

## IMPLEMENTATION OF LEARNING WITH THE MIND MAPING METHOD TO IMPROVE STUDENT LEARNING OUTCOMES IN PAI AND ETHICS SUBJECTS IN JUNIOR HIGH SCHOOL

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### Abstract

*This study intends to be able to find out the extent to which mind mapping can affect student learning outcomes, especially in PAIBP lessons on prayer pillar material. This research uses quantitative methods with technical tests and non-tests. The object of the study was 13 students of grade VIII SMP Daarut Tauhiid Bandung 2023/2024. Primary data sources are informants (people) who can provide information about research data. The informant in this study was a grade VIII student of SMP Daarut Tauhiid Bandung consisting of 13 female students. In the pre-cycle stage, researchers take data on learning outcomes on the material of the pillars of prayer, subthemes about the division of categories and understanding of each pillar of prayer. At this stage, teachers still use the PBL model with the lecture method in the learning process. The learning outcome data obtained is then used as a comparison of learning outcomes in cycle 1 which applies the mind mapping method to improve student learning outcomes. The results of classroom action research that has been carried out at SMP Daarut Tauhid Bandung in PAIBP subjects with prayer pillar material there are differences in learning outcomes with different methods. With the mind mapping method, students experience a significant improvement in their learning outcomes.*

Keywords: *Mind Mapping, Learning Outcomes, Ethics.*

### 1. INTRODUCTION

PAIBP learning in a formal education environment is a subject that must exist for followers of Islam, as well as those found in SMP Daarut Tauhiid Bandung, this PAIBP lesson is a compulsory lesson and is obtained by students. PAIBP learning in class has a lot of material that must be delivered, one of which is material about prayer. The prayer material that is the main thing that students must understand is related to the pillars of prayer, in this material students have an understanding that is felt to be lacking, especially in terms of the division of prayer pillar categories. The role of teachers in understanding this material is very important to be able to improve student learning outcomes in this material.

The teacher is a manager of a learning process or can be said to be a learner according to Suprayekti, 2023, page 4 on (Rouf & Kholiq, 2023). Teachers must also have teacher qualifications as skills needed to support the work of the teacher itself (Syaidah et al., 2018). many things can make a learning material unacceptable and understandable to a student, some of which are student conditions, teacher explanations, strategies and learning methods, the atmosphere of the learning environment, student intelligence and also learning styles according to Ghufron & Risnawati, 2013, p 10 on (Rouf & Kholiq, 2023). Among these factors, the learning method is one of them and this can be arranged and designed so that learning is interesting and easy to understand and strengthens student memory, one of which is with mind mapping media.

Mind mapping is a learning model that uses a way of learning and thinking that combines the right and left brain in accordance with scientific work. This learning model will maximize the potential and ability of the user's brain and thinking which is still hidden according to (Windura, 2013) on (Adelia et al., 2021). Therefore, the use of mind mapping media will be able to increase students' understanding in the material of prayer pillars so that it will be able to improve learning outcomes. Mind mapping is also a method that uses the skills of words, numbers, images, logic, rhythm, color and consciousness in a strong unique work, so that it will be able to give freedom to students to maximize their unlimited brain abilities (Zulkarnain & Sari, 2014). The mind mapping technique is also a technique to utilize the entire brain by using visual images and other graphic infrastructure to form a certain impression (Swadarma D, 2013).

## **2. IMPLEMENTATION METHOD**

This research was conducted at SMP Daarut Tauhiid Bandung. The object of the study was 13 students of grade VIII SMP Daarut Tauhiid Bandung 2023/2024. Primary data sources are informants (people) who can provide information about research data. The informant in this study was a grade VIII student of SMP Daarut Tauhiid Bandung consisting of 13 female students. Secondary data sources are indirect sources that can provide data to researchers. The source of the data is student learning outcomes. This research uses quantitative methods with technical tests and non-tests. The test is a way to find out student learning outcomes with the use of the mind mapping method. While the non-test technique is in the form of observation sheets, which are used with the aim of knowing how students respond using a mind mapping model.

## **3. RESULTS AND DISCUSSION**

In the pre-cycle stage, researchers take data on learning outcomes on the material of the pillars of prayer, subthemes about the division of categories and understanding of each

pillar of prayer. At this stage, teachers still use the PBL model with the lecture method in the learning process. The learning outcome data obtained is then used as a comparison of learning outcomes in cycle 1 which applies the mind mapping method to improve student learning outcomes. Data on student learning outcomes can be seen in the following table:

**Table 1 Pre Cycle learning outcomes**

No	Student	KKTP	Value	Information
1	Student 1	70	70	Complete
2	Student 2	70	75	Complete
3	Student 3	70	76	Complete
4	Student 4	70	65	Unfinished
5	Student 5	70	60	Unfinished
6	Student 6	70	75	Complete
7	Student 7	70	70	Complete
8	Student 8	70	78	Complete
9	Student 9	70	60	Unfinished
10	Student 10	70	75	Complete
11	Student 11	70	60	Unfinished
12	Student 12	70	70	Complete
13	Student 13	70	65	Unfinished

From the table data above, it can be seen that the students with the highest score at 78 as well as students who had the lowest score at 60. Then for the average value in the table above at a value of 69. The number of completed students from the table above is 8 students and unfinished students are 5 students.

To find the percentage of student graduation, you can use the following formula (Baiq Aedina Sapitri Masjudin, & Pujilestari Mulianah, 2023):

$$\frac{\text{jumlah Skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100 \%$$

So we can calculate it:

$$\text{Number of graduating students} : 8 : 13 \times 100 = 62\%$$

Number of students have not graduated :  $5 : 13 \times 100 = 38\%$

Therefore, the Pass Percentage in the table above is 62%.

**Table of learning outcomes Cycle 1**

No	Siswa	KKTP	Value	Information
1	Student 1	70	73	Complete
2	Student 2	70	75	Complete
3	Student 3	70	75	Complete
4	Student 4	70	80	Complete
5	Student 5	70	67	Unfinished
6	Student 6	70	70	Complete
7	Student 7	70	70	Complete
8	Student 8	70	82	Complete
9	Student 9	70	73	Complete
10	Student 10	70	68	Unfinished
11	Student 11	70	75	Complete
12	Student 12	70	70	Complete
13	Student 13	70	68	Unfinished

From the table data above, it can be seen that the students with the highest score at 82 as well as students who had the lowest score at 67. Then for the average value in the table above at a value of 73. The number of completed students from the table above is 10 students and unfinished students are 3 students.

To find the percentage of student graduation, you can use the following formula (Baiq Aedina Sapitri Masjudin, & Pujilestari Mulianah, 2023):

$$\frac{\text{jumlah Skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100 \%$$

So we can calculate it:

Number of graduating students :  $10 : 13 \times 100 = 77\%$   
Number of students have not graduated :  $3 : 13 \times 100 = 23\%$

Therefore, the Pass Percentage in the table above is 77%.

**Table 3. Learning outcomes Cycle 2**

No	Students	KKTP	Value	Information
1	Siswa 1	70	75	Complete
2	Siswa 2	70	76	Complete
3	Siswa 3	70	77	Complete
4	Siswa 4	70	81	Complete
5	Siswa 5	70	71	Complete
6	Siswa 6	70	72	Complete
7	Siswa 7	70	73	Complete
8	Siswa 8	70	85	Complete
9	Siswa 9	70	77	Complete
10	Siswa 10	70	73	Complete
11	Siswa 11	70	74	Complete
12	Siswa 12	70	73	Complete
13	Siswa 13	70	71	Complete

From the table data above, it can be seen that students with the highest score at 85 and students who have the lowest score at 70. Then for the average value in the table above at a value of 76. The number of completed students from the table above is 13 students and unfinished students are 0 students.

To find the percentage of student graduation, you can use the following formula (Baiq Aedina Sapitri Masjudin, & Pujilestari Mulianah, 2023):

$$\frac{\text{jumlah Skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 100 \%$$

So we can calculate it:

Number of students graduating :  $13 : 13 \times 100 = 100\%$

Number of students have not graduated :  $0 : 13 \times 100 = 0\%$

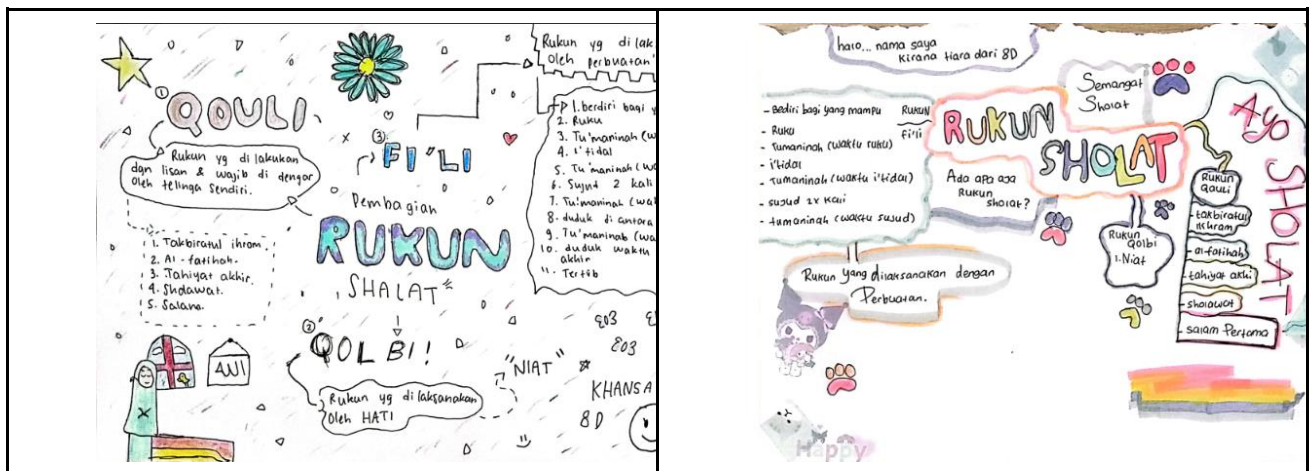
Therefore, the Pass Percentage in the table above is 100%.

## Discussion

Data shows that from the pre-cycle it shows that 8 students achieved KKTP with a score equal to / above 70, while 5 students have not achieved KKTP because it is below 70. The highest score obtained was 78 and the lowest was 60 and the average of the 13 students was 69. Then the data from cycle 1 showed that 10 students achieved KKTP with a score equal to / above 70, while 3 students had not reached KKTP because it was below 70. The highest score obtained was 82 and the lowest was 67 and the average of the 13 students was 73. And the data from cycle 2 shows that 13 students achieved KKTP with a score equal to / above 70, and no students who have not achieved KKTP because they are below 70. The highest score obtained was 85 and the lowest was 70 and the average of the 13 students was 100.

Based on the results of the percentage of student graduation in PAIBP learning at SMP Daarut Tauhiid Bandung, when viewed from the influence of *mind mapping* in improving student learning outcomes it seems to have a significant influence, from pre-graduation cycle data at 62% then after using *mind mapping* In the first cycle graduation increased to 77% and the next in the second cycle graduation increased to 100%. Mind mapping affects student learning outcomes, student learning outcomes can be improved directly through one of the *mind mapping* learning methods.

Picture 1. sample of the work of class VIII D students



From the work of the students, it can be seen that students' creativity and understanding increase significantly, which ultimately results in maximum learning outcomes. The use of mind mapping methods not only encourages students to remember and understand the material, but also gives them space to express their ideas creatively. With

mind mapping, students can describe the relationship between the concepts learned in a more visual and interesting way, thus strengthening their understanding of the material.

Mind mapping allows students to connect new information with knowledge they already have, creating a more structured information network. It has proven effective in helping students break down complex information into simpler and easier to understand parts. For example, in learning the pillars of prayer, students can divide information into several branches such as intention, takbiratul ihram, ruku, and so on, and add relevant details to each branch. This helps them to not only memorize the order of the pillars of prayer but also understand the meaning and importance of each pillar.

#### **4. CONCLUSION**

The results of classroom action research that has been carried out at SMP Daarut Tauhid Bandung in PAIBP subjects with prayer pillar material there are differences in learning outcomes with different methods. With the mind mapping method, students experience a significant improvement in their learning outcomes. So that this mind mapping method can be used in learning, improve learning outcomes and become one of the choices .

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