Volume 5 Number 2 (2023)
May-August 2023
Page: 560-576

E-ISSN: 2656-4491
P-ISSN: 2656-4548
DOI:10.37680/scaffolding.v5i2.3038

SCAFFOLDING
Jurnal Pendidikan Islam dan Multikulturalisme

THE EFFECTIVENESS OF CANVA'S MEDIA-BASED MIND MAPPING MODEL ON LEARNING POETRY WRITING SKILLS OF ELEMENTARY SCHOOL STUDENTS

Rizatul Mezzaluna Safro[1], Ermawati Zulikhatin Nuroh[2]
[12]Universitas Muhammadiyah Sidoarjo; Indonesia
Correspondence email; rizaluna010@gmail.com

Submitted: 25/01/2023 Revised: 27/03/2023 Accepted:22/05/2023 Published:27/07/2023

Abstract

The purpose of this study is to determine the effectiveness of the Canva-assisted Mind Mapping learning model in writing poetry for fifth-grade students in the Muhammadiyah 5 Porong Elementary School 2022/2023 academic year. The research method used was quantitative. This research was a pre-experimental design with a one-group pretest-posttest design model. The population of this study was all students in Class V at SD Muhammadiyah 5 Porong, totaling 22 students. The sample in this study is saturated because the total population is less than 30, that is, 22 students. Data were collected from primary and secondary sources. The primary data are in the form of poetry-writing test results in the form of pre-test and post-test according to the selected sample, while the secondary data in this study are in the form of documentation in the form of photos and data on the number of samples. The data collection technique in this study was a poetry-writing test in the form of a pre-test, post-test, and documentation. The data analysis techniques used were the normality test, homogeneity test, t-test, and N-gain test. The results showed that the mind-mapping learning model is effective for application in the poetry-writing skills of fifth-grade students at SD Muhammadiyah 5 Porong. This is proven by 90% of the N-gain value in the mind mapping model. The inferential test on the independent sample test is known to be Sig (2-tailed) with a value of 0.000. The output data shows that HO is rejected, whereas Ha is accepted. It is concluded that the hypothesis test shows that there are differences in the results of the pre-test and post-test of the mind mapping model in learning poetry-writing skills.

Keywords Effectiveness, Learning Media, Mind Mapping, Poetry Writing, SD Muhammadiyah 5 Porong

INTRODUCTION

Writing skills are language skills that play an important role in human life. Writing skills are language skills in the form of telling or expressing one 's feelings; in other words, writing is used to communicate indirectly (Tarigan, 2013). Learning writing skills must be applied actively, creatively, and playfully to lead to life values, which will make students get information or, in other words, learn how to communicate (Nahdi & Mohzana, 2022). Learning to write this is expected to express students' inspirations or ideas in the form of essays to improve students' thinking skills (Fadilla et al., 2022).

The mind mapping model is a learning model developed by Buzan that is the most creative and effective. Mind mapping can help generate new creative ideas and absorb knowledge easily (Buzan, 2006). The mind mapping model summarizes all lessons in the form of a network – a network containing keywords and reminder lines to make it easier to memorize learning (Amalia & Hartati, 2020). The mind mapping model can also be said to be a place to explore creative ideas that can make it easier to solve problems in the form of descriptions and memories (Irana Ayu Lis & Damayanti Isnaini, 2021).

Huda said there are steps in mind mapping learning, which include recording points or keywords from the material taught by the teacher in class, showing networks and relationships between ideas/keywords related to the learning material provided, recalling everything about previously known topics, planning the initial stage of idea mapping by visualizing all aspects of the topics that have been discussed, organizing ideas by placing them on sheets of paper, exploring creative thoughts and solutions to subject-related problems, and reviewing lessons to prepare for tests (Nofitasari et al., 2022).

In a mind-mapping model, the material can be abbreviated to form a simple framework, making it easier for students to improve the structure of the material (Basuki, 2020). Warseno said that the mind mapping model has the advantage that it can increase student knowledge through ideas that are developed more creatively using mind maps, so it is easy to find out what makes students involved in learning, but without the mind mapping method, students with poor creativity will find it difficult to make mind mapping and ideas will arise when making mind mapping (Kustian, 2021).

The mind-mapping learning model is very useful for improving students' initial knowledge or finding alternative answers used in two-person group work. Istarani stated the steps (syntax) of the mind mapping model, including: 1) the teacher conveying the competencies achieved and 2) the teacher presenting the concepts/problems that students respond to. Tasks with many answer alternatives should be chosen; 3) Students identify alternative answers in the form of mind maps or diagrams; 4) Some students are given the opportunity to explain the concept of mapping thinking ideas; 5) Students are asked to draw conclusions from discussion materials and teacher concept maps are provided for comparison, and the use of the mind mapping learning model is very useful to improve students' initial knowledge, or it can also be used to find alternative answers used in two-person group work. Istarani stated the steps (syntax) of the mind mapping model, including: 1) the teacher conveying the competencies achieved and 2) the teacher presenting the concepts/problems that students respond to. Tasks with many answer alternatives should be chosen; 3) students identify alternative answers in the form of mind maps or diagrams; 4) some students are given the opportunity to explain the concept of mapping thinking ideas, and 5) students are asked to draw conclusions from discussion materials, and teacher concept maps are provided for comparison (Diana et al., 2022).

The most difficult skill in writing is writing poetry. Literature learning in terms of writing poetry is designed to develop creative thinking skills and produce useful performances, especially in writing, which enables students to express feelings imaginatively (Purba & Sihombing, 2021). Poetry is an imaginative work that contains ideas, thoughts, feelings, and ideas, where the way of delivery is short, dense, and aesthetic language (Harun, 2018). Writing poetry is a production activity in literary appreciation, where poetry is a personal expression, so it is distinctive and subjective (Widarmanto, 2018). Writing poetry requires higher-order thinking skills, and writing poetry is important for students to express their thoughts, ideas, and experiences in the form of poetry (Liando et al., 2018). Poetry learning is divided into listening, reading, and writing poetry in accordance with poetry writing skills that can be used as learning material for writing skills, especially in high grades, because in high classes, students are introduced to written literary works to familiarize themselves with writing (Sadikin et al., 2022).

There are still many students whose understanding is weak, so they cannot choose the right words to string into complete sentences in the poem. Students' poor poetry skills are caused by difficulties in expressing thoughts and ideas when composing words or vocabulary. Other obstacles

hinder students' ability to write poetry, namely lack of motivation and a variety of learning methods (Meiliyana & Hikmat, 2022). In poetry writing skills, the importance of applying poetry language for students is that it is expected to have facilities that are seen from the teacher's ability so that students can easily grasp the material. However, in poetry learning, this material is far from what is expected. Students still do not know how to write poems correctly, and it is difficult to form words. This may be due to a lack of understanding of the value and benefits that students can derive from writing and composing poetry (Wahyuni & Arifin, 2022).

Poetry-forming devices include poetry material, diction or word choice, poetic language, symbols or symbols, images or imagery, and forms of expression (Widarmanto, 2018). Jabrohim divides two building blocks of poetry, the physical element and the mental element. These include physical elements: diction (word choice), imagining, concrete words, figurative language (figurative language), rhyme/rhythm (repetition of sounds), and typography. The inner elements of poetry are the theme, tone, atmosphere, and message of the poem (Suryani and Prasetyo, 2018). Steps in writing poetry include (1) determining the theme by exploring the surrounding environment, (2) choosing words so that the chosen word contains aesthetic elements, and (3) *majas* or language style used to like other words imagining (Yono et al., 2019). There are indicators in poetry writing skills consisting of (1) suitability of content with themes and titles, (2) dictionary or choice of words in poetry using the right words, and (3) imagery or images using creative words causing delusions so that poetry is more real (Septiani et al., 2022).

Based on pre-observations at SD Muhammadiyah 5 Porong, there are problems regarding poetry-writing skills that are influenced by teacher-centered learning that makes students tend not to be creative, learning resources are limited to teacher handbooks, students have not been able to convey ideas in written form, and learning to write poetry at school has not used the appropriate model. Some students did not finish writing their poetry. Thus, there is a need to learn innovation to improve post-writing skills. Writing poetry can be said to be a learning that is not difficult, but there are also some students who do not have poetry writing skills that are not in accordance with the theme, improper word selection, or words that are less interesting. However, students who write poetry find it difficult, and the results are unsatisfactory. Teachers should pay attention to students' writing skills because many teachers still lack health. Therefore, there is a need for an interesting and effective learning model, namely, using a mind-mapping model. In the research that has been applied using the mind mapping model by Wahyuni et al. entitled "The Effectiveness of the Mind

Mapping Model in Indonesian Language Learning Class IV SD/MI," whose results have a significance of less than 0.05 (0.00 <0.05) there are differences in students' writing skills (Wahyuni & Arifin, 2022). Research conducted by Amalia et al. entitled "The Effectiveness of the Image-Assisted Mind Mapping Model on Poetry Writing Skills" the results of the study showed differences in the average value of poetry writing skills on the pre-test and post-test. As a result, it was concluded that the mind mapping model was effective for the poetry writing skills of grade IV students of SDN Wahid Hasyim Cluster, Kendal RegencyResearch conducted by Amalia et al. entitled "The Effectiveness of the Image-Assisted Mind Mapping Model on Poetry Writing Skills" the results of the study showed differences in the average value of poetry writing skills on the pre-test and post-test. As a result, it was concluded that the mind mapping model was effective for the poetry writing skills of grade IV students of SDN Wahid Hasyim Cluster, Kendal Regency (Amalia & Hartati, 2020). Research conducted by Aulia et al. entitled "Improving the Ability to Write Poetry through Mind Mapping Media in Grade IV Students of Ketangi State Elementary School" The results of the study showed that the use of mind mapping media in learning to write poetry can improve students' poetry writing skills (Aulia et al., 2019).

Previous studies have shown that many researchers have used Mind Mapping models in various lessons. In this regard, the researcher examined the effectiveness of the mind mapping model on writing skills for Grade V students of SD Muhammadiyah 5 Porong. With this learning model, students are expected to be creative in issuing their ideas for writing poetry. This research can help improve students' poetry-writing skills and implement policies related to the importance of using learning models to improve elementary school students' poetry-writing skills. This study aims to determine the effectiveness of the mind-mapping model on students' poetry-writing skills.

METHOD

This study was quantitative. Quantitative can be said to be based on the philosophy of positivism used to examine populations or samples, data collection using research instruments, and statistical data analysis that aims to test established hypotheses (Sugiyono, 2018). The research used a pre-experimental design with a model one-group pre-test-post-test design, where only one class was included as an experimental class, and there was no control class. The pre-test is done before treatment to determine the initial condition, and after treatment, it is done post-test to find out the next condition (Sugiyono, 2018). The purpose of this study was to describe the effectiveness of the

mind mapping model on the poetry writing skills of Grade V students of SD Muhammadiyah 5 Porong. The design of one pre-test-post-test group was as follows:

O_1 X O_2

Information:
O_1: Pre-test score
X: Treatment using the Mind Mapping model.
O_2: Post-test score

The variables in this study were independent (independent) and dependent (dependent). An independent variable is a variable that causes the dependent variable to arise. At the same time, the dependent or dependent variable is a variable that becomes a result due to the existence of an independent variable (Sugiyono, 2018). In this study, the independent variable (X) was Canva's media-assisted mind-mapping model, while the dependent variable (Y) was poetry-writing skills.

Population is the entire subject measured that will be used as an area to be studied (Sugiyono, 2018). The study population was 22 grade V students at SD Muhammadiyah 5 Porong. The sample in this study was saturated because the population used was relatively small, amounting to 22 students.

Research instruments are tools used to measure a symptom or research variable (Sugiyono, 2018). The instruments used in this study were tests with pre-test and post-tests. The pre-test was carried out before the application of the mind-mapping model in learning poetry-writing skills, while the post-test was carried out after the application of the mind-mapping model in learning poetry-writing skills. This question test instrument is in the form of a description test with picture questions completed by students in their own language and sentences to determine the extent of students' writing skills. With the description questions, students are free to write down their ideas and do not rely on the answer key because the assessment uses indicators of poetry-writing skills.

The data collection techniques used in this study included both primary and secondary data. Primary data with the results of the poetry writing test in the form of pre-test and post-test according to the selected sample, while secondary data in this study were documented in the form of photos and data on the number of samples. The data collection was based on on-the-ground tests and documentation. Researchers conducted a poetry writing test using a mind mapping model assisted by Canva's media to determine the amount of knowledge students have in writing poetry using an initial test (pre-test) and a final test (post-test) in the form of descriptive questions. Furthermore, the researchers completed the data with documentation in the form of photos as accurate evidence.

The analysis technique used in this study is inferential statistical analysis. Inferential statistics is called inductive statistics or probability statistics, which is a statistical technique that aims to analyze sample data whose results are applied to a population (Sugiyono, 2018). Data were compared between the pre-test and post-test results. Inferential analysis to test the research hypothesis is carried out before hypothesis testing, that is, with a prerequisite test consisting of a normality test and a hypothesis test. 1) The normality test checked whether the data for each variable were normally distributed. When testing the normality of data using the Kolmogorov-Smirnov test, with a Sig value of > 0.05, it is considered normal and vice versa. 2) Homogeneity was tested to determine whether some population variants were the same. 3) The hypothesis was tested using SPSS-assisted t-test version 26. 4) N-Gain test to determine whether the mind mapping model is effective in writing poetry for elementary school students. In collecting data, researchers use primary and secondary data sources. The primary data were the results of the poetry-writing test using mind mapping according to the sample. Secondary data are the number of samples and photo documentation.

The hypothesis is a temporary answer to the formulation of the research problem, which is in the form of a question (Sugiyono, 2018). The hypothesis in this study is Ha: there is an effectiveness of Canva's media-based mind mapping model on learning poetry writing skills of Grade V students of SD Muhammadiyah 5 Porong. While H_0: there is no effectiveness of Canva's media-based mind mapping model in learning poetry writing skills for grade V students of SD Muhammadiyah 5 Porong.

FINDINGS AND DISCUSSION

Findings

Instrument Validity Test

Arikunto said Validity issues the extent to which the measurement is precise in measuring what is to be measured, and the instrument is said to be valid when it can reveal data from variables precisely, not deviating from the actual state (Yusup, 2018). Based on testing the instrument problem, the validity test can be said to be valid if the instrument is able to measure what must be measured. In tables 1 and 2, statement A gets an r count of 0.798, which means that > r table 0.374, then the data is declared valid. Statement B gets an r count of 0.663, which means that > r table 0.374, then the data is declared valid. Statement C gets an r count of 0.638, which means that > r table 0.374, then the data

is declared valid. Statement D gets an r count of 0.674, which means that > r table 0.374, then the data is declared valid. Statement E gets an r count of 0.668, which means that > r table 0.374, then the data is declared valid, so it is suitable for pre-test and post-test questions.

Table 1. Validity Test of Research Instruments

No.	Aspect Indicators	Calculate	Rtable	Information
1.	Indicators 1	0,798	0,374	Valid
2.	Indicators 2	0,663	0,374	Valid
3.	Indicators 3	0,638	0,374	Valid
4.	Indicators 4	0,674	0,374	Valid
5.	Indicators 5	0,668	0,374	Valid

Table 2. SPSS Result

		A	B	C	D	E	TOTAL
A	Pearson Correlation	1	.314	.462*	.410*	.428*	.798**
	Sig. (2-tailed)		.104	.013	.030	.023	.000
	N	28	28	28	28	28	28
B	Pearson Correlation	.314	1	.249	.316	.297	.663**
	Sig. (2-tailed)	.104		.202	.102	.125	.000
	N	28	28	28	28	28	28
C	Pearson Correlation	.462*	.249	1	.330	.227	.638**
	Sig. (2-tailed)	.013	.202		.086	.245	.000
	N	28	28	28	28	28	28
D	Pearson Correlation	.410*	.316	.330	1	.580**	.674**
	Sig. (2-tailed)	.030	.102	.086		.001	.000
	N	28	28	28	28	28	28
E	Pearson Correlation	.428*	.297	.227	.580**	1	.668**
	Sig. (2-tailed)	.023	.125	.245	.001		.000
	N	28	28	28	28	28	28
TOTAL	Pearson Correlation	.798**	.663**	.638**	.674**	.668**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	28	28	28	28	28	28

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Instrument Reliability Test

Arikunto said reliability is a problem with the extent to which a measurement can be trusted because of its reliability. Instruments are said to be reliable when they can reveal reliable data (Yusup, 2018). Based on testing instrument problems, this reliability test is to measure the accuracy of the instrument. Based on the results showing the data in Table 3, which obtained a Cronbach alpha value of 0.735 > 0.70 where the alpha value > 0.70 means sufficient reliability so that it is declared reliable. After conducting reliability tests, the instrument is suitable for research.

Table 3. The Reliability Test of Research Instruments

Cronbach's Alpha	N of Items
.735	5

Prerequisites Analysis Test

Before conducting the inferential statistical analysis, a normality test and homogeneity test were conducted to test the independent sample or hypothesis. The tests were performed as follows.

Normality Test

The simplest normality test graphs the frequency distribution of the existing score. Normality testing depends on our ability to scrutinize plotting data (Usmadi, 2020). The normality test examines the data for each normally distributed variable. When testing the normality of data using the Kolmogorov-Smirnov test, a charge with a Sig value of > 0.05 is called normal and vice versa.

Table 4. Mind Mapping Model Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Total Post-Test	**Total Pre-Test**
N		22	22
Normal Parameters[a,b]	Mean	18.2273	12.27
	Std. Deviation	1.74388	2.453
Most Extreme Differences	Absolute	.209	.226
	Positive	.155	.226
	Negative	-.209	-.094
Kolmogorov-Smirnov Z		.980	1.060
Asymp. Sig. (2-tailed)		.292	.211
a. Test distribution is Normal.			
b. Calculated from data.			

Based on Table 4 above, it is concluded that the post-test data obtained a value of 0.292, which means > 0.05 sig, and the data are declared normal. The pre-test data obtained a value of 0.211, which means that when > 0.05, the data are declared normal.

Homogeneity Test

The homogeneity test is used to find out if several population variants are the same or not (Usmadi, 2020). The second prerequisite is the homogeneity of data variance. The condition for homogeneity of variance was set if the sig value was > a (0.05). The homogeneity test used homogeneity of variances. The purpose of the homogeneity test was to determine the variance of the two homogeneous datasets. From the analysis of data using SPSS in Table 5, using the calculation of homogeneity of population variance, a sig value of 0.343 was obtained. The conditions that must

be met for data to come from a homogeneous population are sig = 0.343 > sig a = 0.05. Therefore, it can be concluded that the class taught by the Canva media-assisted mind mapping model on students' poetry-writing skills has the same or homogeneous variance.

Table 5. Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	**df1**	**df2**	**Sig.**
Pre and Post Group	Based on Mean	.920	1	42	.343
	Based on Median	.444	1	42	.509
	Based on Median and with adjusted df	.444	1	39.933	.509
	Based on trimmed mean	.803	1	42	.375

Uji t (Uji Hipotesis Independent Sample t-test).

In this study, the independent sample t-test hypothesis test was used to determine whether there were differences in the pre-test group (conducted before the application of the mind mapping model in learning poetry writing skills) and the post-test group (carried out after the application of the mind mapping model in learning poetry writing skills). An independent samples t-test was conducted using SPSS version 26. The hypothesis of the independent sample t-test using the SPSS program is as follows:

H_0: Accepted if the lower is negative, the upper is positive, and (2- tailed) > α

Ha: Accepted if Lower is negative, Upper is negative, and (2-tailed) < α

Research hypothesis:

Ha: there is an effectiveness of Canva's media-based mind mapping model in learning poetry writing skills for grade V students of SD Muhammadiyah 5 Porong.

H_0: there is no effectiveness of Canva's media-based mind mapping model in learning poetry writing skills for grade V students of SD Muhammadiyah 5 Porong.

From testing this hypothesis, if the lower positive and upper positive or sig (2- tailed) value > α= 0.05, then Ho is accepted. The following is the output of the SPSS program related to the data processed to formulate the hypotheses:

Table 6. Results of Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PreTest Post-Test	Equal variances assumed	1.345	.253	9.280	42	.000	5.95455	.64168	4.65959	7.24950
	Equal variances not assumed			9.280	37.908	.000	5.95455	.64168	4.65544	7.25365

Based on Table 6 of the independent sample t-test above, based on pre-test and post-test student score data, it can be seen in the Lower and Upper columns, each of which is positive, namely lower 4.65959 and upper 7.24950, while Sig (2-tailed) is 0.000. So it is said that the output data shows that HO is rejected, which means Ha is accepted. This means that the hypothesis test shows that there are differences in mind mapping models in learning poetry-writing skills between pre-test and post-test class students.

N-Gain

If the results of the initial test analysis show that the pre-test and post-test abilities are the same (not significantly different), N-Gain can be used to see an increase in pre- and post-test abilities. The effectiveness of the learning model is difficult to measure from the learning process because there are many aspects that need to be observed. The most likely method is to measure the increase in the extent to which the target is achieved from the beginning before treatment (initial ability test) to the target learning outcomes after treatment (post-test).

The results of the nominated gain calculation were then interpreted based on the N-gain interpretation table, according to Hake.

Table 7. N-Gain Grouping Criteria

N-Gain Percentage	Classification
100 – 71%	Tall
70 – 31%	Keep
30 – 1%	Low

The interpretation of the effectiveness of N-Gain, according to Hake, is shown in Table 8.

Table 8. Categories of N-Gain Effectiveness

Percentage (%)	Interpretation
<40	Ineffective
40 – 55	Less Effective
56 – 75	Quite Effective
>76	Effective

If the results of the initial test analysis show that the pre-test and post-test abilities are the same (not significantly different), then to see an increase in pre-test and post-test abilities, researchers can use gain or N-gain data. However, if the initial abilities of the two groups are different, then N-gain can be used. Table 9 shows the N-gain calculation results for the post-test and pre-test.

Table 9. Pre-test and Post-test Score Improvement Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N-gain	22	.72	1.00	.9005	.09751
N-gain_ppersen	22	72.22	100.00	90.0475	9.75125
Valid N (listwise)	22				

The results of the analysis showed that it had N-gain = 0.9005, so the categorized increase in score was high because g > 0.7. The N-gain percentage = 90.0475 result is categorized as effective because > 76.

Discussion

Based on the results of the pre-test and post-test data analysis in this study, it can be stated that the difference in mind mapping models in learning poetry writing skills before and after shows a significant difference between the pre-test and post-test scores. The difference in the test scores of students who were taught using different mind mapping models in learning poetry-writing skills can be seen from the differences in average scores, highest scores, lowest scores, and hypothesis test results obtained using SPSS version 26.

The difference in the average pre-test score was 13.5455; the lowest score was 60, and the highest score was 85. The average post-test score was 16.8182, the lowest score was 75, and the highest was 95. This means that the mind-mapping model is effectively used in students' poetry-writing skills.

The hypothesis proposed by the researcher that there is a significant difference between the pre-test and post-test data using the mind mapping learning model can be proven through hypothesis testing using SPSS version 26. Hypothesis testing was conducted to determine the formulation of the problem in this study.

Based on Table 4, it is concluded that the pre-test data obtained a value of 0.211, which means that when > 0.05, the data are declared normal. The post-test data obtained a value of 0.292, which means that > 0.05; then, the data are declared normal. The inferential statistical test on the independent sample test is known to be Sig (2- tailed) worth 0.000. So it is said that the output data shows that HO is rejected, which means Ha is accepted. This means that the hypothesis test shows that there are differences in mind mapping models in learning poetry writing skills between pre-test and post-test class students.

The difference between the pre-test and post-test is that the pre-test is carried out before the application of the mind-mapping model in learning poetry writing skills, post-test is carried out after the application of the mind-mapping model in learning poetry writing skills. First, the students wrote one keyword according to a predetermined theme. The theme was then described in the form of lines based on the stages of the plot. Each stage of the flow is given a keyword, and the branches are then created by writing keywords. This keyword is then developed into an idea so that a poem is created in accordance with the mind mapping that has been made as creatively as possible. This is a syntax of the mind-mapping learning model. Students become enthusiastic and motivated to improve their learning outcomes. Tony Buzan said mind mapping is a learning method that learns concepts or techniques of remembering things with the help of mind mapping (using concept maps, p (Leonard et al., 2019). The mind-mapping model makes it easier for students to overcome the obstacles faced by writing poetry. The mind mapping model is appropriate for learning to write poetry.

The effectiveness of this method provides great reciprocity, with the consistency of learners to always learn to write. The result is the acquisition of Indonesian language scores that get, according to KKM, in the experimental class rather than the reading or argument class (Wahyuni & Arifin, 2022), as research has been done by previous researchers who say that poetry writing skills can be improved with the use of mind mapping techniques (Putri & Widihastrini, 2014).

In line with this (Buzan, 2013) Saying that mind mapping is the easiest way to put information into the brain and take information out of the brain, mind mapping is a creative,

effective, and literal way of taking notes that will "map" thoughts. Mind mapping is a way or method that processes information thoroughly (Purwanti et al., 2018). That is, the mind map begins by discussing themes, subthemes, and parts of subthemes (you could say indicators).

According to (Istarani & Siddik, 58 C.E.) One of the advantages of mind mapping is that it allows students to express their ideas or ideas well and systematically. So that the application of this technique can further activate students' creative ideas in writing because the organization of information owned by the brain will be more directed and arranged in the form of writing better. The characteristic of mind mapping that uses images, colors, and curved lines is more in line with how the brain works and will be more interesting for the brain to produce creative ideas compared to conventional writing methods that only use linear words and lines, which are actually more boring and less optimize the brain's work to think more creatively.

As research has been conducted by (Purnama et al., 2017) In his article, which explains that with the use of mind mapping, students will be easier to issue the ideas they will write. Moreover (Dewi, 2016) also explained that an increase in students' average writing scores was obtained from 66.72 in pre-action to 71.38 in cycle I and 80 in cycle II. Based on the overall exposure to data analysis, it can be concluded that the application of the mind mapping model is effectively applied in learning to write poetry for grade V students of SD Muhammadiyah 5 Porong. In addition, mind-mapping models can improve student learning outcomes. This is supported by research conducted by Amalia et al. entitled "The Effectiveness of the Image-Assisted Mind Mapping Model on Poetry Writing Skills," the results of the study showed differences in the average value of poetry writing skills on the pre-test and post-test. As a result, it was concluded that the mind mapping model was effective for the poetry writing skills of grade IV students of SDN Wahid Hasyim Cluster, Kendal Regency.

Based on the research that researchers conducted, it can be concluded that the application of the mind-mapping method can have a positive impact on learning. This is evidenced by the writing skills of students before applying the mind mapping model (conventional) and after applying the mind mapping model. The skill of writing poetry when using this mind mapping model is very effective, making students more creative in expressing their ideas than using conventional methods as the results of research conducted by researchers on the results of previous research strengthen the results of research that the effectiveness of the mind mapping model can improve students' poetry writing skills.

CONCLUSION

Based on the results of data analysis and discussion that have been described earlier, conclusions related to the research can be drawn as follows: First, there is an increase in learning outcomes of poetry writing skills of grade V students of SD Muhammadiyah 5 Porong using a mind mapping learning model. Based on the calculation, the results show that the average value is 16.18. Second, the mind mapping learning model is effectively used in the poetry writing skills of grade V students of SD Muhammadiyah 5 Porong. This is evidenced by the n gain value of the mind mapping model of 90%. The inferential test on the independent sample t-test is known to be Sig (2-tailed) worth 0.000. So it is said that the output data shows that HO is rejected, which means Ha is accepted. This means that the hypothesis test shows that there are differences in the results of the pre-test and post-test mind mapping models in learning poetry writing skills. It can be concluded that the application of the mind-mapping method can have a positive impact on learning. This is proven by the writing skills of students before applying the mind mapping model (conventional) with after applying the mind mapping model. The skill of writing poetry when using this mind-mapping model is very effective, making students more creative in expressing their ideas.

REFERENCES

Amalia, F., & Hartati. (2020). *Keefektifan Model Mind Mapping Berbantuan Gambar Terhadap Keterampilan Menulis Puisi*. *8*(1), 64–70.

Aulia, N. D., Fitriana, A. N., & Hajron, K. H. (2019). *Peningkatan Kemampuan Menulis Puisi Melalui Media Mind Mapping Pada Siswa Kelas IV SD Negeri Ketangi*. *3*.

Basuki, A. (2020). Pemanfaatan Mind Mapping Dalam Pembelajaran. *Jurnal Lingkungan Widyaiswara*, *07*(02), 18–29.

Buzan, T. (2006). *Buku Pintar Mind Map*. PT Gramedia Pustaka Utama.

Buzan, T. (2013). Buku pintar. *Mind Map*.

Dewi, R. (2016). *Keterampilan menulis puisi melalui metode peta pikiran (mind mapping) pada siswa kelas vii e smp negeri 16 Surakarta*.

Diana, Ilahi, A., & Sabri. (2022). *Efektivitas Penggunaan Model Pembelajaran Mind Mapping Learning Model Terhadap Kemampuan Berhitung Pada Mata Pelajaran Matematika*. *2*(1).

Fadilla, I. R., Bella, A., & Ningsih, Y. (2022). *Pengaruh Pembelajaran Mind Mapping terhadap Kemampuan Menulis Karangan Narasi di Sekolah Dasar*. *4*, 1707–1715.

Harun, M. (2018). *Pembelajaran Puisi Untuk Mahasiswa*. Syiah Kuala University Press.

Irana Ayu Lis, A., & Damayanti Isnaini, M. (2021). Efektivitas Model Pembelajaran Mind Mapping Dalam Meningkatan Kemampuan Berpikir Kreatif Siswa Pada Pembelajaran Bahasa Indonesia Di Kelas IV SDN Brengkok 1. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* , *9*(6), 2492–2501.

Istarani, I., & Siddik, M. (58 C.E.). Model Pembelajaran Inovatif. *Medan: Media Persada*.

KUSTIAN, N. G. (2021). Penggunaan Metode Mind Mapping Dalam Meningkatkan Hasil Belajar Siswa. *Academia: Jurnal Inovasi Riset Akademik*, *1*(1), 30–37. https://doi.org/10.51878/academia.v1i1.384

Leonard, WIbawa, B., & Suriani. (2019). *Model Dan Metode Pembelajaran Di Kelas*.

Liando, M. R., Kuron, G. E., & Roewaida, K. (2018). Penggunaan Media Gambar Untuk Meningkatkan Hasil Belajar Menulis Puisi Siswa Kelas V SDN 14 Jeunieb. *Jurnal Pembelajaran Dan Pengembangan Diri*, 647–660.

Meiliyana, A., & Hikmat, A. (2022). *Pengaruh Pendekatan Contextual Teaching And Learning (Ctl) Terhadap Kemampuan Menulis Puisi Pada Siswa Kelas IV Sekolah Dasar*. *8*(4), 1047–1055.

Nahdi, K., & Mohzana, M. (2022). Pengembangan Bahan Ajar Model Mind Mapping dalam Meningkatkan Keterampilan Menulis Siswa SDN 1 Setanggor Selatan. *Khatulistiwa*, *3*(1), 17–32.

Nofitasari, D., Anjarini, T., & Suyoto. (2022). Penerapan Metode Mind Mapping Pada Tema Indahnya Kebersamaan Untuk Meningkatkan Kreativitas Siswa Kelas IV SD Negeri Korowelang. *Jurnal: Pendidikan Dasar PerKhasa*, *3*(1), 85–92.

Purba, N. A., & Sihombing, V. T. (2021). *Meningkatkan Hasil Belajar Siswa Pada Pokok Bahasan Menulis Puisi Dengan Menggunakan Media Visual Tiga Dimensi (3D) Kelas V SD*. *2*, 332–343.

Purnama, M. M., Djuanda, D., & Subarjah, H. (2017). Penerapan Pendekatan Proses Dalam Meningkatkan Keterampilan Menulis Karangan Sederhana Berdasarkan Gambar Seri Siswa Kelas Iii Sd Negeri Panyingkiran Iii. *Jurnal Pena Ilmiah*, *2*(1), 1591–1600.

Purwanti, E., Prihanta, W., Muizzudin, M., & Permana, F. H. (2018). Penerapan (Stad) Dipadu Mind Mapping Berbasis Lesson Study Untuk Meningkatkan Motivasi Dan Pemahaman Konsep (STAD With Mind Mapping Based On Lessson Study To Improve Motivation and Understanding Concept). *JINoP (Jurnal Inovasi Pembelajaran)*, *4*(1), 26–34.

Putri, W. L., & Widihastrini, F. (2014). Peningkatan Keterampilan Menulis Puisi Melalui Metode Mind Mapping Dengan Media Audiovisual. *Joyful Learning Journal*, *3*(2).

Sadikin, H., Nugrahani, F., & Suwarto. (2022). *Penerapan Metode Mind Mapping melalui Ketrampilan*

Menulis Puisi dalam Interaksi Belajar Mengajar di Kelas IV SD. *4*, 2556–2560.

Septiani, N., Syaflin, S. L., & Akbar, M. T. (2022). *Analisis Kemampuan Menulis Puisi Bebas Pada Siswa Kelas V Sd Negeri 79 Palembang*. *2*(1), 122–128.

Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Dr. Ir. Su). ALVABETA, cv.

Suryani, I., & Prasetyo, R. (2018). Kemampuan Menulis Puisi Bebas Siswa Kelas V Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, *3*(2), 296–312.

Tarigan, henry guntur. (2013). *Menulis Sebagai Suatu Keterampilan Berbahasa*. CV. Angkasa.

Usmadi, U. (2020). Pengujian Persyaratan Analisis (Uji Homogenitas Dan Uji Normalitas). *Inovasi Pendidikan*, *7*(1), 50–62. https://doi.org/10.31869/ip.v7i1.2281

Wahyuni, V. I., & Arifin, M. B. U. B. (2022). Efektifitas Model Mind Mapping Dalam Pembelajaran Bahasa Indonesia Kelas Iv Sd/Mi. *ELSE (Elementary School Education Journal) : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, *6*(2), 351. https://doi.org/10.30651/else.v6i2.12363

Widarmanto, T. (2018). *Yuk, Nulis Puisi*. Laksana.

Yono, R. R., Premana, A., Setiabudi, U. M., Studi, P., Informatika, T., Teknik, F., Setiabudi, U. M., Setiabudi, U. M., & Banjarharjo, K. (2019). *Pelatihan Menulis Puisi Siswa Kelas Iv Sekolah Dasar*. 184–189.

Yusup, F. (2018). Uji Validitas Dan Reliabilitas Instrumen Penelitian Kuantitatif. *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*.