

The Effectiveness of Mind-Map Method to Improve Students' Learning Achievement Motivation and Interest on Subject Islamic Civilization at Class 4B of Institute Teacher Training Collage at Darussalam Gontor Modern Islamic Boarding School of Campus 2

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Abstract

This classroom action research was motivated by the low scores of students ITTC of Class 4B in Darussalam Gontor Modern Islamic Boarding School of Campus 2 on the Subject Islamic civilization, especially on aspects of student learning achievement which caused by lack of motivation and interest in learning caused by several factors one of which is the lack of innovation of teaching used by the teacher who only use the lecturing method. This research aims to improve student learning achievement and determine the effect of interest and motivation on student learning achievement and to test the effectiveness of Mind-map methods. In the discussion on Nasy'at Hadarah Al-Islamiyyah in cycle 1 and Ushul Hadarah Al-Islamiyyah in cycle 2, using the Mind-map method. This research was conducted from January to February 2019, held in class 4B ITTC in Darussalam Gontor Modern Islamic Boarding School of Campus 2. This type of research is Classroom Action Research with one pre-cycle and two cycles consisting of two meetings in one cycle, each cycle consists of: planning, implementation, observation and reflection. Data collection techniques and tools, in this research, used descriptive analysis techniques for data in the form of student work documents, lists of values, and observation sheets. The results showed that with the Mind-map method was a pleasant learning atmosphere. Student learning achievement increased, there was increase cycle 1 to Cycle 2 then, in the first cycle the number of students who received complete grades was 12 students or 40%, Grades not complete in cycle 1 is 26 students or 86.6%, while in cycle 2 there is an increase in complete value that is all students in class 4B increased to reach 100%. . As for the aspects of the influence of motivation and ask for student learning achievement, there was an increase in motivation and interest, in the pre-cycle, the average of interest score 58.03 and motivation 54.03, in cycle 1 the average of interest scores 58.56 and motivation 53.8 despite a decrease in motivation scores from pre-cycle to cycle 1, in the second cycle, there was an increase in scores, at the last cycle the average of interest 58.96 and motivation 54.9, it was concluded that the Mind-map method can improve student learning achievement. Mind-map method was influential in increasing student interest and motivation in learning.

Keywords: *Classroom Action Research, Learning Achievement, Mind-map Method.*

A. Introduction

Education is the most important investment for any nation, especially for developing nations in its infancy.¹ The quality of education depends on the quality of the teacher, people were trying to find a way to improve the quality of teaching methods by searching for principles or didactic principles. Nevertheless, it was still too much who are considering that teaching activity is an art that many rely on the talent and the personality of the teacher.² In fact, teaching and learning activities is a process of relationships or interactions between teachers and students in learning. Teachers as one of the components in the process of teaching and learning have a very important role. The teacher is not merely a learner of the subject of the lesson only, the teachers can be described as Central learning.³

As the manager and leader in the process of teaching and learning, the teacher directs how the teaching and learning process that will be implemented. Therefore, the teacher must be able to make teaching more effective and interesting, the lesson that delivered by the teacher will make students happy it can increase the motivation and interest. Successful learning objectives are determined by many factors, one of them is the teacher in the teaching and learning process because the teacher can directly affect and enhance the intelligence and skills of the students. To solve the above issues and in order to achieve the goal of education, the role of teachers is very important and is expected of teachers has a method/model of good teaching and also be able to choose the proper learning model or method in accordance with the lesson.⁴

According to K.H. Imam Zarkasyi's conception on essential of the teacher, the Subject of the lesson is not much more important than the applied method used by teachers in teaching, the method that applied by teachers in teaching more important than the teacher itself, and the point mentioned before is not much more important than a *Mu'allim* spirit within the teacher. This indicates that the essence of the teacher in the classroom as an instructor of the subject is extremely important in giving the education values for the protégé.

¹ Nasution, *Teknologi Pendidikan*, (Jakarta: Bumi Aksara, 2015), p. v

² *Ibid.*, p. vi

³ *Ibid.*, p. v

⁴ Sardiman, *Interaksi dan Motivasi Belajar-Mengajar*, (Jakarta: Rajawali Pers, 1996), p. 2

Effective learning can help students upgrading their competencies as the expectation of the purposes of teaching. To enhance the learning achievement of students, teachers must look at the condition of the internal and external students. Internal conditions are conditions or situations that are in private students, such as health, skills, abilities, and so on. External conditions are conditions that are outside the students' personal.⁵

A teaching-learning process is good if the process becomes effective. In this case, it is necessary to realize the proper procedures that will be used in teaching, not the old or modern method of teaching. All of that may be important but not the final. The consideration is only dealing with "Tools" not an "Objectives" of teaching. For the measurement of the success of teaching, it is the main requirement is the "Result of Learning".⁶

In this case, it is required an effort in order to improve the quality of education and teaching, the teacher ought to pick one strategy or the method in presenting the lesson in order to improve students' learning achievement. For example, with supervising students to engage actively in the learning process and to help students develop appropriate intellectual level will further strengthen the understanding of the students against the concepts of the lesson. Students' understanding requires motivation. In the absence of motivation during the learning, activity indicates that students do not have the motivation to learn. Thus, the teacher should give motivation. The student may resolve of learning difficulties. The number of the average of the subject on the Islamic civilization of class 4 expected by teachers is 7.

According to Sudirman AM, someone will succeed in learning if any on him desire to learn, Desire is called motivation and interest. Motivation includes two things; (1) find out what will be in learning (2) understands why it is worth to learn. Based on the above theories, the teacher must provide a description of the lesson so that the motivation in learning would grow.⁷

Based on the writer's experience as the teacher in Darussalam Gontor Modern Islamic Boarding School of campus 2, the failure in learning encountered by students who do not have the drive to learn, generally occurs in the lower classes (the last class based

⁵ Mahmud, *Penelitian Tindakan Kelas*, (Bandung: Pustaka Setia, 2015), p. 109

⁶ Sardiman, *Interaksi dan Motivasi Belajar-Mengajar*, (Jakarta: Rajawali Pers, 1996), p. 39

⁷ *Ibid.*, p. 40

on the result of the accomplished students at ascension grade). The average result of the subjects “Dirasah Islamiyah” especially Islamic civilization was very low i.e. either reaching 4 or even lower. This is because the teachers are in the process of teaching and learning use only methods lectures, and the subject matter not presented chronologically as well as live teaching activities, just as a daily routine in the absence of innovation in teaching methods. It needs an activity conducted by the teacher with an effort to excite students’ motivation and improve learning achievement.

Students who are being motivated to learn something will use higher cognitive processes in learning the subject so that it will help the student to master the subject better. An important task of the teacher is to plan how the teachers supporting student motivation. In addition, to master the subject is also expected the student to establish and to implement appropriate subject practically.⁸

Based on the description, the writer tries to apply one of the methods of learning, namely the method of Mind-map to reveal whether this method can improve the learning achievement and motor learning toward the student of Institute Teacher Training Collage in Darussalam Gontor Modern Islamic Boarding School of campus 2.

Mind-map is a method to develop the activity of thinking in all directions, capturing various thoughts from different sides. The efficiency of Mind-map can develop divergent and creative thinking. Mind-map that was familiar with a concept map is a tool of great organizational thinking which is also the easiest method to input information into the brain and take that information when needed.⁹

The researcher chooses this learning method to find the students to customize the plan, to organize and to describe the thoughts, to remember well, to learn faster and more efficient as well as to train the whole picture. In the method of Mind-map, students more actively in drawing and concentrated his thought into the concept map while the teacher supervises as well as watching them in mapping his mind on paper.¹⁰

Mind-map can be defined as the process of mapping the mind to connect the concepts of certain problems of nerve cell branches, forming the concept of correlation heading on an understanding and the result is poured directly on the paper with the animations that make it better looked and easily understandable.

⁸ *Ibid.*, p. 39

⁹ Tony Buzan, *Buku Pintar Mind Map*, (Jakarta: PT. Gramedia Pustaka Utama, 2008), p. 3

¹⁰ Suyatno, *Menjelajah Pembelajaran Inovatif*, (Sidoarjo: Masmedia Buana Pustaka, 2009)

According to Tony Buzan, Mind-map can help many things such as planning, communicating, being more creative, solving problems, focused, composing and describing thoughts, remember well, learning faster and more efficient.¹¹

B. Research Method

Place and time of research

This research was implemented on 29 January – 28 February 2019, counted since the proposal was submitted until the end of the research. Whereas, the location of the classroom action research is implemented in the Darussalam Gontor Modern Islamic Boarding School of campus 2, located in Madusari – Siman – Ponorogo.

Data collection technique on this research was conducted by using the following techniques: (1). The observation was carried out to obtain the data on the students' activity during class and to observe the teacher teach his students. It was conducted by the 2 observers. (2). Questioners sheet of interest and motivation. (3). The Test held every end of the cycle, it was intended to measure the results that obtained after the granting of student action.

The method is generally defined as the scientific method to obtain data with a specific purpose and usability, where the scientific method means that the research activities are based on the characteristics of science that is rational, empirical, and systematic. In this case, the method that is using Classroom action research is a form that is reflective by performing certain actions in order to improve and to enhance instructional practices in the classroom professionally.¹²

The classroom action research that used in this research looks at the teacher as a researcher. In this form, the main purpose of the classroom action research is to improve instructional practices in the classroom where the teacher was directly involved in planning, action, and reflection.¹³

Research action class that used is a model of Kemmis and Mc. Taggart. Taggart used a model known as the spiral system of reflection which consists of four components: planning, action, observation and reflection.¹⁴

¹¹ *"Mind Map noun - definition in the British English Dictionary & Thesaurus - Cambridge Dictionaries Online". Dictionary.cambridge.org. Retrieved 2013-07-10.*

¹² Mahmud, *Penelitian Tindakan Kelas*, (Bandung: Pustaka Setia, 2015), p. 67

¹³ *Ibid.*, p. 4

¹⁴ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: ALFABETA, 2001), p. 18

The researcher implemented a classroom action research. Carr and Kemmis stated that “*Classroom Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which practices are carried out therefore.*”.

Classroom action research is conducted in the cyclic process, involving the process of planning, action, observation and reflection. This action research was conducted to the second-year students of Class 4B of *Kulliyat Al-Muallimin Al-Islamiyyah* at Darussalam Gontor Modern Islamic Boarding School of campus 2.

The Data were collected from observations each cycle of learning, then the results immediately processed and described, classified, analyzed, discussed and re-examined together with the observer, especially with regard to the advantages and disadvantages that occur in the process of learning. The results of the activities of reflection are used as a blueprint for the next action plan.¹⁵

The results of a study on the cognitive aspects of the test, analyzed with techniques of evaluation analysis to find out the final result of student learning. The presentation of the data is done in the form of a frequency distribution table in which can be grouped into several groups. According to the regulation of scoring in *Kulliyat Al-Mu'allimin Al-Islamiyyah*, quantitative analysis techniques can be used with categorization based on the scale of numbers 1-9:

¹⁵ Mahmud, *Penelitian Tindakan Kelas*, (Bandung: Pustaka Setia, 2015), p. 28

The scale of Assessment of Student Learning Achievement

Table 3.1. The Criteria of Qualifier

No	Internal Value	Qualifier
1	7.5 – 9	Very High
2	6.5 – 7	High
3	5.5 – 6	Medium
4	3.5 – 5	Low
5	1 – 3	Very Low

The influences of Mind-map method toward students' motivation and interest of learning are analyzed with the techniques of questioners to measure this motivation and interest, here the researcher provides some questioners that indicates the measurement of motivation affected among student in that class of this experimental research.

C. Results and Discussion

Research Result

Based on the results, it showed that the results of the study on the lessons of the Islamic civilization using Mind-map there were an improvement starting from pre-cycles, cycle 1 up to cycle 2.

An overview of the results of the ability of students during the learning method using Mind-map can be seen the test data evaluation, can be seen in the following table:

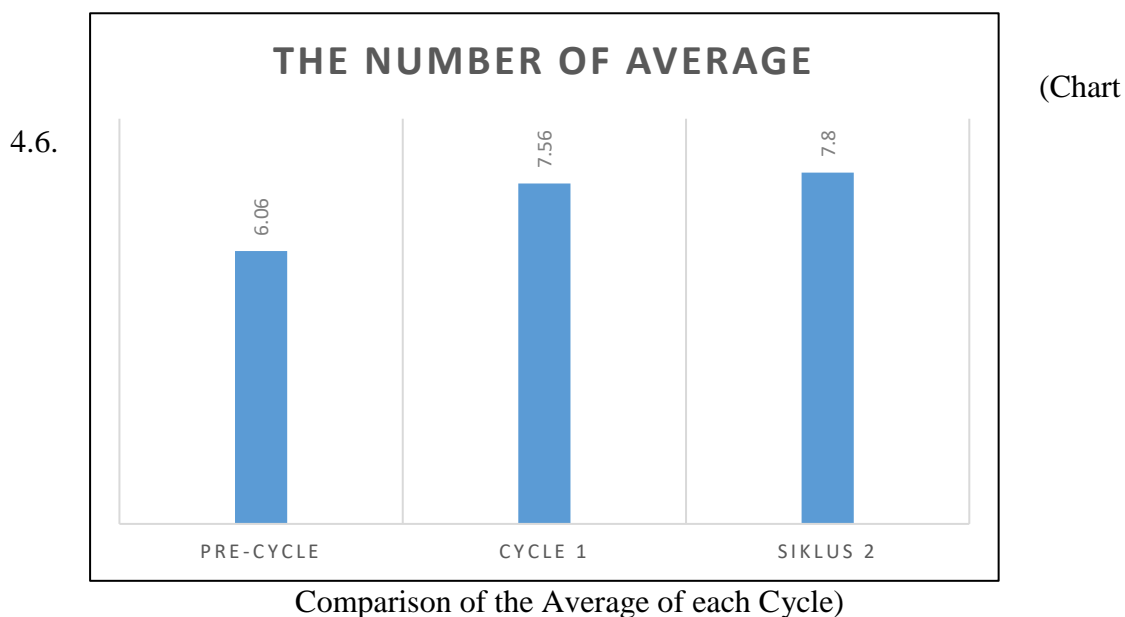


Table 4.15. The Average Test Score of each Test

Results for test score	The average test score
Pre-Cycle	6.066
Cycle 1	7.56
Cycle 2	7.8

From the table above, it can be concluded that there was an improvement, then the target already achieved and the results of student learning on subject Islamic civilization also increased.

At each cycle, the researcher was already trying to use the five components in the approach of the learning method of Mind-map, more focused research to improve student learning achievement by improving intelligence, creative. Using Mind-map, the students demanded more active in learning and paying attention to what the teacher explained and students looked interacting together with teachers as well as between students. Cycle 2 is the establishment of the action cycle 1, to simplify the learning process of the students in understanding the subject by using the method of mind.

On pre-cycle, the results get a percentage of 40%, this thing indicate that student learning achievement was very low. During cycle 1, it can be seen that the percentage of student test scores reached 86.66% this indicated that the student has not fully reached the completeness study. The cycle 2 has experienced an increase in the percentage of students attaining 100% test, it shows there was an increase in the percentage of learning achievement on cycle 2. This data of research indicates an improvement in the learning achievement of a study on the lesson Islamic civilization Al Islamiyah.

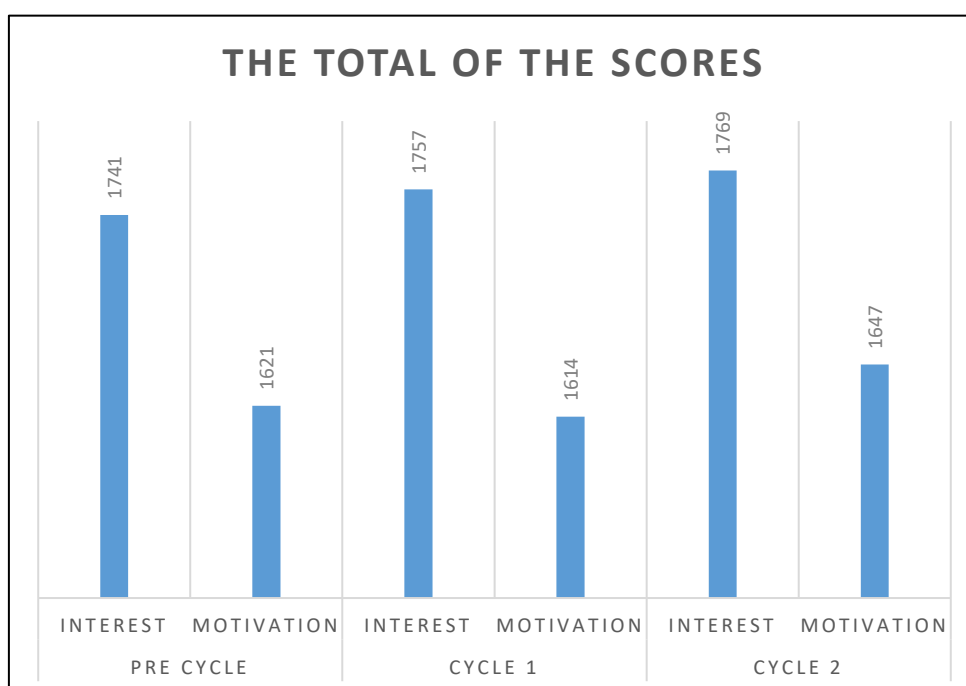
Although essentially a method of Mind-map not only methods that can be used on this subject, but on this fact can help the students in the understanding subject however, it also needs to be supported by the willingness of the students to learn the science of *dirasah islamiyah* with more active again so that the motivation of students about the lesson is expected to be applied in daily life.

Based on the description, it indicates that the exposure through the method of Mind-map on the subjects of Islamic civilizational islamiyah on chapter *taarif, nasy'at* and the *Ushul Hadarah* Al Islamiyah had been improved. All that was visible from the improvement of the number of completeness students during pre-cycle, cycle 1 and cycle 2.

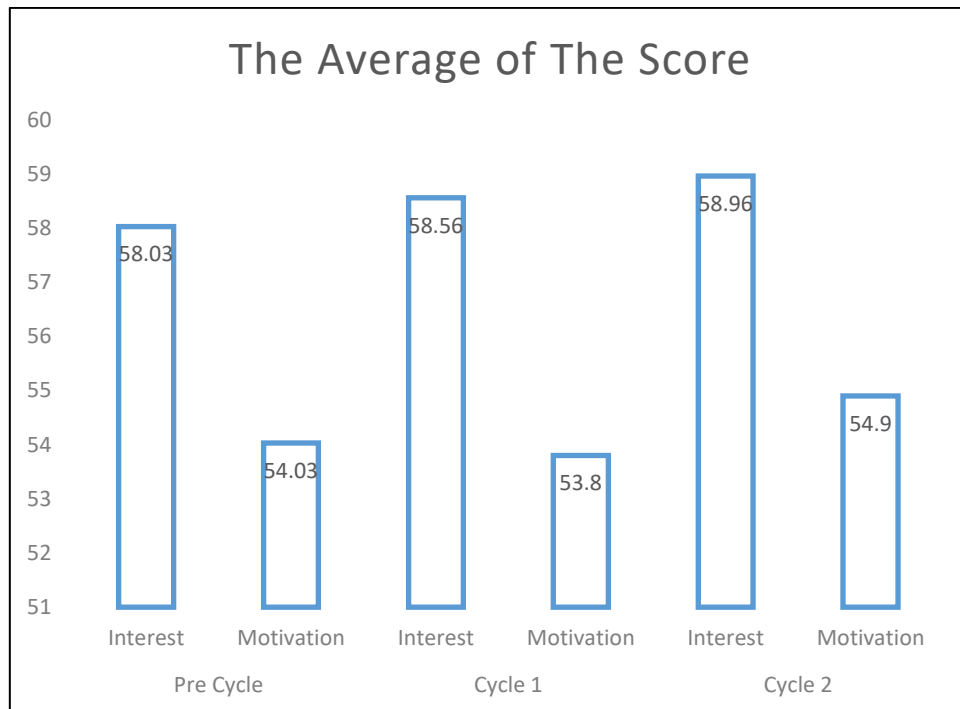
Based on the results, it showed that Score the interest and motivation of learning in the subject Islamic civilization that using Mind-map starting from pre-cycles, cycle 1 up to cycle 2 looks there is an increase.

The image of an increase in the interest and motivation of students during learning with method Mind-map can be seen on the results of the score data of interest and motivation which can be seen in the following chart:

(Chart 4.7. The Score of the Interest and Motivation of each Cycle)



The According to the scores, it can be seen that there is an increased score of pre-cycle, cycle 1 to cycle 2, although the scores of motivations decreased at once from pre-cycle to cycle 1, it was increasing again in cycle 2.



(Chart 4.8. The Average Score of each Cycle)

Therefore, from the table above it can be concluded that there is an increase of each cycle since at this point in the research to find out the influence of method of Mind-map against the interest and motivation of the student learning, then the target already achieved and note that This method of Mind-map effect on interest and motivation in learning of students in particular subject.

D. Conclusion

Based on the data analysis on chapter IV, it can be concluded that:

- 1) The action learning method of Mind-map can improve students' learning achievement and its influence against the interest and motivation showed by the score they get. Furthermore, The students' response toward the teaching and learning activity during this research. It can be concluded that the students proper with this learning method of Mind-map. It has proven by their product of Mind-map and the improvement of learning achievement.

- 2) The students were more active and participated in the teaching-learning process with the method of Mind-map. Therefore, the method of Mind-map can be an alternative strategy for teacher in teaching *Dirasah Al-Islamiyyah* especially *Tarikh Hadarah* which can improve the learning result and keep their motivation and interest. In the pre-cycle, the student who ACHIEVED the test was 12 students of 30 students (40%). In cycle 1 the student who "ACHIEVED" were 26 students of 30 students (86,6%). In cycle 2 the students who ACHIEVED were 30 students of 30 students (100%)
- 3) The motivation and interest of the study was increasing although it was decreasing once during the cycle 1 in the aspect of motivation score, it was 54.03 during pre-cycle hence decreased to 53.08 during cycle 1, even if it was decreasing at the last of the cycle was growing with the total score of interest was 58.09 and 54.09 for the total of motivation, it means the method of the Mind-map has the influence against the students' motivation and interest of study.

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