THE INFLUENCE OF CONCEPT MAP LEARNING STRATEGIES AND THINKING STYLES ON CULTURAL HISTORY ISLAMIC STUDENTS OF PRIVATE MADRASAH IBTIDAIYAH

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Abstract: The purpose of this study is to determine the impact of the concept map learning strategy and thinking style on the learning outcomes of Islamic Cultural History for students at Gunungsitoli City's Private Madrasah Ibtidaiyah. This study employs an experimental method with a 2 x 2 quasi-experimental factorial design. The influence of concept mapping and expository learning strategies on learning outcomes of Islamic Cultural History in terms of students' thinking styles will be compared using this design. According to the findings of this study, students from the Gunungsitoli Private Madrasah in Gunungsitoli who were taught using concept map learning strategies achieved higher Islamic Cultural History learning outcomes than students who were taught using expository learning strategies, where the average value of history learning outcomes was lower. Students at Private Madrasah Ibtidaiyah in Gunungsitoli City who were taught with the concept map learning strategy had a higher level of Islamic culture than students who were taught with the expository learning strategy.

Keywords: Concept Map; Strategy; Thinking Style.

INTRODUCTION

Obtaining optimal learning outcomes necessitates a more meaningful learning strategy in which students can build the knowledge and skills that they require, not because the teacher just told them, but because students can connect their knowledge in their minds.

As a result, to optimize learning, teachers' knowledge and understanding of learning strategies in the implementation of learning is critical. Teachers are expected to maximize learning. Teachers must be able to improve the quality of learning and must pay attention to the nature and objectives of the subjects being taught, as well as student characteristics. That is, mastery of learning strategies by teachers is required to improve teacher professionalism in learning.

There are various types of learning strategies; therefore, a teacher must be able to determine which strategy is the most appropriate and follow the learning objectives and teaching materials. The concept map strategy is one of the learning strategies that can be used. This strategy is a learning method in which students actively participate in discussing learning materials. This concept map learning strategy can assist students in organizing material and providing new insights for students to be able to take creative notes on the material presented by the teacher, making it easier for them to remember a large amount of information when implementing the strategy. Collaborate to solve problems related to the teacher's presentation of material.

The concept map strategy is a learning strategy that aims to pique students' interest by having them observe the concept map and the reading. Students with high achievement motivation are better suited to this concept map strategy because their high attention and enthusiasm for learning allow them to explore new knowledge in the material on their own, and they can concentrate and play an active role in learning activities. Students will be pleased with a concept map strategy because they will be challenged to gain new knowledge in their learning, allowing them to improve their learning outcomes.

Private Ibtidaiyah Madrasas in Gunungsitoli City operate as madrasas under the auspices of the Directorate of Islamic Education of the Ministry of Religion of the Republic of Indonesia, which develops the implementation of an education system that includes two main components in a unified system, namely the development of general science programs that refer to the curriculum applicable at the Ministry of National Education. The Ministry of Religion's curriculum is referred to as religious studies.

Furthermore, it is further explored that at the madrasah level, particularly Islamic Cultural History learning, it is directed to provide students with the ability to: a). Raise student awareness of the importance of studying the basic teachings, values, and Islamic norms that the Prophet Muhammad established to develop Islamic culture and civilization; b). Raise students' awareness of the significance of time and place, which is a process that spans the past, present, and future; c). Develop students' critical thinking skills for them to correctly understand historical facts using a scientific approach; d). Increasing students' understanding of Islamic historical heritage as evidence of Islamic civilization in the past; e). Develop students' abilities to take ibrah from historical events (Islam), imitate outstanding figures, and relate them to social, cultural, political, economic, science and technology phenomena, and arts, among other things, to advance Islamic culture and civilization (Permenag, 2008).

To achieve the desired goals and objectives, the government improves and improves the quality of education through various policies such as improving the curriculum, specifically the Education Unit Level Curriculum (KTSP), increasing the availability of facilities and infrastructure, increasing the availability of education and education personnel, certification programs for education personnel, and School Operational Assistance (BOS). However, there are still challenges and flaws.

The most concerning thing that can be seen directly is that the national final test scores have not reached the expected results. Many factors contribute to students' poor learning outcomes, according to Oemar Hamalik, who explains that operationally, five main variables play a role: (1) learning objectives, (2) subject matter, (3) methods and teaching techniques, (4) teachers, and (5) logistics. All of these variables are interdependent and cannot produce learning on their own (Hamalik, 2013).

METHOD

This study employs an experimental method with a 2 x 2 quasi-experimental factorial design. The influence of concept mapping and expository learning strategies on learning outcomes of Islamic Cultural History in terms of students' thinking styles will be compared using this design.

The experimental group of students with different thinking styles was given the concept map and expository learning strategies. The independent variables were concept maps and expository learning strategies, the moderating variables were differences in thinking styles, and the dependent variable was the acquisition of learning outcomes in the subject of Islamic Cultural History.

DISCUSSION

The Impact of Concept Map Learning Strategies on Student Learning Outcomes

According to the findings of this study, students of the Private Islamic Madrasah in Gunungsitoli who were taught using the concept map learning strategy had higher Islamic Cultural History learning outcomes than students who were taught using the expository learning strategy, where the average value of learning outcomes was higher. Students at Gunungsitoli City's Private Islamic Madrasah Ibtidaiyah who were taught using concept map learning strategies had a better understanding of Islamic culture than students who were taught using expository learning strategies.

This is demonstrated by the average learning outcomes of Islamic Cultural History students of Private Islamic Madrasah in Gunungsitoli who were taught with concept map learning strategies (= 24.3), which were higher than the learning outcomes of Islamic Cultural History students of Private Madrasah Ibtidaiyah in Gunungsitoli City who were taught with expository learning strategies (= 22,7). Furthermore, F_{count} = 4.35, while F_{table} = 3.96 for dk (1.80) and the significance level = 0.05, based on the 2 x 2 factorial ANOVA calculation. It turns out that the value of F_{count} = 4.35 is greater than the value of F_{table} = 3.96, so the hypothesis testing rejects Ho and accepts Ha. Thus, it can be concluded that Islamic Cultural History students at the Gunungsitoli Private Madrasah in the City of Gunungsitoli who were taught using a concept map learning strategy outperformed Islamic Cultural History students at the Gunungsitoli Private Madrasah in the City of Gunungsitoli who were taught using learning strategies. The expository has been validated.

The preceding fact is consistent with Zaini et al's assertion that the importance of using concept maps in learning is as follows: (1) Concept maps are a visual representation of related key ideas, which means they take the form of (a) diagrams or concept visualization images,

interconnected concepts, and (b) the ability to display the meaning of relationships in tabular form, (2) Concept maps can be used in the classroom for the following purposes: (a) introducing the field of study. That is, the concept map is used by the teacher to introduce the field of study as a whole and comprehensively in one sheet in the form of a picture, and (b) it is used as a basis for planning the order of teaching materials, implying that the teacher can freely plan the sequential selection of concepts. -concepts that will be conveyed in the learning process, (c) act as a guide for the learning process, ensuring that there is no misdirection in delivering teaching materials, namely not leaving the field of study travel map. Furthermore, it can maintain consistency in controlling the delivery of material and the boundaries of outside information entering teaching materials, (d) transitioning between units of teaching material so that it can easily show the location of concepts so that teachers can make scales. (e) plays a role in summarizing teaching material because it only shows important points of teaching material, (f) is used as a tool of consideration in choosing the right strategy and media because the concepts listed also show the weight of the information they contain.

The first hypothesis states that students of the Private Islamic Madrasah in Gunungsitoli City who are taught the concept map learning strategy perform better than students who are taught expository learning strategies in Islamic Cultural History.

The teacher of the Gunungsitoli Private Madrasah in the City of Gunungsitoli's role is to facilitate the division of study groups, give group assignments, and, of course, begin with an explanation of the important points of the teaching material. Furthermore, students interact in groups and foster positive interdependence among themselves, and the division of work and responsibilities is well established.

Implementation of Islamic Cultural History learning in Gunungsitoli City Private Islamic Madrasahs through the use of expository learning strategies; the teacher's role is the primary deliverer of teaching material, and students are given individual assignments. Students work individually to prepare their respective assignments during the learning process. As a result, there is less interaction between students and no division of labor, so the outcomes of student work are individual work. As a result, smart students will have no trouble completing these tasks, whereas slow students will, of course, struggle.

Because it is carried out in a shared learning community among students, the concept map learning strategy is more likely to enable students of Private Madrasah Ibtidaiyah in Gunungsitoli City to learn to understand the subject matter of Islamic Cultural History. Students participating in concept map learning activities can work together to solve problems or complete assignments, and students who do not understand the subject matter of Islamic Cultural History can seek help from their more knowledgeable peers. Whereas in expository learning, students

learn individually, so if they have difficulty solving problems or completing assignments, they are on their own because other students do not provide support or assistance.

Ratna Willis Dahar stated the same thing, stating that concept maps play an important role in meaningful learning (Dahar, 2010). As a result, teachers must be able to create concept maps to ensure that students have learned meaningfully. Novac developed the application of concept maps in learning by defining a concept map as a two-dimensional diagram that is analogous to a road map in that it not only identifies the main points of concepts but also describes the relationships between the main concepts (major) as many as the similarity of the lines connecting the major cities depicted with the main roads that are free of obstacles.

The findings of this study support and confirm the findings of previous research conducted by Darusman (2014), which show: (1) the achievement of students' mathematical creative thinking skills, whose learning using concept maps is superior to the conventional method. The achievement of students who received learning using a concept map approach and the conventional method, both of which were in the sufficient category, and (2) increasing students' mathematical creative thinking skills, whose learning using concept maps was superior to the conventional method. The increase in students who learn using concept map learning strategies and the traditional method both fall into the medium category.

Observing the explanation above, it can be interpreted that to obtain optimal learning outcomes, a more meaningful learning strategy is required in which students can build the knowledge and skills they require, not because the teacher just told them, but students can connect their knowledge in their minds. Teachers are expected to maximize learning. Teachers must be able to improve the quality of learning and must pay attention to the nature and objectives of the subjects being taught, as well as student characteristics. That is, mastery of learning strategies by teachers is required to improve teacher professionalism in learning.

This concept map learning strategy can assist students in organizing material and providing new insights for students to be able to take creative notes on the material presented by the teacher, making it easier for them to remember a large amount of information when implementing the strategy. Collaborate to solve problems related to the teacher's presentation of material.

The concept map strategy is a learning strategy that aims to pique students' interest by having them observe the concept map and the reading. Students with high achievement motivation are better suited to this concept map strategy because their high attention and enthusiasm for learning allow them to explore new knowledge in the material on their own, and they can concentrate and play an active role in learning activities. Students will be pleased with a concept map strategy because they will be challenged to gain new knowledge in their learning, allowing them to improve their learning outcomes.

Meanwhile, the expository strategy focuses on the teacher delivering teaching materials to students, which is primarily accomplished through lecturing and students only listening. Students are less engaged in the application of their learning. Students' interest in learning is low, especially among students with active personalities, so listening to lectures is a tedious activity.

The Impact of Thinking Style on Learning Results

The 2 x 2 factorial ANOVA calculation yielded F_{count} = 5.14 and F_{table} = 3.96 for dk (1.80) and the significance level = 0.05. It turns out that the value of F_{count} = 5.14 is greater than the value of F_{table} = 3.96, so the hypothesis testing rejects Ho and accepts Ha. As a result, it can be concluded that the learning outcomes of Islamic Cultural History students at Private Islamic Madrasah Ibtidaiyah in Gunungsitoli City who have a sequential thinking style are higher than the learning outcomes of Islamic Cultural History students at Private Islamic Madrasah Ibtidaiyah in Gunungsitoli City who have a random thinking style.

The overall findings of the data analysis revealed that the average learning outcomes of students at the Madrasah Ibtidaiyah Private in Gunungsitoli City who used a sequential thinking style outperformed those of students who used a random thinking style. This suggests that students with sequential thinking styles outperform students with random thinking styles in terms of learning Islamic Cultural History. As a result, students who think sequentially understand and master the subject of Islamic Cultural History better than students who think randomly.

This is understandable given that students with sequential thinking styles are generally sociable, active, optimistic, passionate, lively, and enthusiastic, with high empathy, sympathy, and persuasion traits. While the characteristics of random thinking style include: being difficult to get along with, preferring to be alone, being indifferent, pessimistic, passive, quiet, and finding it difficult to adapt to other people. Because of the differences in these thinking styles' characteristics, it is predicted that it will have an impact on the achievement of Islamic Cultural History learning outcomes for students at Private Madrasah Ibtidaiyah in Gunungsitoli City**.**

Islamic Cultural History learning material takes the form of a set of knowledge, skills, and the cultivation of attitudes and values in the context of the discipline of Islamic Cultural History. Furthermore, learning Islamic Cultural History is expected to develop thinking skills that can lead to the development of knowledge, skills, and self-confidence. Similarly, Islamic Cultural History learning outcomes are a description and level of cognitive ability in the form of knowledge and skills in the form of facts, concepts, procedures, and principles.

Taking into account the characteristics of Islamic Cultural History learning discussed above, the characteristics of thinking style also influence the level of success in achieving Islamic Cultural History learning success. As previously stated, differences in student characteristics,

such as thinking styles, influence individual personality development. Students at Madrasah Ibtidaiyah Private in Gunungsitoli City with sequential thinking styles are more likely to develop learning success than students with random thinking styles. In Islamic Cultural History learning, students with sequential thinking style characteristics are more likely to be oriented toward achieving maximum Islamic Cultural History learning achievement than students with random thinking style characteristics.

This study's findings support and confirm the findings of previous research: (1) According to Trisnowali (2017), thinking styles, interest in learning mathematics, and attitudes toward learning mathematics all have a significant impact on the mathematics learning outcomes of SMA Negeri 2 Watampone class X students, with the regression equation Y = -39.937+ 0.625 X1 + 0.737 X2 + 0.685 X3. With r2 = 0.702 as the coefficient of determination. According to the findings of the research, there is an influence of thinking style, interest in learning mathematics, and attitudes toward learning mathematics on mathematics learning outcomes for SMA Negeri 2 Watampone class X students, and (2) Ratnasari (2016) shows that the independent variable has a positive relationship with the dependent variable.

The value = 0.24585 > = 0.18588 demonstrates this. This means that the first hypothesis, that thinking style has a positive relationship with social studies learning achievement, has been accepted. The higher the thinking style score, the higher the social studies learning achievement score for third-grade elementary school students in Prambanan District's Cluster III. = 0.23821 > = 0.18588 The results showed that parents' thinking style and parenting style contributed 10.76594 percent to social studies learning achievement, with the remaining 89.23406 percent explained by other factors not included in the regression model. Students' internal factors, such as intelligence, interests, talents, and abilities, as well as students' external factors, such as family environmental factors, community environment, and school environment, can all have an impact on their social studies learning achievement.

Thinking style is a type of student characteristic that refers to students' ability to solve difficult questions; students will never stop working until they find answers. As a result, students who constantly train themselves will be able to find logical thinking procedures in solving learning problems. As a result, students will become accustomed to and trained to solve questions even if they have not been thoroughly studied in class.

It will give birth to something new in the form of ideas and works that are relatively different from what existed before for students of Madrasah Ibtidaiyah Private in Gunungsitoli City who can think sequentially. Teachers require information about students' thinking styles because it can serve as a foundation for determining appropriate learning strategies that can help to improve learning outcomes.

A student's thinking style at a private Islamic Madrasah in Gunungsitoli City is useful in learning activities because it provides a broad horizon and deeper understanding for students to seek and find alternative problem solving wisely, effectively, and efficiently, as well as ideas that are relevant and useful in their daily lives.

The sequential thinking style possessed by students of Private Madrasah Ibtidaiyah throughout Gunungsitoli means that students can find solutions to problems or issues raised, create something new, have new ideas, reason, take initiative, and adapt with the ability to see new relationships between elements. The learning experience influences or does not influence existing elements.

Students with a sequential thinking style at Gunungsitoli City's Private Islamic Madrasah will use the potential of thinking in learning activities in the form of knowledge, attitudes, and skills to provide input of ideas in answering issues or problems raised by the teacher in learning about what is being learned. Students with a sequential thinking style always try to complete their tasks with the abilities that they have without expecting help from other students, whereas students with a random thinking style will struggle to complete their assignments without motivation from the teacher.

When the teacher assigns work, students with a sequential thinking style take it seriously because it challenges them to find solutions, whereas students with a random thinking style always expect and require teacher motivation to achieve learning objectives. Students with random thinking styles are expected to be able to follow the learning process alongside students with sequential thinking styles at Gunungsitoli City's Private Islamic Madrasah Ibtidaiyah. Students with a random thinking style learn enough to listen and take notes as needed without contributing thoughts or ideas, so students with a random thinking style struggle to complete learning activities and assignments assigned by the teacher due to a lack of self-preparation in mastering the subject matter, resulting in poor learning outcomes.

Learning Outcomes and the Interaction of Learning Strategies and Thinking Styles

According to the third hypothesis, there is an interaction between learning strategies and thinking styles in influencing learning outcomes of Islamic Cultural History for students of Gunungsitoli City's Private Islamic Madrasah. According to the 2 x 2 factorial ANOVA calculation, $F_{count} = 104.36$, $F_{table} = 3.96$ for dk (1.80), and significance level = 0.05. It turns out that $F_{count} = 104.36 > F_{table} = 3.96$, which means that the hypothesis testing rejects Ho and accepts Ha. As a result, it is possible to conclude that learning strategies and thinking styles interact to influence the learning outcomes of Islamic Cultural History students at the private Islamic Madrasah Ibtidaiyah in Gunungsitoli City.

If the average learning outcomes in a group of private Islamic Madrasah Ibtidaiyah students in Gunungsitoli City with a sequential thinking style and being taught using a concept map strategy are better than the average learning outcomes in a group of students with a sequential thinking style and being taught using expository learning strategies.

The average learning outcomes of Islamic Cultural History in Gunungsitoli City Private Islamic Madrasas Private Islamic Madrasahs in Gunungsitoli City have lower average learning outcomes in groups of students with random thinking styles and taught with concept map strategies than groups of students with random thinking styles and taught with expository strategies. This means that for groups of students with a variety of thinking styles, expository learning strategies outperform concept map learning strategies. As a result, it is possible to conclude that learning strategies and thinking styles have a significant impact on the learning outcomes of Islamic Cultural History for students at the Private Madrasah Ibtidaiyah in Gunungsitoli City.

The concept map learning strategy enables students at Gunungsitoli City's Private Islamic Madrasah to seek and reconstruct information/knowledge by collaborating with their classmates. As a result, when learning concept maps, students interact with their surroundings to gather as much information as possible. This is consistent with Zaini et al's assertion, which describes the characteristics of concept maps as follows: (1) The structure is usually hierarchical, with more inclusive general concepts at the top and less inclusive specific concepts at the bottom of the map, (2) related words are always above the lines connecting concepts, and (3) the concept map flows from top to bottom of the page. Arrows are used to indicate the relationship's direction. (4) A concept map is a representation or picture of a person's understanding of a problem; (5) the power of a concept map stems from the interconnections between and between concepts; and (6) a person's feelings can be expressed in a concept map by incorporating concepts that are sympathetic to a concept or feelings of dislike for a concept (Zaini: 42).

According to the explanation above, the benefits of concept map learning include: training care, attention, and willingness to share, increasing respect for others, training emotional intelligence, prioritizing group interests over personal interests, honing interpersonal intelligence, training skills to work together, training the ability to listen to other people's opinions, conflict resolution, communication skills, and students are not ashamed to ask their questions.

Meanwhile, the students of Madrasah Ibtidaiyah Private in Gunungsitoli City are smarter if they don't understand the real purpose of the learning activity process, they feel disadvantaged because they have to bother helping their friends, and smart students will object because of the grades they receive. Earnings are determined by individual or group achievements; if cooperation cannot be carried out properly, only smart and active students will be hired.

Different stresses are placed on learning strategies and thinking styles. Students with a sequential thinking style have more active opportunities when learning with concept map learning strategies than students with a random thinking style. While the expository learning strategy does not allow students to be active, it will cause students with a sequential thinking style to become passive in their learning.

The concept map learning strategy requires that all students in the class at Private Madrasah Ibtidaiyah in Gunungsitoli City interact with the teacher to have a two-way dialogue. Students are expected to become sources of learning for one another as a result of such interactions. Such interaction is required because students frequently find it easier to learn from one another than from the teacher. Face-to-face interaction between teachers and students is important in optimizing the achievement of learning objectives in the expository learning strategy, especially for children who are classified as having random thinking styles.

The responsibility and courage to maintain a logical mind will be created in the concept map learning strategy, and various skills that are useful for establishing interpersonal relationships will be intentionally taught and trained. Students with learning disabilities are expected to benefit from deliberate teaching and training in these skills.

When viewed through the lens of students' thinking styles, the impact of concept maps and expository strategies can vary. Students with a sequential thinking style at Gunungsitoli City's Private Islamic Madrasah Ibtidaiyah are generally sociable, active, optimistic, passionate, lively, enthusiastic, and have high empathy, sympathy, and persuasion qualities.

When the activities are carried out in groups, these characteristics are very appropriate and develop well. It means that using a concept map strategy with students who think in this way will have a greater impact and yield better results than using an expository strategy. As a result, it is reasonable to expect that the effect of a collaborative strategy on student learning outcomes with a sequential thinking style will be superior to that of an expository strategy.

CONCLUSION

Based on the explanation above, it is possible to conclude from the findings of this study that there is an influence of learning strategies on the learning outcomes of Islamic Cultural History students in Gunungsitoli City who are taught with concept map learning strategies that are higher than the average learning outcomes of Islamic Cultural History. Students from Gunungsitoli City's Private Islamic Islamic Schools who were taught using expository learning strategies that were proven through 2 x 2 factorial analysis of statistical tests obtained $F_{count} = 4.35$, while $F_{table} = 3.96$ for dk (1.80) and the significance level = 0,05. It turns out that the value of $F_{count} = 4.35$ is greater than the value of $F_{table} = 3.96$.

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