

## **THE EFFECT OF MIND MAPPING LEARNING MEDIA ON LEARNING ACHIEVEMENT AT CLASS IX IN NAHWU AL-WAADIH AT MADRASAH TSANAWIYAH**

**Dian Asrofin<sup>1</sup>, Kunti Nadiyah Salma<sup>2</sup>, Wahyu Hanafi Putra<sup>3</sup>**

*Institut Agama Islam Sunan Giri (INSURI) Ponorogo<sup>1,2,3</sup>*

Email: [ropindian@gmail.com](mailto:ropindian@gmail.com)<sup>1</sup>, [salma\\_KNS@insuriponorogo.ac.id](mailto:salma_KNS@insuriponorogo.ac.id)<sup>2</sup>,

[wahyu\\_hanss@insuriponorogo.ac.id](mailto:wahyu_hanss@insuriponorogo.ac.id)<sup>3</sup>

**Abstract:** The application of mind mapping in nahwu subjects using the skills of words, pictures, logic, and awareness space in an exciting way will impact student learning outcomes. This study aims to determine; (1) Increased value before implementing mind mapping learning media. (2) The application of mind map media in nahwu lessons for class IX students at Mts Al-Imam Sawoo (3) The learning achievement results after implementing mind mapping media. This research is quantitative research with data collection techniques using questionnaires and documentation. While the data analysis through the instrument validity test and instrument reliability test. The study results: 1) it is known that the average value of the nahwu Al wadhiih subject of class IX A and IX B students is 72.44%. 2) In applying mind mapping media in class IX nahwu lessons, the interaction between teachers and students is perfect; even students are more active in the process. 3) the learning outcomes of Nahwu students in grade IX using mind mapping media have increased, which initially had an average of 72.44% to 79.5%.

**Keywords:** Learning outcomes; Mind mapping; Nahwu learning.

### **INTRODUCTION**

Education is a process that must be faced by all students in their learning process, which guides all abilities, ways of thinking, and applying knowledge to their lives so that they can achieve everything they aspire to, get happiness in the world and the hereafter, and can be helpful for society, nation, and state. Because the role of education is crucial, it cannot be separated from the purpose of education, as regulated in Law No. 2 of 1985, namely to educate the nation's life and develop a complete human being, namely piety to God Almighty, knowledgeable, physically and mentally healthy. Spiritual, has a noble character, knows right and wrong, is independent, has a good personality, and is responsible for the nation. All that is because an educational process is closely related to learning.

According to the National Education System Law No. 20 of 2003, learning is "The process of interaction of students with educators and learning resources in a learning environment". Learning as a learning process built by teachers to develop the potential of each student, as well as creative and innovative ways of thinking, can also increase the ability to construct new knowledge to improve good mastery of the subject matter that the teacher has given teacher (Vlafianus, 2017).

They are looking at education in Indonesia today, which is constantly changing in terms of the curriculum, the applied learning process, and all things related to other educational methods.

Students must be able to adjust to these developments by always being active, improving their learning achievement, and trying to develop the talents and interests that exist in each student's personality. Therefore many factors can affect student achievement where the role of a teacher and parents is very influential in supporting student achievement. Teachers are expected to consistently provide motivation and experience that builds students' interest so that they have a consistent learning spirit packaged nicely and attractively by the teacher in terms of learning methods, strategies in learning, and approaches to students.

Based on observations at Madrasah Tsanawiyah Al-Imam Sawoo, some Arabic teachers still use learning methods that seem monotonous, teaching materials are not appropriate, and learning media are not adequate. So student learning achievement decreases because the method used by the teacher is only the lecture method, which in the end, students will quickly feel bored with the lessons being conveyed. Student learning achievement decreases because the media used is not following current developments, and the teaching materials used by teachers are not adapted to the current situation or character of students.

The learning method used by the nahwu subject teacher at Mts Al-Imam Sawoo still uses the lecture method, the teacher explains examples of sentence forms from sub-themes or qoidah to be conveyed to students by paying attention to their respective books. When it is deemed sufficient to explain it, the teacher goes to an explanation of the qoidah discussed. After that, the students were asked to answer the practice questions already available in the nahwu textbook in turn.

Nahwu subjects are crucial for students because learning Arabic can not be separated from how to compose sentences, examine a form of Arabic words and penalties, as well as how to read Arabic with harakat and proper sentence structure; therefore, nahwu material is the basis and Arabic lesson guidelines so that students must be given the material so that in learning Arabic they can master it properly and correctly. When a teacher is explaining examples and the Qoidah of nahwu lessons being discussed, some students feel bored and bored, as a result, they pay less attention to what the teacher explains by applying it to their activities, such as drawing by themselves, daydreaming, and so on, so that it is less. Once they understand the lesson delivered by the teacher, it can be seen from the way they answer practice questions whose answers are still not correct or even wrong (*Observation*, 2020).

Nahwu is the rules of language that were born after the existence of language. These rules were taken because of errors in the use of language. Therefore, nahwu is studied so that language users can convey language expressions and understand them correctly in written form (read and write correctly) and in speech (speak correctly) (Muna, 2011).

Mind Maps are the easiest way to put information into the brain and take data out of the brain. The mind map is a creative, effective, and innovative note-taking method. It literally "maps

out" our thoughts. Mind maps are also straightforward (Buzan, 2006). Mapping utilises the whole brain by using visual images and other graphic infrastructure to form an impression. Mind mapping is a learning method that applies a sequential way of thinking about how a problem can occur until it is solved. Teaching through mind mapping is presented in the form of a scheme that has a causal and mutually influential relationship. This learning method can improve students' analysis and critical thinking to understand something as a whole from beginning to end in a lesson (Rahman, 2018).

The mind mapping learning method is a note-taking technique that develops a visual learning style. Mind maps combine the potential work of the brain contained within a person. The involvement of both hemispheres of the brain will make it easier for a person to organise and remember all forms of written and verbal information. How to make a mind map, first prepare a blank sheet of paper set in a landscape position, then place the topic to be discussed in the middle of the page horizontally. Try to use images, symbols, or codes in the mind mapping made. Another way that can be done by a teacher when in class is directly using the blackboard media by describing the sub-discussions that will be discussed excitingly with the mind mapping method.

Students can use critical words as associations with an idea in each branch of thought in the form of a single word and not a sentence. Each branch line is interconnected to the center of the image, and the lines that are formed are not straight so as not to be boring; the branch lines should be made thinner as they move away from the main image to indicate the importance of each line (Kholilulloh, n.d.).

From some of the explanations above, it can be concluded that Nahwu is a critical subject matter because it is the basis and guideline for learning Arabic so that students learning Arabic can master it properly and correctly. However, the reality is that at MTs Al Imam Sawoo, Nahwu learning is still very classical in its delivery, and students find it challenging to understand it. Moreover, Nahwu is a material that can be pretty complicated, so it requires innovation in the use of media in its delivery. So this research is needed because by using mind mapping learning media, it is hoped that it will make it easier for Nahwu learning to find the essence of the discussion about Nahwu al-waadih material, students will more easily understand the material presented. And by using mind mapping media, it is expected that student learning achievement, especially in the Nahwu al-waadih lesson, can increase.

Several researchers have conducted research related to the use of mind mapping that affects student learning achievement, including (1) research conducted by Ulfa Ramadhani (2017) with the title "The effect of mind mapping learning media on students' interest in learning in Economics class XI IPS subjects at SMAN 27 Bandung in the 2016-2017 academic year". The research results on student learning outcomes in economics class XI IPS at SMAN 27 Bandung experienced an increase in achievement results after implementing mind mapping learning

media, which initially had an average value of 46.2%, rose to 78.4% (Ramadhani, 2017). (2) research conducted by Melati Sukma (2018) with the title "Development of mind mapping learning media through Mindjet mind managers to improve physics learning outcomes of the principal materials of momentum and impulse". The results of the study: an increase in student learning outcomes with a standard gain of 0.58 in the medium category (Sukma, 2018). (3) research conducted by Asrianti (2018) with the title "The application of mind mapping learning models in improving student learning outcomes in Islamic religious education subjects for class VII at SMPN 28 Makassar." The study results: an increase in the learning achievement of class VII students at SMPN 28 Makassar with an average value of 70.25% increased to 84.95% (Asrianti, 2018).

From some of the previous studies above, it can be concluded that there are similarities with this research, they both examine the effect of mind mapping in learning and see its impact on student learning outcomes and interests. In comparison, the difference lies in the subjects that are the research subjects, if in previous studies, the use of mind mapping in general topics in high school and junior high school educational institutions, in this study, the use of mind mapping Nahwu subjects at the MTs level. So it can be concluded that this research is needed.

In addition, based on the results of initial observations in the field, the reason for using mind mapping media in Nahwu learning itself is based on an empirical basis, a reason in the form of reasons, and a technological basis. This is following the theory which states that there are several foundations for the use of learning media, including those that are following this study: (1) empirical basis, namely the reason for using learning media in terms of the learner and the learning process that occurs, (2) the basis in the form of reasons, namely reasons for using media based on student characteristics, (3) technological basis, namely reasons for using media based on technological convenience (Mujib, 2011).

## **METHOD**

Research can be interpreted as an effort or systematic way of answering problems or questions by collecting data and formulating generalisations based on these data (Ismayani, n.d.). Kasiram in his book defines quantitative research as a process of finding knowledge that uses data in the form of numbers to analyze information about what you want to know (Nasrudin, 2019).

This study used quantitative methods to describe the effect of mind mapping learning media on student achievement in class IX in nahwu al-waadih subjects at Mts. Al-Imam Sawoo is based on each variable. The population is class IX students at Mts Al-Imam Sawoo, 38 students. Because the research population is homogeneous and numbered less than 100 people, the researchers took a population sample where the entire population was sampled. Data collection techniques used in this study were in the form of questionnaires, interviews, and documentation.

Questionnaires measure students' language learning, interviews to determine students' speaking skills, and documentation to assist these two variables. The documents that will be used as sources of research here are photos of activities in learning, the number of students to be studied, data on language violations, and material tutors. nahwu al-waadih class IX at Mts Al-Imam Sawoo.

The data consists of primary data and secondary data. Primary data is data or information obtained by researchers directly from the source. Secondary data is information received from a second party, either in people or records, such as books, reports, bulletins, and magazines documented in nature (Julia, 2018). Researchers obtained and processed primary data sources, namely digging data about learning with mind mapping media in the Nahwu al-waadih class IX class at Mts Al-Imam Sawoo. In comparison, the secondary data source is literature to strengthen Arabic learning. In addition, the researcher also seeks to obtain secondary data in several ways, namely by reading books related to the research title and internet sites linked to the research title.

The data analysis technique uses the product-moment correlation formula. With the formula:

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Information:

$R_{xy}$  : correlation coefficient between variables X and Y

N : number of respondents

X : test result value

Y : daily average value

XY : the sum of the product of X and Y

The results of this calculation are then consulted with the r product moment table. If r-calculated is greater than r-table, it can be concluded that there is a relationship between variable X and variable Y.

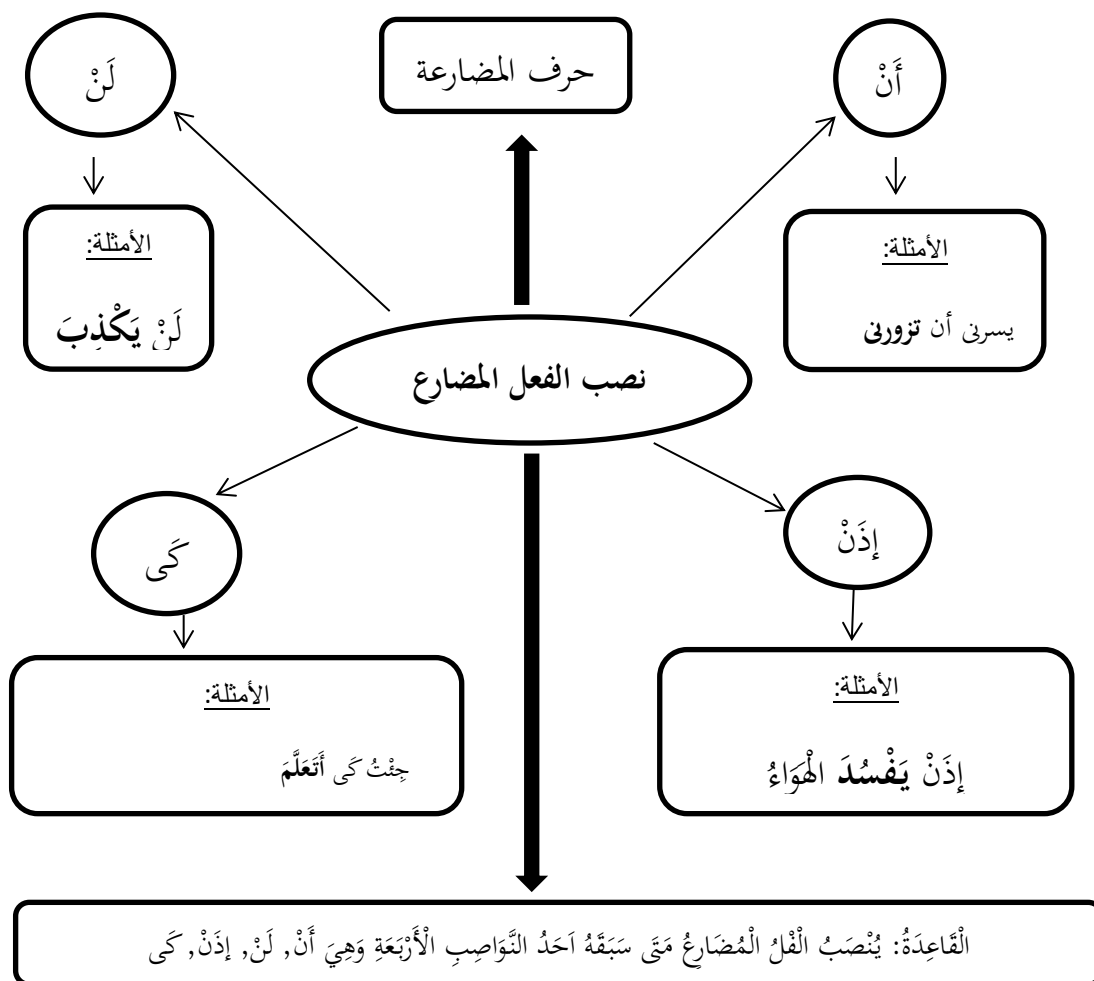
## RESULTS AND DISCUSSION

This study aims to determine the effect of mind mapping learning media in improving student learning outcomes for class IX students at Mts Al-Imam Sawoo. The problem in this research is the low student learning outcomes in terms of report cards. Many factors are the reasons for the expected learning outcomes. Some Arabic teachers still use learning methods that seem monotonous, teaching materials that are not appropriate, and inadequate learning media. So student learning achievement decreases because the method used by the teacher is only the lecture method, and in the end, students will quickly feel bored with the lessons being conveyed.

Based on the research results, it can be seen that there is an influence of the mind mapping method on learning outcomes in nahwu subjects at Mts Al-Imam Sawoo. This can be seen by the interaction between teachers and students in the learning process. During the learning process, it was found that the students were more active, fun, and enthusiastic when participating in learning, not only that students had started to dare to answer questions when the teacher gave to queries to students. This is following the theory of the function of mind mapping, which acts as a medium in Nahmu's learning, namely, the media in the learning process is an intermediary or introduction to the source of the message with the recipient of the message, stimulating thoughts, feelings, attention, and will so that they are encouraged and involved in learning. The learning process is also a communication process, so the media is used in the education (Hamid, Mustofa Abi, 2020).

The following is the application of mind mapping learning media for class IX at Mts Al-Imam Sawoo:

**Picture. 1.** Mind Mapping in al-Nahwu al-Wadih



The application of the Mind Mapping media above follows the notion of mind mapping itself, namely as the easiest way to put information into the brain and take data out of the brain. Mind mapping is a way of taking creative, practical, and creative notes. It literally "maps out" our thoughts. Mind maps are also straightforward. It can be seen in the application of mind mapping media at MTs Al Imam Sawoo that the recording of material is short, easy to understand, attractive, and also easy to memorize because the writing goes straight to the main point of the material. It is very in line with the theory that explains the use of mind mapping, namely using the skills of words, pictures, numbers, logic, and space of consciousness uniquely and robustly (Swadarma, 2013).

In this study, researchers wanted to see whether mind mapping media affected learning outcomes in nahwu al-waadiah lessons, especially in class IX of Mts Al-Imam Sawoo. The research conducted at Mts Al-Imam Sawoo involved two classes, namely class IX A and IX B. The results of this study were an increase in student achievement in class IX Mts Al-Imam Sawoo with an average score of 72.44% increasing to 79, 52%. The coefficient of determination (R) is 39.69%, meaning that the use of mind mapping learning media in nahwu al-waadiah lessons has an effect of 39.69% on the learning outcomes of class IX students at Mts Al-Imam Sawoo Ponorogo.

Indirectly, this learning method can improve students' analysis and critical thinking to understand something as a whole from beginning to end in a lesson. With changes in the flow of information in the current era, which is increasingly transparent, it is necessary to renew exciting and efficient learning methods provided to students so that student learning achievement increases (Rahman, 2018). There is a change in the flow of information in the current era, which is increasingly transparent, it is necessary to renew exciting and efficient learning methods provided to students so that student learning achievement continues to increase.

## **CONCLUSION**

1. From the data obtained by researchers on the value of report cards before the implementation of mind mapping learning media, they can calculate the average number of all grades of nahwu al-waadiah subjects in classes IX A and IX B, so it can be seen that the average number is 72.44%.
2. The application of mind mapping learning media in this study about nashbul fi'lul mudori' material, the interactions that occur between teachers and students in the learning process are perfect even during the learning process, it is found that students are more active, fun and enthusiastic when participating in learning.
3. Student learning outcomes in class IX nahwu al-waadiah lessons at Mts Al-Imam Sawoo experienced an increase in their achievement results after implementing mind mapping learning media, which initially had an average value of 72.44% increased to 79.52%.

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