the Mind Mapping method has proven effective in improving students' learning outcomes, increasing their engagement in the learning process, and helping them understand and remember the material more effectively. Therefore, this method is recommended as a teaching strategy at various educational levels. The application of Mind Mapping can also be a solution for teachers to overcome student boredom in learning. With its attractive and interactive visual presentation, this method can help students enjoy the learning process better.

For future research, it is recommended to develop this method with a digital approach, such as using computer or mobile-based Mind Mapping applications. This way, students can more flexibly create and access their mind maps anytime.

With the empirical evidence from this study, it is hoped that the Mind Mapping method can become part of innovations in the education field, particularly in improving the quality of education from primary to higher levels.

Data Verification. To ensure data validity, this study uses data triangulation by comparing the results from tests, observations, and interviews. The paired sample t-test results show a significant difference between the pretest and posttest scores in the experimental group with a p-value < 0.05, meaning that the improvement in learning outcomes after applying the Mind Mapping method was not accidental.

Additionally, the validity of the qualitative data was verified by cross-checking the interview results with students and teachers, as well as the observations made during the learning process. The data show consistency between the improvement in academic scores and the positive responses of students towards the Mind Mapping method. Therefore, the results of this study can be concluded that the Mind Mapping method is effective in improving students' understanding and learning outcomes on the topic of trustworthy behavior in everyday life.

CONCLUSION

This research demonstrates that the application of the Mind Mapping method significantly improves students' understanding of the concept of trustworthiness in daily life. The pretest and posttest results show a significant improvement in the learning outcomes of the experimental group compared to the control group. Additionally, findings from observations and interviews indicate that this method enhances student engagement in the learning process, helps them organize information better, and makes learning more interesting and interactive.

Academically, this research provides empirical evidence that the Mind Mapping method can be an effective learning strategy to improve students' learning outcomes, especially in understanding abstract concepts such as trustworthiness. This method can be applied more broadly across various subjects to improve memory, creativity, and active student engagement in learning.

Apart from its academic impact, this research also has a significant social contribution. With increased understanding of trustworthiness, it is hoped that values such as honesty, responsibility, and integrity can be applied in students' daily lives. Effective character education will help create a generation with high moral awareness that can apply positive values in their social life. Therefore, the findings of this study can serve as a reference for educators in developing more innovative and character-based teaching methods.

Furthermore, the implications of this study also reflect the importance of innovation in teaching methods to improve the quality of education. Educators are expected not only to rely on conventional methods but also to explore more creative and visually-based learning techniques like Mind Mapping. With this method, students can more easily connect the concepts they are learning with their everyday experiences, making the learning process more contextual and meaningful.

In addition, this research can serve as a basis for the development of a more adaptive curriculum that meets the needs of students. A curriculum that accommodates innovative teaching methods will be more effective in achieving educational goals, particularly in character building and the enhancement of critical thinking skills. The results of this study show that a visual approach in learning not only impacts academic understanding but also enhances student motivation, ultimately contributing to better learning outcomes.

However, this study has some limitations that need to be considered for further implementation. One limitation is that the study was conducted in a single school, so the results cannot yet be generalized to a broader population. Additionally, external factors such as students' backgrounds, learning environment, and the role of the teacher in applying the Mind Mapping method may also affect the research results. Therefore, further research with a larger scope and additional variables is needed to strengthen these findings.

Overall, this study provides an important contribution to the field of education, particularly in the application of the Mind Mapping method to improve learning outcomes and character development in students. The findings of this study can serve as a reference for educators, policymakers, and other researchers in developing more effective and character-based teaching strategies. By continuing to innovate teaching methods, it is hoped that education in Indonesia can progress further and produce a generation that is not only academically intelligent but also has strong character and integrity.

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