

Implementation of Mind Mapping Learning Model in Improving Student Learning Outcomes at Pesantren Al-Falah Wuluhan Jember Elementary School

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Abstract

The problem in this research is learning using the lecture method by the teacher. The aim of this research is to analyze the use of the mind map model in improving Islamic Religious Education learning outcomes for class V students at the Al-Falah Wuluhan Jember Islamic Boarding School. The preparation of the mind map model is carried out through several stages: first, determining the learning objectives; second, prepare learning tools using the mind map model; third, prepare cardboard and color tools to make a mind map; and fourth, create evaluation tools. Then learning is carried out in accordance with the RPP to be achieved. This research uses Classroom Action Research (PTK) which is carried out in 2 action cycles. Each cycle is carried out with planning and implementation. The research objects were 22 students consisting of 10 men and 12 women. The results of the study showed that cyclical actions starting with procyclicals obtained an average of 42.27 from 22 students. This condition was continued in Action Cycles 1 and 2 with an average increase of 64.55 and 85.77 respectively. Of the three cycle actions, the completeness of learning outcomes in cycle 1 was 36.36%, and in cycle 2 it reached 77.27%. The results of the research show that the use of the mind map model can improve student learning outcomes

in Islamic Religious Education subjects with the main material of Knowing Allah and His Book

Keywords: *Mind mapping, learning outcomes, Islamic Religious Education, Classroom Action Research (PTK), Al-Falah Islamic Boarding School Wuluhan Jember*

Introduction

Education is one of the important capitals of human life to live. The better the quality of education owned by a nation, the more qualified the generation of the nation will be formed. In the end, it can achieve educational goals as written in Law No. 20 of 2003 concerning the National Education System. Pasal 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students are active in developing their potential to have spiritual strength, self-control, intelligence, noble morals.¹

The implied meaning in Article 1 is that the educational objectives to be achieved include the competence of science and technology and IMTAQ. So that students have not only mastered external competence but also inner competence. One of the main factors that determine this achievement is the quality of educators or teachers 555 who are the second parents to students. The role held by teachers is very vital, which includes the role as a teacher, the role as an educator, and the role as a trainer for students.^{2 3} It is in the hands of teachers that the mindset of students can change, both in behavior, attitude toward a better life, more responsible and independent.⁴

¹ Sekretaris Negara Republik Indonesia, "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional" (Jakarta, 2003), 3.

² S. Nina Yunita Ginting, "The Effectiveness on Mind Mapping Learning Model to Improve The Learning Achievements of Biology (Quasi Experimental Study at State Senior High School 1 of Binjai City North Sumatera Indonesia)," vol. 104, no. Aisteel, pp. 456–459, 2017, doi: 10.2991/aisteel-17.2017.98.

³ Ahmad Sopian, "Tugas, Peran, Dan Fungsi Guru Dalam Pendidikan," *Raudhah Proud To Be Professionals : Jurnal Tarbiyah Islamiyah* 1, no. 1 (June 15, 2016): 88–97, <https://doi.org/10.48094/raudhah.v1i1.10>.

⁴ Askhabul Kirom, "Peran Guru Dan Peserta Didik Dalam Proses Pembelajaran Berbasis Multikultural," *Jurnal Al-Murabbi* 3, no. 1 (2017): 69–80, <https://jurnal.yudharta.ac.id/v2/index.php/pai/article/view/893>.

Based on the explanation above, teachers are required to have four competencies following teacher competency standards in government regulations, namely pedagogic competence, personality competence, professional competence, and social competence.⁵ This is useful for maximizing the learning objectives achieved, starting from mastery of the material to be taught, learning methods and media to be used, and forms of evaluation that will measure the competence of students in understanding the material. When there are one or two things that cannot be done by the teacher, this will cause defects in learning. For example, the use of learning methods that do not vary will cause boredom in students who in the end they do not focus on receiving the material. The solution that can be taken is that teachers should use learning methods that are varied and adapted to the conditions of students learning material delivered at that time. Different materials provided will be different methods used.⁶ Another related thing is the aspect of lesson planning. Before delivering the material, the teacher must have careful planning in classroom management.⁷

Conditions like this occur in learning at the Al-Falah Wuluhan Jember Islamic Boarding School, which has learning methods that can guide students in understanding the learning material. Based on initial observations made by researchers, the learning process is less interactive, fun, and challenging. Teachers rarely motivate students to actively participate in learning and provide sufficient space for students who have creativity and talent interests. From the learning process which is carried out in an interactive, fun, challenging manner and the amount of motivation in learning, there are several things that make students understand learning so that learning outcomes

⁵ Dewa Agung Gede Agung, "Pembelajaran Sejarah Di Era Revolusi Industri 4.0," *Jurnal Pendidikan Sejarah Indonesia* 4, no. 1 (June 16, 2021): 1–8, <https://doi.org/10.17977/um0330v4i1p1-8>.

⁶ Mardiah Kalsum Nasution, "Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa," *Studia Didaktika: Jurnal Ilmiah Bidang Pendidikan* 11, no. 1 (2017).

⁷ Vivi Sufiati and Sofia Nur Afifah, "Peran perencanaan pembelajaran untuk performance mengajar guru pendidikan anak usia dini," *Jurnal Pendidikan Anak* 8, no. 1 (2019): 48–53, <https://doi.org/10.21831/jpa.v8i1.26609>.

are maximized. Wait for you in a learning method that is dominated by lecture and teaching methods. Teachers pay less attention to students who provide input or opinions.

The focus of the subjects studied is the study of Islamic Religious Education one of the disciplines that provide moral education, not only in science in general, but also physical and spiritual, in the period of one's growth and development, to make it important for oneself, religion, society, and the country.⁸ The process of delivering material on Islamic Religious Education subjects is usually taught conventionally in almost every school.⁹ The focus of the subjects studied is the study of Islamic Religious Education one of the disciplines that provide moral education, not only in science in general, but also physical and spiritual, in the period of one's growth and development, to make it important for oneself, religion, society, and the country the majority of teachers use the lecture method which is often the method that creates saturation in learning because students only listen to the teacher lecture the material. This situation can cause low understanding of students understanding the material. Low understanding of students causes the value of learning outcomes to be unsatisfactory and, students cannot achieve the Minimum Completeness Criteria (KKM) which is a reference for assessment and benchmarks for student competence.¹⁰ A completeness score of 75 is applied to Islamic Religious Education subjects.

Integrated thematic learning in the 2013 curriculum uses a scientific *approach* (*scientific approach*) in this approach the teacher presents problems that often occur in the lives of students then students are asked to find answers to problems. The scientific

⁸ Umi Musya'Adah, "Peran Penting Pendidikan Agama Islam Di Sekolah Dasar," *AULADA: Jurnal Pendidikan dan Perkembangan Anak* 1, no. 2 (2018): 9–27, <http://e-journal.ikhac.ac.id/index.php/aulada>.

⁹ Risma Hartati, "Metode Pengajaran IPS Yang Efektif Di SD," *Bina Gogik* 5, no. 1 (2018): 43–53.

¹⁰ Muhammad Yusuf Hidayat, A. Nenyhendarwaty A, and Fitriani Nur, "Analisis Penentuan Standar Nilai Kriteria Ketuntasan Minimal (KKM) Mata Pelajaran Fisika Kelas XI SMAN 17 Makassar," *JPF (Jurnal Pendidikan Fisika) Universitas Islam Negeri Alauddin Makassar* 8, no. 1 (2020): 74–81, <https://doi.org/10.24252/jpf.v8i1.7837>.

approach trains students in critical thinking about problems. Skills in scientific approach include 5M skills including observing, questioning, trying, reasoning, and communicating

This problem is supported based on data obtained showing that most of the grade V students at SD Pesantren Al-Falah Wuluhan Jember in Islamic Religious Education subjects are still under the Minimum Completeness Criteria (KKM) set by the school, namely the average grade of 42.3 KKM for Islamic Religious Education subjects 75. Students find it difficult to learn Islamic Religious Education because of the lack of enthusiasm and activeness of students during the learning process, students lack confidence in discussions with teachers. Students who are confident because of the lectures have a lot of lectures and get attention during learning. Even so, this lecture method is still used but in this study, it is added with media in the form of mind mapping (concept maps) so that learning is not only in lectures but also using media tailored to the interests of students.

To improve student learning outcomes and improve learning, researchers need to carry out classroom action research (PTK) by reflection with teachers, so the problem will be seen. Purpose a team from the implementation of Classroom Action Research (PTK) Carry out teacher skills training that is independent of teacher needs, to overcome various practical problems faced by teachers in learning. Action Research in the Classroom (PTK) as an educational innovation from the ground up can bring benefits because teachers are at the forefront of implementing it in the field.

Through Action Research in the Classroom (PTK), teachers become more independent, supported by self-confidence, so that scientifically more courageous take initiatives that promise benefits for improvement. This confidence grows as teachers increasingly develop their knowledge based on practical experience. Through continuous classroom action research (PTK). Teachers as professionals do not rest on their laurels and stay in their comfort zones, but always work towards a better future. This drive comes from a sense

of concern for solving practical problems.¹¹ So far, learning is still dominated by teachers who use the old method, namely the lecture method. This method is transformed into a fun method for students, using the Mind Mapping learning model in Islamic Religious Education learning with the material Lesson 2 Knowing God and His Book.

Mind Mapping is a visual learning technique that involves creating diagrams to organize and connect ideas, concepts, and information. This approach has been found to improve student engagement, critical thinking, and problem-solving skills.¹² The implementation of the Mind Mapping learning model has been studied and applied in various educational settings to improve student learning outcomes. Here, I will discuss its application in the context of SDN Pesantren Al-Falah Wuluhan Jember. In the context of SDN Pesantren Al-Falah Wuluhan Jember, the Mind Mapping model can be used to improve student learning outcomes by fostering a more interactive and collaborative learning environment.¹³ *Mind Mapping* or mind mapping is a method to maximize the potential of the human mind by using the right brain and left brain stimulant.¹⁴ *Mind Mapping* was first developed by Tony Buzan where *Mind mapping* is the easiest way to enter information into the brain and get information out of the brain.¹⁵ *Mind mapping* is a way of taking notes that is creative, effective, and will map thoughts. In making mind mapping we use coloring, have a centralized structure, and use curved lines, symbols,

¹¹ Sri Nanti, "Guru Masa Depan, Harus Keluar Dari Zona Nyaman Dan Tingkatkan Kompetensi," 23 Agustus 2022, <https://www.kompasiana.com/nanti2780/6304668f5c392b48083b5232/guru-masa-depan-harus-keluar-dari-zona-nyaman-dan-tingkatkan-kompetensi?page=all#section1>.

¹² D. Astriani, H. Susilo, H. Suwono, B. Lukiati, and A. R. Purnomo, "Mind mapping in learning models: A tool to improve student metacognitive skills," *Int. J. Emerg. Technol. Learn.*, vol. 15, no. 6, pp. 4–17, 2020, doi: 10.3991/IJET.V15I06.12657.

¹³ L. Mufarokhah, "Pengaruh mind mapping dalam model discovery learning terhadap prestasi belajar fisika peserta didik kelas XI MIA SMAN 1 Mojosari Kabupaten Mojokerto," 2016.

¹⁴ Alamsyah Said dan Andi Budimanjaya, *Strategi Mengajar Multiple Intelligences : Mengajar Sesuai Kerja Otak dan Gaya Belajar Siswa* (Jakarta: Prenada Media Group, 2015), 45.

¹⁵ Muhamad Husni, "Memahami Konsep Pemikiran Mind Map Tony Buzan (1970) Dalam Realitas Kehidupan Belajar Anak," *Al-Ibrah* 3, no. 1 (2018): 110–26.

words, and images assembled into a series. With mind mapping, the information is complete and easy to remember.

Buzan said that Mind Mapping is a process of mind mapping in connecting certain concepts that are poured into interesting and creative writing resembling a map of the region.¹⁶ So that the concept of learning will be easily understood by students. One study that shows the effectiveness of Mind Mapping in improving student learning outcomes is "The effect of mind mapping in the discovery learning model on physics learning achievement of class XI MIA SMAN 1 Mojokerto students" by Mufarokhah, Lailatul in 2016.¹⁷ This study found that the use of Mind Mapping in discovery learning models significantly improved students' physics learning outcomes. Another study that highlights the potential of Mind Mapping in improving student learning outcomes is "The effect of using mind mapping media on student learning outcomes on class VII SMP/MTs environmental pollution material" by Elin Mutaharoun Nisa' in 2023.¹⁸ This study found that the use of Mind Mapping media significantly improved student learning outcomes in environmental pollution materials. The Mind Mapping learning model is a learning model that can activate both parts of the brain in learning.¹⁹ Activation of both parts of the brain is an effort so that the learning process received by students runs well.²⁰ In the implementation of learning, there is the standardization of the assessment of learning outcomes following KKM. Learning results are the abilities that students have after they receive their learning experience.

¹⁶ Tony Buzan, *The Ultimate Book of Mind Maps* (HarperCollins Publishers, 2006), 15.

¹⁷ L. Mufarokhah, "Pengaruh mind mapping dalam model discovery learning terhadap prestasi belajar fisika peserta didik kelas XI MIA SMAN 1 Mojokerto Kabupaten Mojokerto," 2016.

¹⁸ E. M. Nisa', "Pengaruh penggunaan media mind mapping terhadap hasil belajar siswa pada materi pencemaran lingkungan kelas VII SMP/MTs," 2023

¹⁹ N. U. Kulsum, "Mind Mapping Model in Increasing Students' Creativity and Learning Outcomes," *Classr. Action Res. J.*, vol. 2, no. 3, pp. 127–132, 2018, doi: 10.17977/um013v2i32018p127.

²⁰ Aliye Erdem, "Mind Maps as a Lifelong Learning Tool," *Universal Journal of Educational Research* 5, no. 12A (December 2017): 1–7, <https://doi.org/10.13189/ujer.2017.051301>.

Benyamin Bloom classifies learning outcomes into three domains, namely, the cognitive domain, the affective domain, and the psychomotor domain. The cognitive realm discusses intellectual learning outcomes consisting of six aspects, namely knowledge, understanding, application, analysis, synthesis, and evaluation. The first two aspects are called low-level cognitive and the next four aspects include high-level cognitive. The affective realm of attitudes consists of five aspects, namely acceptance, answer or reaction, judgment, organization, and internalization. And the psychomotor realm about the learning outcomes of skills and the ability to act. There are six aspects of the psychomotor realm, namely: Reflex movements, basic movement skills, perceptual abilities, harmony or accuracy of complex skill movements, expressive and interpretive movements.²¹

Relevant previous research has several limitations such as not focusing on Islamic Religious Education subjects or at the basic education level in Islamic boarding schools, its scope is different both in subjects and school levels, and it focuses on different subjects and contexts. Therefore, new, more comprehensive research can be carried out by expanding the sample, expanding the scope of subjects, more diverse research methods, and more complete evaluation instruments. Thus, new, more comprehensive research can provide more valid and generalizable results, as well as provide deeper insight into the effectiveness of mind mapping models in education. In the context of SDN Pesantren Al-Falah Wuluhan Jember, the application of Mind Mapping can be done through various strategies. For example, teachers can use Mind Mapping to create interactive diagrams that illustrate key concepts and relationships in subjects like math, science, and languages. This visual approach can help students better understand complex ideas and retain information more effectively. In addition, Mind Mapping can be used to facilitate group work and discussion, encouraging students to be actively

²¹ G. N. R. Prasad, "Evaluating Student Performance Based on Bloom's Taxonomy Levels," in *Journal of Physics: Conference Series*, vol. 1797 (IOCER 2020, India: IOP Publishing, 2021), 012063, <https://doi.org/10.1088/1742-6596/1797/1/012063>.

involved in the learning process. By incorporating Mind Mapping into their teaching practice, teachers at SD Pesantren Al-Falah Wuluhan Jember can create a more engaging and effective learning environment that supports the academic and personal growth of their students.

Based on the above background, the researcher is interested in conducting this research using the *Mind Mapping* learning model or mapping in improving the learning outcomes of students in the subject of Islamic Religious Education with the material Lesson 2 Knowing God and His Book in grade V students of SD Pesantren Al-Falah Wuluhan Jember.

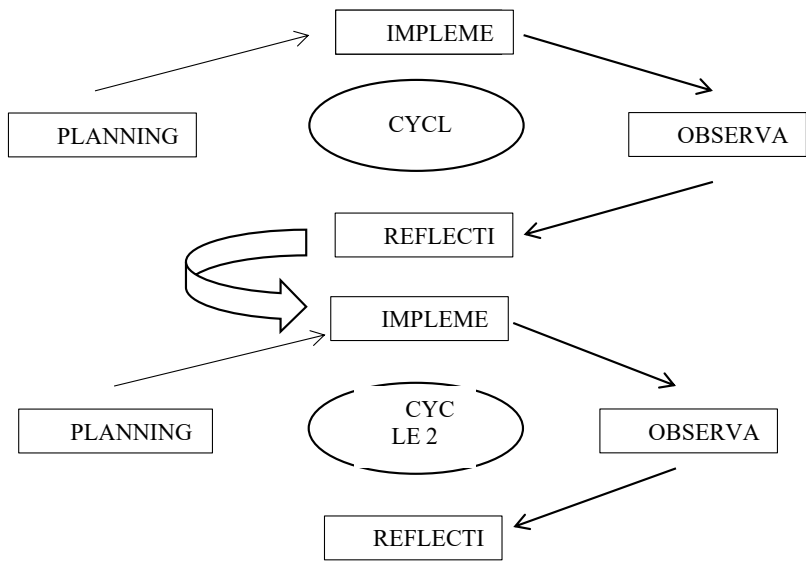
Method

This type of research uses classroom action research (PTK), which is a form of reflective inquiry carried out in partnership with social situations in improving justice. Classroom action research is a translation of Classroom Action Research. In summary, according to Carr & Kemmis, some keywords related to class action research are, (1) action research is an investigation (survey) conducted through self-reflection; (2) Classroom action research is carried out by participants in context, i.e. teachers, students or principals; (3) be carried out in an educational environment to improve the health and suitability of educational practices.²²

The type of Class Research used is the type of Experimental PTK. Experimental PTK refers to the implementation of PTK by trying to apply various techniques or strategies effectively and efficiently in learning activities. Concerning teaching and learning activities, there may be more than one strategy or technique identified to achieve teaching objectives. The Cycle of Classroom Action Research is (1) Preparing Action Plans (Planning), (2) Actions (Acting), (3) Data Collection (Observing), and (4) Reflection (Analysis and Interpretation). The PTK model used is from John Elliot's theory. The stages of this John Elliot PTK are problem identification,

²² Wilfred Carr and Stephen Kemmis, *Becoming Critical: Education Knowledge and Action Research*, 1st Edition (London: Routledge, 1986), 57, <https://doi.org/10.4324/9780203496626>.

investigation, general plan, implementation of step 1, monitoring implementation, investigation, revising the general idea.²³



This research was conducted at SD Pesantern Al-Falah Wuluhan Jember consisting of 22 students, 10 boys and 12 girls with different achievements and backgrounds, Islamic Religious Education subjects subject Lesson 2 Knowing Allah and His Book. The research began with pre-cycle activities which were carried out on Monday, November 8, 2021 at 08.50 - 10.00 which was the source of the problems that researchers encountered. The implementation of cycle 1 learning was carried out on November 15, 2021. Furthermore, cycle 2 will be held on Tuesday, November 23, 2021 as an improvement in learning. In the second cycle, this is expected to be able to provide better results. The data obtained is then collected and entered into several processes, including the process of evolving, sequencing, and grouping data. It aims to compile a working hypothesis so that it can produce conclusions or theories in research. The last stage is

²³ John Elliott, *Action Research for Educational Change*, Developing Teacher and Teaching Series (USA: Great Britanian, 1991), 69.

qualitative analysis activities by analyzing the data obtained in the form of sentences and the activities of learners and teachers.

The criteria for the success of this action will be seen from two indicators, namely process indicators and learning outcome indicators. The indicator process is said to be successful if, in learning needs, students manage to master the material about 70% of the criteria are sufficient. In this implementation, two cycles of improvement are needed in the subject of Islamic Religious Education in the process of improving learning through planning, implementation, observation, and reflection. In the precycle and first cycle, the data collection technique is written in the form of a field with 10 questions. While the second cycle of collecting data was carried out with a written test in multiple-choice as many as 5 multiple-choice questions and fill-in.

To assess a test, researchers do a sum with the number obtained by students divided by the number of students by the following formulation: with a range of data that has the following formula: So many classes with formulas $K = 1 + 3,3 \log n$, Interval length (P) = with percentage frequency with formula $P = \frac{FN}{N} \times 100\%$.

The category in learning completeness of students has been completed in learning when it has reached a score of 65% with a value of 75, and the class is called complete when it reaches 6.5%. In calculating the percentage of learning completeness using the formula. The results of data collected in research activities from the implementation of the cycle were analyzed descriptively using percentage techniques to see trends that occurred in Islamic Religious Education learning.

Result and Discussion

This study consists of two cycles, each stage of each cycle is described as follows:

1. Planning

Planning activities include problem identification, problem formulation, analysis of the causes of problems, and development of interventions (actions/solutions). Identification problems. Problem

identification is the first of a series of research phases. Therefore, problem identification is a stage of studying the quality of the problem. Follow the steps below carefully as a way to find problems that PTK can solve. Problems must be authentic and problem-oriented in the workplace, meaning that problems are solved under the authority of the teacher. Questions also arise from the teacher's observations (daily experiences), not from the observations of others. Problems seen/observed/felt in the performance of daily teaching tasks.²⁴

Activities at this planning stage include::

- a) Analyze the subject matter where in the precycle and cycle 1 meeting will be discussed, namely faith in the books of God, and in the second meeting the subject matter to be discussed is praiseworthy behavior
- b) Create a Learning Implementation Plan (RPP) for each meeting (2 meetings) in the cycle I.
- c) Create observation sheets for teachers and students oriented to the *Mind Mapping* learning model to observe the learning process during the implementation of each meeting.
- d) Preparing learning media in the form of pictures of the books of Allah, Zabur, Torah, Injil, and also the Qur'an, at the first meeting and pictures of commendable akhlaq examples at the second meeting.
- e) Create formative test sheets to evaluate at the end of learning along with answer keys and scoring guidelines
- f) Prepare documentation tools such as cameras or cellphones to document the learning process to be carried out.

2. Implementation

When implementing, teachers must play a role in empowering students to become agents of change for themselves and their classes. Courses are created as learning communities rather than action

²⁴ Dwi Susilowati, "Penelitian Tindakan Kelas (PTK) Solusi Alternatif Problematika Pembelajaran," *JURNAL ILMIAH EDUNOMIKA* 2, no. 01 (February, 2018), <https://doi.org/10.29040/jie.v2i01.175>.

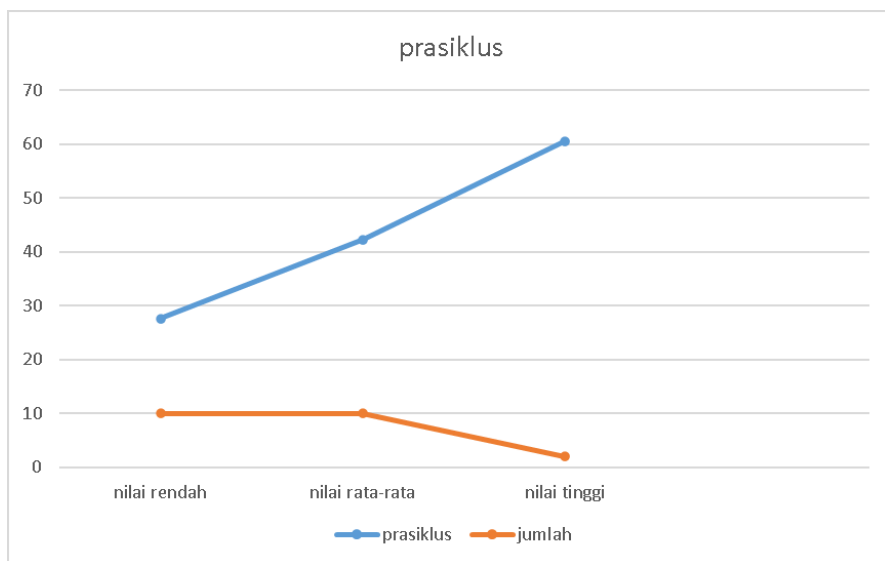
labs. Therefore, empirical methods of dividing classes into control groups and treatment should be avoided. Intervention refers to the plan that has been drawn up and agreed upon with peers during the implementation of the teacher's actions as the executor of the action.²⁵

The implementation of precycle learning will be held on November 8, 2021 at 08.50-10.00 WIB. Using the lecture method with whiteboard media, PAI class V and LKS student books. Following the lecture method, the implementation of learning adjusted to the RPP in the introduction for 5 minutes is carried out with the teacher conditioning students into a conducive learning situation, the teacher prepares teaching materials, the teacher invites students to pray, the teacher asks how the students are doing, the teacher achieves learning objectives, and the teacher prepares learning media.

In the core activity for 10 minutes the description of the activity is as follows: students observe the pictures given by the teacher related to the material of the books of God, the teacher tells students to read the text about the books of God, the teacher invites students to ask questions and answers about the material, students identify information from the text about the books of God, the teacher distributes worksheets. Students, students do and present in class, teachers check the work of students, teachers invite students to pray, teachers invite students to say closing greetings.

The implementation of precycle learning obtained the highest score of 90 and the lowest of 10 with an average value of 42.27. Students completed learning as many as 7 children from 22 students or 31.82% and incomplete students as many as 15 children from 22 students or 68.18%. The results of observations during the precycle learning process that answered questions correctly reached 7 children from 22 students and who had not answered correctly there were 15 children from 22 students. From the data obtained interval data, namely the range 70, many interval classes 5.429 rounded to 5. It can be seen in the following diagram.

²⁵ Susilowati, 42.

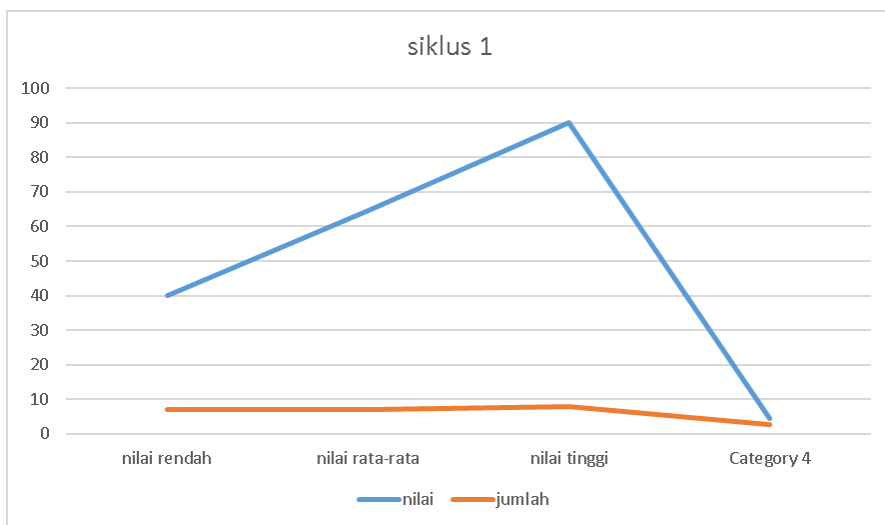


In pre-cycle activities in PAI regarding the material of God's books, students experience difficulties, so the results obtained by students are still below KKM (75.00). Researchers carried out observations with teachers, and the results of observations found several things that needed to be improved at the next meeting, including first the explanation of the books of God using appropriate methods such as discussions not only monotonous lectures, second explanations centered on teachers, third using an approach model, fourth students less active, fifth delivery of less interesting material.

In cycle 1 learning obtained the lowest score of around 40 and the highest score of 90 with an average of 64.55. The completed students are around 8 children from 22 class V students and the remaining 14 students have not completed it. While the observations showed that students could answer the questions correctly as many as 8 students or 36.36% and answer incorrectly as many as 14 students around 63.63%, by using the assessment with a formula .

$$P = \frac{\sum \text{peserta didik tuntas belajar}}{\sum \text{peserta didik keseluruhan}} \times 100$$

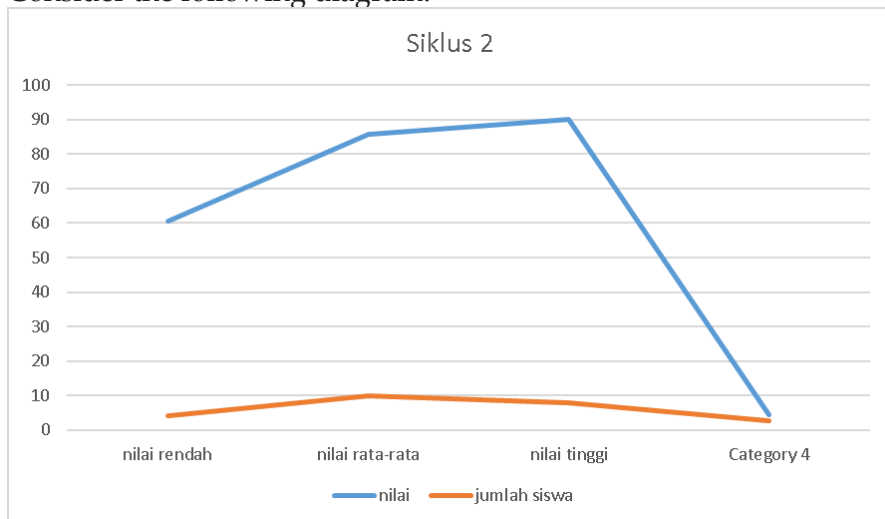
Consider the following diagram



After the results of cycle 1 learning are discussed with friends, it is estimated that students who have not reached KKM can reach KKM by using media that is by the material. For this reason, researchers continue learning improvement activities in cycle 2 using the mind-mapping learning model. By this method, the preparation is carried out by doing the first determine learning objectives, the second compiles learning tools using the mind mapping learning model, the third prepare cardboard and color tools to make mind mapping, and the fourth makes evaluation tools. After that, learning is following what you want to achieve or RPP.

From the results of this 2nd cycle of learning, it can be seen that the highest score achieved is 100 and the lowest is 53 with an average of 85.77. The participants who completed were 18 children, while those who had not completed were 4 children. While the results of observations of students who were able to answer questions correctly were 18 children and those who had not answered correctly 4 children. Based on the results of observations in cycle 2 learning, there has been an increase in understanding of the commendable akhlaq material has been better, this can be seen from the results of the evaluation at the end of learning. Of the 22 students who

have reached KKM 18 people, the evaluation results have increased from before, so they do not continue to the cycle 3 stage or the next. Consider the following diagram:



In learning activities in the 2nd cycle, students are very enthusiastic and motivated to take part in PAI learning. Many students are challenged to dare to appear in front of the class in presenting their work. It is very visible that students are ready to carry out learning so that they can answer practice questions with increased results. Researchers realize the need to choose the right media and methods for learning and record increased enthusiasm for learning Islamic Religious Education. No less important is motivating students in learning so that learning is conducive by providing media, methods, and learning resources that involve students in learning. The most important ability of teachers is to achieve the success of students and prepare the right methods, media, and learning resources to achieve learning objectives.

Learning strategies must be developed in accordance with learning objectives which include (1) academic learning outcomes, (2) acceptance of individual differences, and (3) skills development. The use of the mind map model is very effective for generating ideas and notes made by students to form thinking patterns with discussion

topics and subtopics as well as their branches. The function of mind mapping itself is that the teacher conveys the material easily and simply. Students are better able to remember who they are and their details with a mind map. The use of the mind map model can be realized with the aim of classroom action research, namely improving and improving the learning practices carried out by teachers, improving the quality of education, and developing an academic culture in the school environment.

3. Observation

Observation is the activity of observing (collecting data) and photographing the extent of the Place where the effect of the action reaches the target. The effect of the intervention. Quantitative data on student development (grades) and qualitative data (interests/classroom climate) need to be collected. In this step, the researcher explains the type of data collected, data collection methods, and data collection tools (questions/interviews/observations, etc.) about the classroom phenomena of students and teachers, which is valuable information.²⁶ The findings of observations on teachers carried out in cycle I meeting I and cycle 2 meeting 2 are:

- a) At the delivery stage, it can be seen that the teacher conveys learning objectives by the RPP, so it can be categorized as good in delivering learning objectives in cycle 1 and cycle 2.
- b) At the stage of delivering learning material, the first meeting of cycle 1 is still in the category of lacking because the teacher only explains the subject matter based on learning indicators. There are several explanations for teachers who use language that is difficult for students to understand. Then at the second meeting where the teacher has explained the subject matter based on indicators/learning objectives, explaining the subject matter briefly and systematically.
- c) At the stage of discussing in the first meeting and also the

²⁶ Susilowati, 175.

second meeting, namely by paying attention to the material with mind mapping, the learning outcomes of students have increased from the first meeting to the second meeting.

- d) At the concluding stage, at the first meeting, students had difficulties because what students saw in front was more than the pictures of the books of God, it was quite difficult for students to conclude and distinguish prophets who got miracles of the scriptures, but at the second meeting students had begun to understand the commendable akhlaq material because in mind mapping it was complete and balanced between pictures and explanations.

The learning outcomes of students in cycle 1 obtained the lowest score of 40 and the highest score of 90 with an average of 64.55 while in cycle 2 obtained the lowest score of 53 And the highest score of 100, in cycle 1 8 students completed out of 22 students, while in cycle 2 there were 18 students who were completed, so observations on these learning outcomes experienced a good improvement.

Conclusion

The average value in the pre-cycle was 42.27, in cycle 1 it was 64.55, and in cycle 2 it was 85.77. On average, the results of pre-cycle 1-cycle 2 showed a fairly good increase. Student learning completeness in pre-cycle was 9.10%, cycle 1 was 36.36%, and cycle 2 was 77.27%. Learning is considered to have experienced a significant increase in your practice in cycle 1. Students' ability to answer correctly in pre-cycle was 31.82%, cycle 1 was 45.45%, and cycle 2 was 81.82%. The next answer to the dispute students was that there was a significant and gradual increase in the percentage. The use of the mind map learning model can improve student learning outcomes significantly, the difference in the percentage of student learning outcomes from cycles 1 and 2 increased by 40.91%, and the percentage increase in students' ability to answer was obtained. amounting to 36.37%. This research has limitations so it can be suggested that the choice of teaching methods and learning media chosen by the teacher is

very important to discuss with roadside students so that the learning material delivered to students is conveyed optimally and with quality.

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