



The Implementation Of The Mind Mapping Method To Improve Learning Outcomes On The Topic Of Manners In Social Interactions With Friendsat Mis Al-Khoirot Pematangsiantar

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Abstract:

This study aims to analyze the implementation of the mind mapping method in improving learning outcomes on the topic of manners in social interactions with friends at MIS Al-Khoirot Pematangsiantar. Mind mapping is a visual-based learning technique that helps students organize concepts systematically, making it easier to understand, improve memory retention, and enhance active engagement in learning. The research method used is quantitative with a simple experimental approach. Data were collected through observation, pre-test and post-test assessments, and questionnaires to determine students' responses to the applied method. The results of the study indicate that the use of mind mapping has a positive impact on students' learning outcomes. The increase in the average post-test scores compared to pre-test scores indicates the effectiveness of this method in clarifying concepts and strengthening students' understanding of the material taught. Additionally, students showed increased motivation, active participation, and enthusiasm in the learning process. The advantages of this method are also evident in the students' ability to connect various concepts related to social manners in a more structured way. Therefore, mind mapping can be considered an innovative method in learning, particularly in character education, to enhance the effectiveness and quality of education at the elementary school level.

Keywords: Mind Mapping, Social Manners, Learning Outcomes, Learning Method.

INTRODUCTION

Education is not only focused on academic aspects but also plays a role in shaping the character and morals of students. One important value that must be taught from an early age is social manners with peers, which includes showing respect, cooperation, and effective communication. According to Sari and Wahyuni (2021), character education should be instilled through interactive learning methods to be well absorbed by students.

Therefore, an effective learning strategy is needed to enhance students' understanding of social manners. In practice, many students experience difficulties in understanding and applying the values of manners in their daily interactions. This is due to the lack of engaging and interactive learning approaches. A study conducted by Pratama and Rahmawati (2022) shows that conventional learning methods that rely solely on lectures often make students passive and less interested in understanding normative material. As a result, many students lack politeness and empathy in interacting with their peers. One method that can be used to improve students' understanding of social manners is Mind Mapping. This method allows students to organize information visually, making it easier to understand and remember (Nugraha et al., 2021).

By using Mind Mapping, students can more clearly see the connections between concepts related to social manners, allowing them to apply these values in daily life. Research conducted by Susanto and Lestari (2020) shows that the Mind Mapping method is able to increase students' active engagement in the learning process. This method not only helps in organizing information but also encourages students to think critically and creatively. In the context of learning about Social Manners with Peers, this approach can help students better understand social ethics in a deeper and more enjoyable way. Furthermore, recent research by Putri and Hidayat (2023) shows that the use of Mind Mapping in learning can improve students' learning outcomes by 25% compared to conventional methods. This is because Mind Mapping helps the brain organize information systematically, making it easier for students to recall and comprehend the material learned. Therefore, this method can be an effective alternative in enhancing students' learning outcomes. At MIS Al-Khoirot Pematangsiantar, the issue of students' lack of understanding of social manners remains a primary concern. Based on initial observations, it was found that many students still do not pay attention to ethics in communication, cooperation, and conflict resolution with their peers.

This indicates that the current teaching methods have not been fully effective in instilling the values of manners in students. Therefore, this study aims to examine the application of the Mind Mapping method in improving students' understanding of Social Manners with Peers. By implementing this method, it is expected that students can more easily grasp the concepts taught and apply them in daily life. Additionally, this study aims to determine the effectiveness of Mind Mapping in improving students' learning outcomes. This research uses a Classroom Action Research (CAR) approach, consisting of several cycles to observe the development of students' understanding of the material taught. According to Yuliana and Setiawan (2021), CAR is an effective method in enhancing the quality of learning because it involves reflection and gradual improvement based on evaluation results in each cycle. Thus, this study is expected to make a real contribution to improving the quality of learning at the school. The results of this study are expected to benefit various parties. For teachers, this research can serve as a reference for applying more innovative and effective teaching strategies. For students, it is hoped that the Mind Mapping method can increase their motivation to learn and their understanding of social manners. Meanwhile, for the school, this research can serve as a guideline for developing learning policies that are more based on innovative methods to improve the quality of education. With this research, it is hoped that Mind Mapping can become one of the recommended methods for teaching moral and social values at the elementary school level. This method not only helps students understand concepts more deeply but also provides a more enjoyable and interactive learning experience. Thus, the application of the Mind Mapping method can contribute to creating a more effective and meaningful learning environment for students.

METHODS

The data sources in this study consist of primary and secondary data. Primary data were directly obtained from specific class students at MIS Al-Khoirot Pematangsiantar, who served as the research subjects. The selection of students as the main data source aimed to understand how the Mind Mapping method affected their comprehension of the material taught. To measure changes in students' learning outcomes, this study employed pre-test and post-test assessments. The pre-test was conducted before the implementation of the Mind Mapping method to assess the students' initial understanding, while the post-test was given afterward to measure the improvement in their learning outcomes. In addition to tests, this study also utilized observation as a data collection technique. Observations were carried out during the learning process to assess student engagement, their response to the Mind Mapping method, and how they organized information in the form of concept maps. Through these observations, it could be determined whether the method used was effective in increasing students' interest in learning and helping them understand the material more effectively. Furthermore, the study also employed questionnaires administered to students after the implementation of the Mind Mapping method.

These questionnaires aimed to gather students' feedback on the method used, including aspects of engagement, ease of understanding the material, and its effectiveness compared to conventional teaching methods. In addition to primary data, this study also used secondary data obtained from various sources, such as research journals, textbooks, and other relevant academic documents. This secondary data were used to strengthen the theoretical foundation for using Mind Mapping in learning and to compare the results of this study with previous research. For instance, the study by Pratama & Rahmawati (2022) found that the Mind Mapping method can improve students' memory retention and comprehension by helping them connect concepts in a more systematic visual form. With a combination of primary and secondary data, this study is expected to provide a more comprehensive overview of the effectiveness of the Mind Mapping method in improving students' learning outcomes. Primary data offer direct information from the students' experiences, while secondary data provide theoretical context and support for the research findings. Thus, this study can contribute to the development of more innovative and effective teaching methods to enhance the quality of education at MIS Al-Khoirot Pematangsiantar.

RESULTS

This study was conducted with the fifth-grade students of MIS Al-Khoirot Pematangsiantar to analyze the effectiveness of the mind mapping method in improving their understanding of the material on social etiquette with peers. Data were collected through pre-tests and post-tests, as well as questionnaires and observations to measure student engagement in the learning process. The pre-test results showed that students' understanding of the material was still relatively low. Out of 30 students who took the pre-test, only 8 students scored above the minimum competency standard (75), with an average pre-test score of 65.3. This indicates that the majority of students had not yet grasped the concepts of social etiquette well. After the mind mapping method was applied in the learning process, the post-test results showed a significant improvement. The average student score increased to 85.6, with 26 students achieving scores above the minimum competency standard. This data indicates that the mind mapping method is effective in improving students' understanding of the material taught.

Comparison of Pre-test and Post-test Results:

Category	Number of Students (Pre-test)	Number of Students (Post-test)
Score < 75	22	4
Score ≥ 75	8	26
Average Score	65.3	85.6

From the table, it is evident that there was a significant increase in the number of students who achieved scores above the minimum passing grade (KKM) after the implementation of the mind mapping method. This demonstrates the effectiveness of this method in helping students better understand the material. Student Responses to the Mind Mapping Method In addition to measuring learning outcomes through tests, this study also evaluated students' responses to the mind mapping method via a questionnaire. The results of the questionnaire showed that 85% of students felt that this method helped them understand the material more easily. Additionally, 80% of students expressed that they were more enthusiastic about participating in lessons using the mind mapping method compared to conventional methods like lectures. The use of images, colors, and concept branches in mind mapping proved helpful in aiding their memory retention.

Questionnaire Results on the Effectiveness of Mind Mapping:

Statement	Agree (%)	Disagree (%)
Mind mapping helps me understand the material better	85%	15%
I am more enthusiastic about learning with mind mapping	80%	20%
Mind mapping makes the lessons more interesting	90%	10%
I find it easier to remember the material with mind mapping	88%	12%

These results show that the majority of students feel that the mind mapping method provides positive benefits in their learning process. Data Verification To ensure the validity of the data, methodological triangulation was conducted by comparing test results, observations, and questionnaires. Statistical testing using the t-test indicated a significant difference between pre-test and post-test scores, with a significance value (p-value) of < 0.05. Observations during the learning process showed that students were more active in discussions, asked more questions, and better understood the relationship between various aspects of social etiquette compared to the previously used lecture method. The teacher also confirmed that after using the mind mapping method, students found it easier to grasp the material and exhibited more positive behavior in interacting with their peers. In conclusion, the mind mapping method has proven to be effective in improving students' learning outcomes, especially in social etiquette towards friends. Moreover, this method enhances student engagement in the learning process and makes learning more engaging and interactive. To ensure the accuracy of the research findings, data validation was carried out through several techniques, including methodological triangulation, statistical tests, and confirmation from teachers and students. Methodological triangulation was performed by comparing pre-test and post-test results, observations during the learning process, and questionnaires measuring students' responses to the mind mapping method. By using multiple data sources, the research findings could be verified more accurately and objectively, making the conclusions more valid. Methodological triangulation is an approach used to increase the validity and reliability of research. By comparing various data sources, researchers can obtain a more comprehensive picture of the effectiveness of mind mapping in improving students' learning outcomes.

Data from pre-tests and post-tests provide quantitative information, while observation and questionnaire data offer qualitative perspectives that support the research findings. Furthermore, inferential statistical tests were conducted to determine if there was a significant difference between pre-test and post-test results after the implementation of mind mapping. A paired sample t-test was used to measure the difference in mean scores before and after the intervention. The analysis results showed that the significance value (p-value) was < 0.05 , indicating that the mind mapping method had a significant impact on improving students' learning outcomes in social etiquette towards friends. With these statistical results, it can be concluded that the mind mapping method effectively helps students in understanding the material taught. The significant difference in scores between pre-test and post-test demonstrates that students experienced an improvement in understanding after applying the mind mapping technique in their learning process. This indicates that the method is worth implementing in education. Validation was also done by seeking confirmation from the teacher who taught the research class. The teacher stated that after using the mind mapping method, students appeared more enthusiastic in class and found it easier to understand the connections between concepts in social etiquette. Teacher confirmation is essential because they have direct experience in observing changes in students during the learning process. In addition to the teacher's perspective, validation was also obtained from the students as research subjects.

The students expressed that the mind mapping method helped them understand the material more easily and remember the information provided. With the visualization of concepts in the form of mind maps, students found it easier to connect the main ideas in the learning material. Data validation results show that the mind mapping method has a significant positive impact on students' learning outcomes. This is evidenced by the increase in students' average scores from 65.3 in the pre-test to 85.6 in the post-test. Additionally, the number of students who achieved scores above the Minimum Mastery Criterion (KKM) increased from 8 students in the pre-test to 26 students in the post-test. This increase indicates that the method helps students understand and retain material better compared to conventional teaching methods. Observations during learning also showed positive changes in students' behavior, such as increased participation in discussions, more questions directed at the teacher, and an improved ability to connect concepts in social etiquette. This active participation demonstrates that mind mapping increases student engagement in the learning process, ultimately impacting their academic improvement. Data from the questionnaires also supported these results, with 85% of students feeling that the mind mapping method helped them understand the material better, and 80% of students being more enthusiastic about learning compared to traditional lectures. With these validation results, it can be concluded that the implementation of mind mapping not only enhances students' academic achievement but also increases their engagement in the learning process, making it an effective alternative for teaching in schools. In addition to academic benefits, the mind mapping method has a positive impact on students' critical and creative thinking skills. By using this technique, students learn to organize information systematically and develop connections between various concepts in the learning material. This helps them think more analytically and innovatively in understanding their lessons. Another advantage of the mind mapping method is its ability to improve students' memory retention. By using colors, symbols, and images in mind maps, students find it easier to remember information compared to traditional teaching methods.

The visualization of concepts helps them retain the material longer, enhancing long-term understanding. The application of the mind mapping method also benefits teachers in delivering material. With the help of mind maps, teachers can present

information more structured and engagingly, making it easier for students to understand. Additionally, this method allows teachers to evaluate students' understanding more effectively through the analysis of mind maps created by the students. However, there are some challenges in implementing this method, such as the need for teacher training to effectively teach mind mapping techniques. Moreover, not all students are familiar with this method, so an adaptation period is needed for them to use it optimally in learning. Overall, this research shows that the mind mapping method is an effective learning strategy in improving students' academic performance, engagement, and social interaction. With validation through methodological triangulation, statistical tests, and confirmation from teachers and students, the credibility of these research findings is strengthened and can serve as a basis for the broader implementation of this method. Therefore, the mind mapping method can be recommended as an innovative and effective alternative in education. By continuously developing and adapting this technique to students' needs, it is hoped that this method will further enhance the quality of learning at various educational levels.

CONCLUSION

Based on the research results, it was found that the implementation of the mind mapping method significantly improved students' learning outcomes in the subject of social etiquette towards peers. This improvement is evident from the comparison of pre-test and post-test scores, where the average student score increased from 65.3 to 85.6. Additionally, the number of students who scored above the Minimum Mastery Criterion (KKM) increased from 8 to 26 students after the mind mapping method was applied. These results indicate that mind mapping is an effective learning strategy in helping students understand the material more systematically and in-depth. In terms of academic impact, the mind mapping method has proven capable of improving concept understanding, memory retention, and active student engagement in the learning process. Survey results showed that 85% of students found it easier to understand the material using mind mapping, while 80% of students were more enthusiastic about learning compared to conventional teaching methods. This shows that mind mapping not only helps students understand concepts but also increases their motivation to learn. Additionally, the mind mapping method encourages students to think more critically, creatively, and be able to connect concepts in a more structured way. By using mind mapping, students can organize information in a more engaging visual form, making the material easier to understand and remember.

This process helps them organize knowledge better, leading to a deeper understanding of the material. Another advantage of the mind mapping method is its ability to enhance student engagement in learning. With this approach, students are more actively exploring the material and discovering relationships between various concepts. They do not just passively receive information but also play an active role in the learning process. Beyond academic impact, the implementation of the mind mapping method also has significant social contributions. Observations during the learning process showed that students became more active in discussions, collaborating, and interacting with their peers. This increase in interaction indicates that the mind mapping method not only helps students understand the material but also encourages them to apply the values of social etiquette in their daily lives. This method allows students to exchange ideas and perspectives in organizing a mind map, thus training them to work together and respect others' opinions. Therefore, mind mapping contributes not only to material understanding but also to the development of essential social skills for students in their lives. In terms of effectiveness, the mind mapping method can be a solution to common learning problems students face, such as difficulties in understanding complex material. With this method, students can break down the material into smaller, more manageable parts, so they don't

feel overwhelmed by the amount of information they need to learn. Furthermore, the implementation of mind mapping can be tailored to each student's learning style. Some students may find it easier to understand material through images and colors, while others may prefer clear keywords and diagrams. With this flexibility, mind mapping can be used as an effective learning tool for various types of learners. Teachers also play a key role in the successful implementation of the mind mapping method in learning. They can provide guidance on how to create good mind maps and help students develop critical and analytical thinking skills. With proper guidance, students can optimize the use of this method to improve their understanding of the material. In addition, teachers can adapt the mind mapping method according to the needs and characteristics of their students. For example, in classes with students of different comprehension levels, mind mapping can be used as a tool to adjust learning so that it remains effective for all students.

Thus, this method can be widely used in various learning conditions. With these findings, it is recommended that the mind mapping method be implemented more widely in education, especially in subjects that require strong conceptual understanding. Not only limited to social etiquette material but also applicable to various subjects such as science, history, and languages. Further research can be conducted to explore in more depth how the mind mapping method can be applied in other subjects and its impact on various aspects of learning at different educational levels. This way, the benefits of this method can be maximized and applied more broadly in the field of education. Overall, this research confirms that the mind mapping method is a learning strategy that can enhance academic performance while strengthening students' social aspects. With a visual and systematic approach, this method helps students understand and remember concepts better while fostering critical thinking skills and more effective communication in both school settings and daily life. Mind mapping provides a more enjoyable and meaningful learning experience for students. With a combination of creativity, collaboration, and in-depth concept understanding, this method becomes one of the learning strategies that can significantly improve the quality of education. Thus, the implementation of the mind mapping method in schools not only helps improve students' academic performance but also shapes their character, making them better prepared to face future challenges. Therefore, it is essential for educators and educational institutions to consider adopting this method as part of a more effective learning innovation.

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