MIND MAPPING LEARNING MEDIA ON THE ADDIE MODEL CLASS VIII PRAYER PILLAR MATERIAL OF SMPDT BANDUNG

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Abstract

This research was taken from curiosity regarding learning media in the ADDIE model which can foster student creativity, namely mind mapping media. This research aims to find out how the development of mind mapping learning media using the ADDIE model can increase student creativity in the pillars of prayer material. The method used in this research is the research and development method, where this research aims to produce a media tool, material or learning strategy. This research method uses the ADDIE research model (Analyze, Design, Development, Implementation and Evaluation). The ADDIE model chosen by the author is because it is in accordance with the development of Mind Mapping media which consists of 5 implementation stages in research. The mind mapping learning media developed in this research received a score of 3.5 (very valid) which has been validated by one expert validator. Obtaining these scores can be concluded that the mind mapping media that has been developed in this research is very valid for learning material on the pillars of prayer in class VIII PAI learning.

Keywords: ***Mind Mapping, ADDIE, PAI***

1. INTRODUCTION

Learning is an indispensable journey for every individual, serving as the conduit through which we acquire knowledge essential for navigating life's myriad activities. For Muslims, engaging in Islamic religious education holds profound significance. Through the study of our faith, we fortify our moral compass, finding guidance and direction amidst life's complexities. Islamic education serves as the cornerstone for cultivating a profound understanding of our beliefs, fostering a deep-rooted connection to our spiritual heritage. It instills within us not only a sense of reverence for our faith but also a profound respect for the beliefs of others, nurturing harmonious relations within diverse religious communities. In essence, Islamic religious education stands as a structured endeavor, equipping individuals with the tools to comprehend, embrace, and embody the teachings of Islam while fostering an environment of mutual respect and understanding among adherents of different faiths (Fahriza et al., 2023).

The ADDIE learning model, a widely recognized framework for instructional design, finds relevance in the realm of Islamic religious education (PAI). Comprised of five iterative stages—analysis, design, development, implementation, and evaluation—the ADDIE model offers a

systematic approach to crafting effective learning experiences. When applied to PAI lessons, this model facilitates a comprehensive understanding of learners' needs, the design of tailored instructional materials, their development, implementation in educational settings, and subsequent evaluation for efficacy. Mind mapping, a versatile and dynamic visual tool, proves invaluable within the ADDIE framework. By utilizing mind mapping media, educators can seamlessly integrate brainstorming, organization, and visualization into each phase of the ADDIE model. From initial analysis to final evaluation, mind maps aid in conceptualizing lesson structures, identifying key learning objectives, mapping out content hierarchies, fostering creativity, and assessing learning outcomes. Thus, by harnessing the power of mind mapping within the ADDIE model, educators can enhance the effectiveness and efficiency of PAI instruction, ultimately enriching the learning experiences of students (Firdiani et al., 2024).

Mind mapping serves as a dynamic tool for conveying complex ideas and messages in the realm of learning, catalyzing the emergence of diverse solutions to educational challenges. As Istarani highlights in Darsono's research (2019), this innovative technique transcends traditional linear thinking, fostering a holistic approach to problem-solving. By visually organizing information in a hierarchical and interconnected manner, mind maps stimulate cognitive processes, facilitating the exploration of multiple perspectives and connections within a given topic. Through the act of mapping thoughts, concepts, and relationships onto a visual canvas, learners are empowered to unlock their creativity and critical thinking skills. Istarani's insights underscore the transformative potential of mind mapping in education, offering educators and students alike a versatile tool for navigating the complexities of the learning process. By embracing mind mapping as a pedagogical strategy, educators can foster an environment where innovative solutions flourish, enriching the educational experience and empowering learners to tackle challenges with confidence and clarity (Latif & Nor, 2020).

Incorporating mind mapping media into the ADDIE model represents a significant opportunity for further enhancement, particularly in cultivating student-centered learning environments. By refining and expanding the integration of mind mapping within each phase of the ADDIE model, educators can optimize its efficacy and tailor it to meet the diverse needs of learners. Through meticulous analysis, educators can identify the specific areas where mind mapping can best serve to engage students and enhance comprehension. During the design phase, they can leverage mind maps to co-create learning materials collaboratively with students, promoting ownership and relevance. In the development stage, educators can utilize mind mapping tools to scaffold learning experiences, providing learners with interactive resources that encourage exploration and discovery. Implementation of mind mapping strategies within instructional settings empowers students to actively construct knowledge, fostering autonomy and self-directed learning. Finally, through ongoing evaluation, educators can assess the impact of mind mapping on student engagement, comprehension, and retention, refining their approach to better align with students' learning preferences and goals. By integrating mind mapping media into the ADDIE model with a focus on student-centered principles, educators can cultivate learning experiences that are dynamic, meaningful, and empowering for all learners (Hidayad et al., 2020).

2. IMPLEMENTATION METHOD

This research employs the Research and Development (R&D) methodology with the aim of producing a tool, material, or learning strategy. This process involves crafting products that can effectively serve the broader community, necessitating research into product creation and effectiveness testing. A critical aspect of this research activity involves product validation stages, instrumental in determining the feasibility of the products developed by researchers (Sugiyono, 2019). In this study, Mind Mapping media serves as the focal point. The research follows the stages outlined in the ADDIE model, beginning with Analysis, Design, Development, Implementation, and concluding with Evaluation.

The Analysis stage initiates the process, delving into environmental factors and prevalent issues to pinpoint areas requiring development. This phase comprises curriculum analysis, analysis of student characteristics, and material analysis. Next, the Design stage focuses on crafting a research design, particularly in formulating the initial design of the Mind Mapping media. This involves delineating the materials required and the structure of the media, encompassing titles, instructions, and exercises.

Moving on to Development, the focus shifts to the creation of learning content, the refinement of selected media, and the formulation of guidelines for teachers and students. Expert validation is sought to ensure the quality and effectiveness of the developed materials. Implementation involves the utilization of the developed Mind Mapping media, following revisions based on expert feedback, and testing on a small scale. This phase also involves preparing necessary tools and guidelines for media usage.

Finally, the Evaluation stage assesses the outcomes of the product development process, particularly the effectiveness and successful utilization of the Mind Mapping media. Data collection techniques, encompassing qualitative and quantitative approaches, are employed to gather insights from media and material experts. Qualitative data aids in determining the validity of the developed media, while quantitative data, derived from validation assessments, provides numerical assessments of validity levels. Through meticulous analysis and validation, this research endeavors to enhance learning experiences through innovative Mind Mapping media.

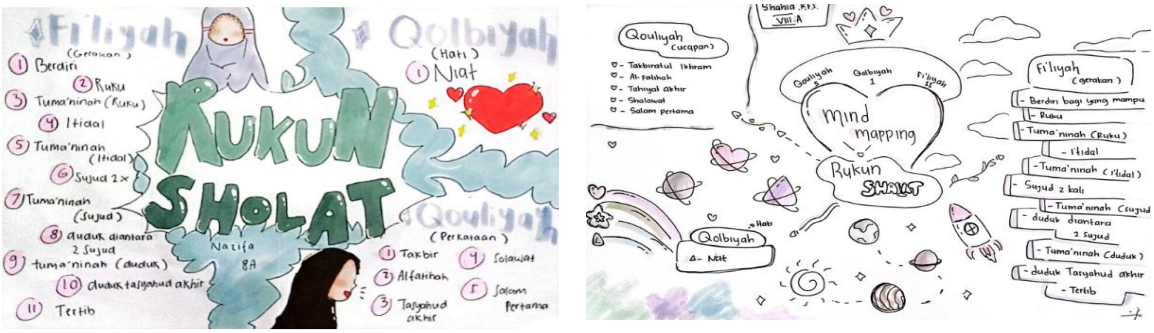
3. RESULTS AND DISCUSSION

Implementation of Mind Mapping learning media within the ADDIE model framework for Class VIII Prayer Pillar material at SMPDT Bandung yielded promising results. The endeavor commenced with a thorough analysis stage, where environmental and curriculum assessments identified students' challenges and the need for innovative approaches. Subsequently, the design phase meticulously crafted visually engaging Mind Maps, tailored to the specific needs of Class VIII students, encompassing titles, instructions, and exercises. Development ensued, aligning learning content with the Prayer Pillar material, while iterative refinement incorporated feedback to enhance usability and effectiveness. Transitioning to the implementation stage, comprehensive guidelines

facilitated the introduction of Mind Mapping media into classrooms, with small-scale testing facilitating real-world adjustments for seamless integration. Evaluation culminated in assessing the media's efficacy in facilitating understanding and retention, with qualitative feedback underscoring its impact on student engagement and comprehension. Overall, the integration of Mind Mapping media within the ADDIE model framework showcased its potential to enhance religious education, with ongoing research and refinement essential for sustained efficacy and relevance in modern learning environments (Nove & Purwanta, 2022).

The following is an example of the results of the mind mapping work of class VIII A students. Through mind mapping media development research, the aim is to assess the extent to which this mind mapping media can increase material understanding and student involvement in learning. In the mind mapping presented, students have succeeded in organizing and describing key concepts related to class VIII A learning materials, such as prayer pillars. These results provide a clear picture of students' understanding of the material and the extent to which they are able to apply it in a structured visual format. By considering these results, the study aims to evaluate the effectiveness of mind mapping media in improving learning, as well as to provide valuable insights for the development of better learning media in the future.

Picture 1 results of the mind mapping work of class VIII A



Mind Mapping Learning Media on the ADDIE Model Class VIII Prayer Pillar Material SMPDT Bandung is an innovation that aims to improve the effectiveness of learning at SMPDT Bandung, especially in understanding the Pillars of Prayer for grade VIII students. In this context, the study uses a structured ADDIE (Analysis, Design, Development, Implementation, Evaluation) approach to design, develop, and evaluate Mind Mapping learning media. Initial analysis is conducted to understand the challenges faced by students in understanding the material of the Pillars of Prayer. This includes analysis of the learning environment and existing curriculum. This analysis is the basis for designing and developing Mind Mapping learning media that suits the needs of grade VIII students (Puspitasari et al., 2020).

The design phase focuses on developing an interesting and informative Mind Mapping structure. This includes setting the visualization of key concepts about the Pillars of Prayer, such as prayer movements, intentions, and legal conditions for prayer. This design also pays attention to student involvement and ease in understanding the material. Furthermore, in the development stage, Mind Mapping learning media is produced based on the design that has been prepared. This process includes creating learning content that is in accordance with the Rukun Praying class VIII material.

The development of Mind Mapping learning media is carried out by involving students in the application and trial stages (Widiasti, 2023).

The implementation stage involves the use of Mind Mapping learning media in class VIII SMPDT Bandung. Teachers are given complete guidance in using this medium, while students are given the opportunity to interact with Mind Maps in the daily learning process. Feedback from this implementation becomes the basis for further evaluation of the effectiveness of learning media.In the evaluation stage, an assessment of students' ability to understand and remember the Rukun Praying material is carried out through the use of Mind Mapping learning media. This evaluation includes not only academic assessments, but also aspects such as student engagement, their satisfaction with the use of this medium, as well as suggestions for improvement from teachers and students (Riska et al., 2023).

Overall, the use of Mind Mapping learning media in the ADDIE Model for class VIII Prayer Pillars of SMPDT Bandung is an innovative step that can improve student learning. With a structured approach and involving stages of analysis, design, development, implementation, and evaluation, it is hoped that this media can make a positive contribution to the understanding and practice of prayer for grade VIII students (Harahap & Ghofur, 2020).

4. CONCLUSION

Based on the exposure to the research data, the development of mind mapping learning media in PAI subjects, prayer pillar material is feasible and can be used in teaching and learning activities. Some things that can be concluded from previous research data are: (1) teachers must pay attention to several aspects before choosing learning media; (2) this mind mapping learning media teachers must be able to be creative to make mind mapping media; (3) the validator states that the Mind Mapping learning media developed is valid or feasible, it's just that in the media aspect, there are several revisions given by the validator, namely to adjust it to the characteristics of students; (4) Mind Mapping Learning Media developed through mind mapping media is more interesting than book-shaped learning which often makes students feel bored quickly and can raise enthusiasm and motivate students to be more active when listening to the teacher explaining.

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