

Analysis of Using Mind Mapping Methods in Elementary Schools

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Abstract. This study aims to determine the effect of the mind mapping learning model on the learning process of elementary school students. This research method is included in qualitative research with the type of Case Study. The research sample is the fourth grade students of SDN 1 Sumbergedong. Data analysis was done by data triangulation. From the data analysis and discussion, it can be concluded that the use of the mind mapping learning model has an effect on increasing student learning outcomes. The existence of a significant difference indicates that the application of using the mind mapping learning model in class IV has a positive effect on thematic learning outcomes compared to when not using the mind mapping learning model.

Keywords: Learning Method, Mind Mapping, Result Studying

How to Cite: Hasan, W. D. L. & Puspita, A. M. I. (2022). Analysis of Using Mind Mapping Methods in Elementary School. *Proceeding The 4th International Conference on Elementary Education*, 4(1), 900-904.

INTRODUCTION ~ Learning is essentially a conscious effort from a teacher to teach his students (directing student interaction with other learning resources) in order to achieve the expected goals (Trianto, 2009: 17). So one of the efforts of a teacher must be able to create a learning atmosphere that can increase student learning activities so that learning outcomes will also increase in accordance with the expected goals, one of which is by applying learning methods. According to Hamzah and Nurdin (2011: 7), the learning method is a method used by teachers in carrying out their functions and is a tool to achieve learning objectives. According to Maesaroh (2013: 155), the method is a tool in the implementation of education, which is used in the delivery of the material. According to Bahri (2006: 72) the method is one of the tools to achieve learning objectives. Objectives are formulated so that students have certain skills, then the method used must be in accordance with the objectives.

Mind mapping was first presented by Tony Buzan, where Tony Buzan is a great scientist as well as a memory expert, who sparked the theory of mind and changed the lives of millions of people by using his invention method, namely the mind mapping method. According to (Tony Buzzan, 2005:01) mind mapping is a way of thinking creatively, effectively and literally "maps out" our thoughts. By using mind mapping a long list of information can be turned into a colorful diagram, very organized and easy to remember, making it easier for students to remember the information that has been obtained and can be conveyed in a coherent manner. Mind mapping has several objectives including making the material visually patterned and graphics, which can help record, amplify and recall previously received information. This mind mapping method is a very powerful note-taking method and is able to develop visual learning styles in children, not only that this method is also suitable and very practical if applied in the learning process.

So it can be concluded that the mind mapping method is a learning method that can develop students' creativity by creating various mind maps, and can make it easier for students to remember previously obtained information that has been written in a concise and interesting manner, so as to create an atmosphere of the learning process to be more interesting and not boring.

How to make mind mapping is very easy as stated by (Tony Buzan, 2008: 07) how to make mind mapping that is only by using lines, symbols, words and pictures, based on a set of rules that are simple, basic, and natural and familiar to the brain. . By using mind mapping, long data will become more concise, easy to understand, easy to remember and more fun. Mind mapping can be made easily, just use colored pencils and start drawing or writing on a blank paper in the middle where the paper is placed horizontally to have more space. There are 7 steps to make a mind map, including the following: (a) Start in the CENTRAL part (b) Use a picture or photo for your central idea (c) Use color to make the mind map more interesting and lively (d) Connect the main branches to the central image and connect the various branches (e) Draw a curved line (f) Use one key word for each line (g) Use pictures.

METHOD

This research is a qualitative research method. A qualitative approach is a research approach that produces descriptive data in the form of written or oral data from an informant. According to Moleong (2002: 3-4), qualitative research is research that produces descriptive data in the form of written words or spoken words from people or observed behavior.

The characteristics of a qualitative approach according to Arifin (1996: 49-50) are, 1) having a natural setting as a source of data and research is seen as a key instrument. 2) the research is descriptive. 3) more concerned with the process than the result or product. 4) in recognizing the tendency inductively. 5) meaning is essential in qualitative research. According to Moloeng (2007: 73), descriptive research emphasizes data in the form of words, pictures, and not numbers caused by the application of qualitative. According to Sukmadinata (2011: 73), qualitative descriptive research is intended to describe and describe existing phenomena, both natural and human engineered, which pay more attention to the characteristics, quality, and interrelationships between activities. In addition, descriptive research does not provide manipulation or modification of the variables studied, but describes a condition as it is. The only treatment given was the research itself, which was conducted through documentation and interviews.

The subjects in this study were students of SDN 1 Sumbergedong, each of which was 35 students. The type of data used in this study is qualitative data related to the application of mind mapping learning methods. The data collection method used is the interview and documentation method. The data analysis method used is descriptive qualitative method. In this study, data analysis was carried out from the time of data collection as a whole and checked again. Researchers repeatedly matched the data obtained, systemically, interpreted logically for the validity of the data. The researcher tries to describe the collected data regarding the implementation of the application of the

mind mapping learning method, the difficulties of applying the mind mapping learning method, the advantages of applying the mind mapping learning method, the shortcomings of the application of the mind mapping learning method at SDN 1 Sumbergedong.

RESULTS

Implementation of actions in the form of implementing actions that have been previously planned related to the Mind Mapping model. Before the implementation of the learning model that will be carried out in this classroom action research, the researchers conducted unstructured interview conducted with the homeroom teacher of class IV on 20 September 2021

At the beginning, the results of observations and interviews showed that science learning about style material in class IV had not applied varied learning models. How to teach teachers only with the lecture method which is dominated by the teacher, then interspersed with questions and answers. After that, students work on practice questions made by the teacher. Students have not been actively involved in learning, because they just sit, listen, take notes and be quiet. Students get bored quickly and are less focused on lessons. This results in a lack of student mastery in science learning about the concept of style.

The shortcomings felt by the teachers in the application of the mind mapping learning method carried out at SDN 1 Sumbergedong are: 1) Not fully students learn, only active students are involved. 2) Only active students are involved and not all students are learning. 3) For students who are less active so they don't participate too much

Based on the results of interviews conducted by researchers with high-class teachers at SDN1 Sumbergedong, the application of the mind mapping learning method in the learning process that was carried out, there were difficulties encountered. 2) The difficulty of directing students in making mind mapping. 3) lack of time in explaining the learning material. 4) Students are less interested in the media. Mind mapping learning method can make it easier for teachers during the teaching and learning process. Students understand more quickly with the material being studied. Students are also more active and the mind mapping learning method can also improve management brain performance, maximize brain work performance, relate to each other so that more ideas and information can be presented and can be understood properly.

This is in line with Hidayat (2020:45) stating that there are several steps used in the mind mapping learning method in learning activities, namely: 1) Delivering learning objectives; 2) Presenting the material; 3) Students are divided into several groups; 4) Students start compiling a mind map or mind mapping; 5) Students present the results of group discussions in front of the class; 6) Students convey conclusions. According to Swadarman (2013: 68) challenge the steps or implementation of the application of the Mind Mapping learning model are: 1) The teacher conveys the learning objectives, 2) The teacher throws a topic related to the material, 3) The teacher gives a brief explanation with question and answer, 4) At the end of the explanation the teacher asks questions, 5) Students are grouped into 4-5 people, 6) In each group the teacher provides references, 7) Each student in his group

makes a Mind Map based on the reference book read, 8) Each group present the results of the Mind Mapping of the group. The steps in implementing the application of the mind mapping learning method according to Asmani (2014: 44-45) are: 1) The teacher conveys the competencies to be achieved, 2) Forming groups, each group consisting of 2-3 people, 3) Each group (randomly) reads the results of the discussion, 4) From the data from the discussion, students are asked to make conclusions or the teacher makes comparisons according to the material concluded by students

Mind mapping learning method is one of the learning methods where students are able to be creative in generating an idea or thought, noting what must be learned. Mind mapping learning method is a method that can be used to develop student learning creativity. In line with Darusman (2014: 40) states that the mind mapping learning method is a learning method designed to develop students creatively in compiling the main ideas of a concept into a mind map that is easily understood by students. In line with the opinion of Swadarman (2013: 9), the mind mapping learning model has several advantages, including: 1) Improving management performance. 2) Maximizing brain work performance. 3) Connect with each other so that more ideas and information can be presented. 4) Stimulate creativity, simple, and easy to do. 5) Can recall existing ones easily, 6) Attractive and easy to catch the eye, 7) Can view large amounts of data easily Kurniasih (2015: 54) states that all methods always have their own weak points, while the weak points of the mind mapping method are: 1) only active students are involved, 2) not all students are learning, 3) the amount of detailed

information cannot be entered. Another opinion according to Buzan (2008: 6) the shortcomings of the mind mapping learning method are: 1) not fully students learn, 2) only active students are involved in learning, 3) students' mind mapping varies so that the teacher will be overwhelmed by checking students' mind mapping.

DISCUSSION

The results showed that mind mapping media had a positive impact on the quality of learning. This condition is viewed from the motivation of students in participating in learning very well and increasing student learning outcomes.

CONCLUSION

Based on the results of the study, it can be concluded that 1) the mind mapping learning method has been running optimally; (2) difficulties in applying mind mapping learning methods, namely: a) lack of preparation from the teacher, b) difficulty in directing students to make mind mapping, c) lack of time in explaining learning materials, and d) students less interested in media; (3) the advantages of applying the mind mapping learning method, namely the mind mapping learning method can make it easier for teachers during the teaching and learning process, students understand the material more quickly, and students are also more active; (4) the shortcomings of the application of the mind mapping learning method are; 1) Not all students learn, only active students are involved, 2) Only active students are involved and not all students learn, and 3) For students who are less active, they do not participate too much

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