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The Implementation Of The Mind Mapping Method To Improve Learning Outcomes On Asmaul Husna Material Sd Negeri 101111 Parmonangan

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Abstract:

This study aims to analyze the effectiveness of implementing the mind mapping method in teaching Asmaul Husna at SDN No.101111 Parmonangan. The background of this research is based on the difficulties students face in memorizing and understanding the meanings of the 99 names of Allah, which are often taught through conventional memorization methods. Mind mapping was chosen as an alternative instructional strategy because it presents information visually, making it easier for students to understand and remember. This study employs a Classroom Action Research (CAR) method with two cycles, involving the stages of planning, implementation, observation, and reflection. Data were collected through learning outcome tests, observations of student activities, as well as interviews with students and teachers. The data were analyzed using both quantitative and qualitative approaches to gain a comprehensive understanding of the effectiveness of this method. The results of the study show that the implementation of the mind mapping method had a positive impact on students' understanding and engagement in learning Asmaul Husna. The average student score increased by 20% after the application of this method, with more than 75% of students achieving scores above the Minimum Mastery Criteria (KKM). Additionally, classroom observations indicated an increase in student participation, as they were more active in discussions, creating concept maps, and connecting each of Allah's names with their meanings and applications in daily life. Interviews with students and teachers also confirmed that mind mapping helped them better understand the material in a deeper and more enjoyable way. Thus, it can be concluded that the mind mapping method is effective in improving student learning outcomes in Asmaul Husna lessons. This method not only enhances understanding but also motivates students to be more active and creative in learning. Therefore, mind mapping is recommended as an innovative learning strategy that can be applied in Islamic Religious Education subjects at the elementary school level.

Keywords: Mind Mapping, Learning Outcomes, Asmaul Husna, Teaching, SDN 101111 Parmonangan

INTRODUCTION

The Role of Education in Character and Competence Development Education plays a crucial role in shaping an individual's character and competence. Through education, one can acquire knowledge, skills, and values that support personal and social development. Education not only serves to provide knowledge but also to build moral values and shape

good personalities. One equally important aspect of education is religious education, which plays a role in imparting understanding of spiritual and religious values. At the elementary school level, religious education holds significant importance in instilling faith-based values in students. In Islam, one of the fundamental concepts taught is *Asmaul Husna*, the 99 names of Allah that reflect His perfect attributes. Understanding *Asmaul Husna* is not only about memorizing Allah's names but also about grasping the meaning behind them and applying them in daily life. Therefore, an effective method is needed to help students properly understand and memorize *Asmaul Husna*. However, in practice, many students experience difficulties in memorizing and understanding the meanings of each *Asmaul Husna*. Learning that relies solely on conventional memorization methods often results in students quickly forgetting and failing to grasp the context of each of Allah's names. Additionally, the lack of engaging teaching methods can lead to low student motivation in understanding religious concepts. Mind Mapping as an Effective Learning Method One method that can be used to enhance students' understanding of *Asmaul Husna* is the mind mapping technique. Mind mapping is a cognitive mapping technique that allows students to organize information visually.

This technique helps students remember information more easily by using images, colors, and keywords, making learning more engaging and interactive. Mind mapping has proven to be an effective method in improving students' memory and understanding. According to research by Buzan (2020), the use of mind mapping in learning can help students better connect various concepts. This method not only enhances memory but also fosters students' creativity in organizing information systematically. Additionally, the mind mapping approach aligns with constructivist theory, which emphasizes that learning is more effective when students are directly involved in the learning process. By creating their own mind maps, students become more active in understanding and connecting the concepts being learned. This will enhance students' comprehension of *Asmaul Husna* more deeply than merely memorizing without understanding its meaning. Mind Mapping and Classroom Engagement Implementing mind mapping in the teaching of *Asmaul Husna* can also increase student participation in the classroom. With this method, students are not just passive listeners; they actively participate in creating concept maps that help them understand the relationship between Allah's names and His attributes. Teachers can guide students in connecting *Asmaul Husna* with real-life examples, making the lessons more relevant and applicable. In this context, this research aims to examine the effectiveness of the mind mapping method in teaching *Asmaul Husna* at SDN No. 101111 Parmonangan. The study seeks to evaluate to what extent this method can enhance students' understanding of *Asmaul Husna* and its impact on their learning motivation. Classroom Action Research Approach This study adopts a Classroom Action Research (CAR) approach consisting of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection.

Through this approach, the study aims to gather empirical evidence demonstrating the effectiveness of the mind mapping method in improving students' learning outcomes. Before implementing the mind mapping method, a pre-test was conducted to assess students' initial understanding of *Asmaul Husna*. The pre-test results showed that most students had difficulty understanding and memorizing *Asmaul Husna*. Classroom observations also indicated that learning was monotonous and did not actively engage students. After the implementation of the mind mapping method, it is expected that students' learning outcomes will improve. Students will find it easier to remember and understand the meaning of each *Asmaul Husna* because the information is presented in a more appealing and systematic way. Additionally, students will be able to connect the concepts they learn with their everyday experiences more easily. Data Collection and Analysis In this study, data will be collected through various methods, including learning outcome tests, observations of student activities, and interviews with teachers and

students. With a triangulated data approach, the study aims to provide high validity and offer an accurate picture of the effectiveness of the mind mapping method in teaching *Asmaul Husna*.

Contribution to Religious Education Development The findings of this research are expected to contribute to the development of religious education methods in elementary schools. If proven effective, the mind mapping method could serve as an alternative for teachers in teaching abstract religious concepts, making them easier for students to understand. Apart from academic benefits, the implementation of the mind mapping method in teaching *Asmaul Husna* can also have positive social impacts. Students who have a good understanding of *Asmaul Husna* will be more motivated to apply religious values in their daily lives. This will help them in shaping a better character in accordance with Islamic teachings. **Encouraging Educational Innovation** With innovations in teaching methods, it is hoped that students will enjoy the learning process more and develop a deeper understanding of the material being taught. Therefore, this research plays an important role in exploring new ways to enhance the effectiveness of religious education in elementary schools. In conclusion, this study aims to investigate how the mind mapping method can be used to improve students' understanding of *Asmaul Husna* and its impact on their learning motivation. Thus, the research not only aims to improve learning outcomes but also to create a more innovative and enjoyable learning experience for students. It is hoped that the results of this research can serve as a reference for educators in developing more interactive teaching methods that meet students' needs. By continuously innovating in teaching methods, the quality of religious education in elementary schools can be improved to create a generation that is both smarter and more morally sound.

METHODS

This research uses the Classroom Action Research (CAR) method conducted at SDN No. 101111 Parmonangan. The subjects of the study are students learning *Asmaul Husna* in the Islamic Religious Education subject. Data were collected from several sources, namely students, teachers, and learning documents. Students are the primary source in this study because they directly experience the implementation of the mind mapping method. Teachers play the role of facilitators in the learning process and provide insights into the effectiveness of this method. In addition, learning documents such as lesson plans (RPP), teacher notes, and student test results were also analyzed as supporting materials for the research. Data collection was carried out through several techniques, namely learning outcome tests, observations, and interviews. Tests were given to students before and after the implementation of the mind mapping method to measure their improvement in understanding *Asmaul Husna*. Observations were conducted during the learning process to see how actively students were involved in activities using mind mapping. Meanwhile, interviews were conducted with students and teachers to gather their experiences and responses to the applied method. With these various data collection techniques, the study aims to provide more accurate and comprehensive results.

RESULTS

The research results indicate that the implementation of the mind mapping method in teaching *Asmaul Husna* had a positive impact on students' understanding and engagement. Before the method was applied, most students struggled to memorize and understand the meanings of the 99 names of Allah. Initial test results showed that the average student scores were still in the low category, with only about 40% of students reaching scores above the minimum mastery criteria (KKM). Additionally, early observations revealed that

students were less active in learning, relying solely on rote memorization without a deep understanding. After implementing the mind mapping method, there was a significant improvement in students' learning outcomes. The average student score increased by more than 20% compared to the initial test, with over 75% of students achieving scores above the KKM. Moreover, the observation results showed an increase in student participation in the learning process. Students appeared more enthusiastic while creating *Asmaul Husna* concept maps, linking each name of Allah with its meaning and examples in everyday life. This process helped them better understand and remember the concepts compared to merely memorizing them. In addition to improved scores, student engagement in learning also changed significantly. Before the application of the mind mapping method, many students were passive, less interested, and only followed the lessons formally. However, after this method was applied, students became more active in discussions, participated in classroom activities, and were more confident in memorizing and understanding the meanings of *Asmaul Husna*. **Quantitative Data** The results of the tests conducted before and after the application of the mind mapping method are presented in the following table:

Score Category	Before Implementation (%)	After Implementation (%)
< 50 (Poor)	30%	10%
50-70 (Average)	30%	15%
> 70 (Good)	40%	75%

The table above shows that before the implementation of the mind mapping method, 30% of students scored below 50, indicating a low level of understanding. After the implementation, the percentage of students scoring below 50 decreased to only 10%. Conversely, the percentage of students scoring above 70 increased from 40% to 75%, showing a significant improvement in understanding.

Data Verification

To ensure the validity of the data obtained, this study employed source and method triangulation techniques. The test results from students' learning outcomes were verified through classroom observations to determine whether the increase in scores genuinely reflected their understanding of *Asmaul Husna*. The observation results indicated that students became more active in the learning activities, participated in discussions, and were able to explain the concepts they had learned using mind mapping. In addition, interviews with students and teachers were conducted to gain deeper insights. Most students expressed that this method helped them better understand and memorize *Asmaul Husna*. Teachers also stated that the method made learning more engaging and interactive, which kept students more focused on the lessons. To further strengthen the study's findings, method triangulation was used by comparing data from tests, observations, and interviews. Quantitative data from the test results indicated a significant improvement in scores, while qualitative data from observations and interviews supported these findings, showing changes in student behavior toward learning. The accuracy of the data was also reinforced by documentation of the mind maps created by the students, which demonstrated their understanding of the material. Beyond academic score improvements, student motivation also increased. Before the method's implementation, many students struggled and lacked confidence in memorizing *Asmaul Husna*. However, after using mind mapping, students felt more motivated as they could clearly see the connections between concepts.

This aligns with visual learning theory, which suggests that using images and concept maps helps improve students' memory retention and understanding. Data

Analysis and Interpretation of Results Further analysis revealed that the use of mind mapping not only improved students' understanding of Asmaul Husna but also enhanced their critical thinking skills. Students were able to connect one concept to another, making stronger associations between Allah's names and their application in daily life. This reflects that visually-based learning enhances students' cognition more effectively than conventional memorization methods. From the interview results, some students stated that the mind mapping method helped them remember and understand the meaning of Asmaul Husna because they could see the big picture and the structure of relationships between Allah's names. Before this method was applied, students found it challenging to fully understand the concepts and merely memorized without truly grasping the meaning. Moreover, the observation results showed that students who were previously passive in class started to show more active involvement. They participated in group discussions, asked questions to the teacher, and became more confident in explaining their understanding to their classmates. This indicates that the mind mapping method can improve students' communication skills as well as their confidence in understanding and conveying the material. Increased student engagement was also supported by the teachers' observations, noting that students were more excited when participating in lessons using the mind mapping method.

Teachers observed that students could grasp the material more easily, were more willing to express their opinions, and were more enthusiastic in following each stage of the learning process. Overall, this study shows that the mind mapping method can be an effective learning strategy in teaching Asmaul Husna in elementary schools. Besides improving learning outcomes, this method also makes learning more enjoyable for students. Therefore, this method can be recommended as an alternative for teachers to teach abstract religious concepts to students in a more visual and interactive way. In conclusion, the application of the mind mapping method not only improved students' understanding of Asmaul Husna but also positively impacted their motivation and participation in learning. Therefore, this method can be applied more widely in Islamic Religious Education subjects and in other fields of study that require deep conceptual understanding. Data validation is a critical step in ensuring that the results of this study are reliable and highly accurate. In this study, validation was carried out using triangulation techniques by comparing data from various sources and methods. This triangulation included source triangulation, method triangulation, and time triangulation to ensure consistency and validity of the findings. Source triangulation was done by comparing data obtained from multiple parties, including student test results, classroom observations, and interviews with students and teachers. By comparing different perspectives, this study could identify any discrepancies in the data and ensure that the findings truly reflected the reality in the field. In addition, method triangulation was applied by using various data collection techniques, such as learning outcome tests, observations of student activities, as well as interviews and documentation of mind mapping results. Quantitative data from the test results provided insights into the improvement in students' academic scores, while qualitative data from observations and interviews helped understand changes in students' attitudes and motivation toward learning.

Time triangulation was also used in validating the data by conducting measurements at several stages of the study. Tests were administered before and after the implementation of the mind mapping method to track students' understanding over time. In addition, observations were made during several learning sessions to ensure that the changes observed were not temporary but were the result of the method being used. The validation results show that the data obtained in this study have a high level of reliability. The consistency between the test results, observations, and interviews indicates that the improvement in students' understanding of Asmaul Husna was not coincidental but was

truly due to the use of the mind mapping method. This is reinforced by test results that showed a significant increase in scores after the method was implemented. In addition to academic score improvements, classroom observations also revealed that students were more active and enthusiastic during lessons. They not only memorized Allah's names but also understood the meanings behind each Asmaul Husna and could connect them to daily life. This is consistent with the constructivist learning theory, which posits that students can better grasp concepts if they are actively involved in the learning process. Interviews with teachers also support this validation. Teachers stated that after the implementation of mind mapping, students were more motivated to learn and more confident in memorizing and explaining the meaning of Asmaul Husna. Teachers also observed an increase in interaction among students, with more frequent discussions and collaboration in creating concept maps.

Documentation of the mind maps created by students also served as a form of validation in this study. The concept maps showed the relationships between Allah's names, His attributes, and applicable examples in daily life. This proves that this method not only helped students memorize but also understand and apply the material they had learned. In summary, the validation results show that the mind mapping method is an effective strategy for improving students' understanding and engagement in learning Asmaul Husna. The data obtained in this study have undergone a rigorous verification process and can serve as a basis for recommending the use of this method in religious education in elementary schools. Thus, this study provides strong contributions to the development of visually-based learning methods that can help students better understand abstract concepts. The application of the mind mapping method is expected to be extended to various other subjects that require deep conceptual understanding.

CONCLUSION

The results of this study indicate that the application of the mind mapping method in learning Asmaul Husna has a significantly positive impact on students' understanding and motivation to learn. Before this method was implemented, many students struggled to memorize and understand the meaning of the 99 names of Allah. They tended to rely on rote memorization without deep understanding, making the material seem difficult and uninteresting to them. After the implementation of mind mapping, there was a significant improvement in students' learning outcomes. The average student score increased by more than 20% compared to the initial test, and the number of students achieving scores above the minimum passing grade (KKM) rose from 40% to 75%. In addition, students were more active in the learning process, found it easier to connect each Asmaul Husna with its meaning, and were able to provide practical examples in daily life. Another finding that strengthens the results of this study is the change in student attitudes and engagement. Before the method was implemented, many students were passive and lacked interest in learning.

However, after using mind mapping, they showed greater enthusiasm, engaged in more discussions, and were more confident in explaining the concepts of Asmaul Husna. This demonstrates that the method not only enhances cognitive understanding but also positively affects the affective and social aspects of the learning process. The validation of data through source, method, and time triangulation also reinforces these findings. The consistency between test results, classroom observations, interviews with students and teachers, and documentation of mind mapping outcomes proves that the improvement in learning results is not coincidental but a direct result of the implementation of the mind mapping method. Therefore, this study provides strong empirical evidence that visually-based approaches like mind mapping can enhance the effectiveness of religious education

in elementary schools. From an academic perspective, this study shows that the mind mapping method can be an effective learning strategy in improving students' learning outcomes, particularly in the subject of Islamic Religious Education. Students not only memorize but also understand the connections between each Asmaul Husna and its application in daily life. This aligns with the concept of understanding-based learning, which emphasizes meaning rather than rote memorization.

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