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Developing Students Learning Creativity through Mind Mapping Learning Model

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Abstract

Learning usually involve the brain to maintain creativity. The learning problem sometimes less interesting, challenging and fun learning model. The purpose of this research is to (1) describe the application of the Mind Mapping learning model in social studies lessons for class VIII H at SMP Negeri 2 Pamekasan. (2) describe the Mind Mapping learning model that can increase students' learning creativity in social studies class VIII H at SMP Negeri 2 Pamekasan. This type of research is Classroom Action Research (PTK). This research was conducted in two cycles, namely cycle I and cycle II. Each cycle consists of four stages, namely planning, implementation, observation and reflection. The subjects in this research were 32 students in class VIII H at SMP Negeri 2 Pamekasan. The data source in this research is class VIII H students at SMP Negeri 2 Pamekasan. The results of this research show that the mind mapping learning model can increase students' learning creativity. In cycle 1 the percentage reached 46.8% (quite creative) then cycle II experienced another increase of 81.2% (creative). Thus, it can be concluded that the Mind Mapping learning model can increase student learning creativity at SMP Negeri 2 Pamekasan.

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Introduction

Education is one of the universal aspects that always exists and must exist in human life. Without education, humans will never experience development and will not be cultured. In addition, human life will also be static without any progress, and may even experience decline and extinction. Education is the totality of human interaction for the development of the whole person, and education is also a process that is continuous and always experiences development and is dynamic (Syaf & As, 2022). is a conscious effort to realize a cultural inheritance from one generation to another. Education makes generations as role models for the teachings of previous generations. Until now, education has no limits to explain the meaning of education completely because of its complex nature such as its targets, namely humans (Membaca et al., 2018) Education is a process that is very necessary to achieve balance and perfection in the development of individuals and society. The emphasis of education compared to teaching lies in the formation of awareness and personality of individuals or society, in addition to the transfer of knowledge and expertise. With this kind of process, a nation or country can pass on religious values, culture, thoughts and skills to the next generation, so that they are truly ready to face a brighter future for the nation and country (Syaf & As, 2022).

Education and teaching are two terms that are very popularly used in educational institutions, especially in higher education institutions that prepare teachers to teach at elementary and secondary school levels, or become teachers of pre-school education programs, special education, and various non-formal and informal education programs. Education is a basic need and plays a very strategic role in ensuring the survival of the nation, because education is a vehicle for improving and developing the quality of human resources. To achieve the desired progress, a country must always improve the quality of its education. Therefore, all teachers should develop students' creative skills so that they move towards better self-actualization.

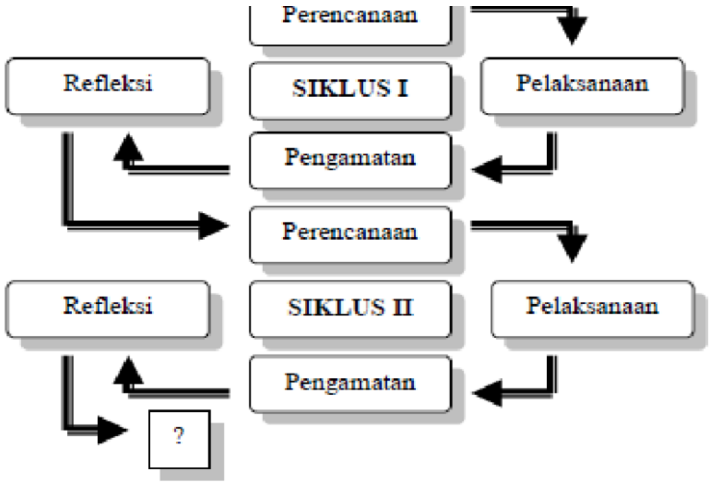
Teaching and learning activities (KBM), by a teacher have a very important role. Therefore, teachers need to have skills. Teacher skills are a set of teacher abilities or skills in training or guiding a person's activities and experiences and helping them develop and adapt to the environment. Teacher skills are very important in designing learning and managing classroom conditions with the aim of making the teaching and learning process enjoyable in choosing the right learning model when delivering material to students so that it becomes more interesting, does not get bored and can accept the material easily (Venisari et al., 2015). Based on this, it is clear that learning innovation is something important and must be owned and carried out by teachers in carrying out their duties. Thus, learning will be more alive, meaningful, and enjoyable. The teacher's willingness and sincerity to try to find, explore, and find various breakthroughs, approaches, strategies, and learning models is one of the supporters of the emergence of various new innovations in the learning process (Syaf & As, 2022) An important component that also determines the success of the learning process is determining the learning strategy.

From the perspective of building successful learning, teachers must have the ability to use various learning strategies and models according to the objectives and learning materials to be implemented. The right and correct learning model will affect the quality of material absorption by students, so that the depth of the material can be easily understood by students (Abidin & Husna, 2021). If teachers are able to apply a learning model properly and correctly, then it is likely that student learning outcomes can provide satisfaction to themselves, teachers, and parents. The Mind Mapping model is an alternative to help teachers develop teaching materials, can improve students' understanding and creativity in learning. The Mind Mapping model or mind map is a note-taking technique developed by Tony Buzan around the 1970s based on his research on how the brain works, by writing or noting the main topic in the middle and writing sub-topics and their details are placed around the main topic. This mind map note-taking technique is designed based on how the brain processes information (Karim, 2018). Mind Mapping according to Porter and Henacki can be.

Method

In this study, the type of research used is Classroom Action Research (CAR). According to Kemmis and Mc Taggart, classroom action research is a research in the form of a review or inquiry through self-reflection carried out by educational actors or in this case teachers or principals in social situations in order to improve the rationality and truth of social educational practices carried out, understanding of educational practices, and the institutional situation where the educational process is carried out (Hidayat & Towaf, 2017)

Picture 1 PTK design according to Kemmis and Mc Taggart



Classroom Action Research is carried out through a cyclical review process consisting of 4 stages in each cycle, namely planning, implementation of actions, observation, and reflection.

Result and Discussion

The research data obtained is in the form of cycle data consisting of test results in the form of making Mind Mapping and Observation, then the results of the data are analyzed. The results and analysis of the data include the following:For qualitative research, the result contains the specific pars in the form of subtopics related directly with the research focus.

1. Pre-Cycle Stage

The pre-cycle or pre-action stage is carried out before the research action. The purpose of this stage is to find out the problems that occur during social studies learning in the classroom. This stage consists of initial observations by observing class VIII H students during the teaching and learning process. The researcher found problems that caused a lack of student learning creativity. These problems were students who were less active and participatory during social studies learning and teachers who only used the lecture model when teaching without delving deeper into students' understanding of the material.

2. Implementation Stages of Cycles 1 and 2

At each stage of cycles 1 and 2, there are several actions taken, including:

a. Planning

At this stage, the researcher prepares several things before carrying out the action in class by applying the Mind Mapping learning model, including:

1. Compiling a teaching module with the material Social Mobility.
2. Preparing an example of Mind Mapping according to the material on Social Mobility
3. Compiling an instrument for the implementation of the Mind Mapping learning model in the form of a teacher observation sheet
4. Compiling an evaluation tool to assess the development of students' creative thinking at the end of the cycle

b. Implementation of Actions

The implementation of cycle 1 actions was carried out in 2 meetings on Monday, November 6, 2023, at 08.00-09.20 and Saturday, November 11, 2023, at 07.00-08.20 with the material "Social Mobility". And in cycle 2, 2 meetings were held on Monday, November 13, 2023, at 08.00-09.20 and Saturday, November 18, 2023, at 07.00-08.20 The following are the details of the implementation of cycle 1 and 2 actions:

1. 1st Meeting
   a. Introduction
      1) Opening the learning activity by saying hello and praying.
      2) Checking student attendance.
      3) Conveying the learning objectives so that students know about the material to be studied.
      4) Providing motivation so that students are motivated to learn more about the material.
   b. Core Activities
      1) Explaining the material on Social Mobility using the Mind Mapping learning model.
      2) Asking students to convey what they have learned from the researcher's explanation.
      3) Asking students to ask questions to students who have dared to convey what they have understood in front.
      4) This is done continuously until there are no more students who want to express their opinions according to the specified time
      5) The researcher observes and accompanies and helps students who have difficulty answering or in conveying their opinions.
   c. Closing
      1) The researcher provides feedback and affirmation (confirmation and clarification) on the material that has been studied by students
      2) Provides information about the activity plan for the next meeting, namely the creation of Mind Mapping per individual. Thus, students can prepare tools such as rulers, colored pencils, crayons, markers or others according to the student's interests, such as what kind of Mind Mapping will be drawn
      3) Closes the activity by providing enthusiasm and motivation and with a closing greeting

c. Observation

This observation was conducted during the teaching and learning activities in the form of observation of the implementation of the Mind Mapping method. This observation activity is intended for researchers and students to find out whether the learning process has been in accordance with the learning implementation plan. The results of the study on the implementation of learning in cycle 1 are as follows.

Table 1. Teacher Observation Results Cycle 1 and 2

No.	Aspects observed	Cycle 1	Cycle 2
1	Opening learning activities by saying hello and praying.	4	4
2	Checking student attendance	4	4
3	Delivering learning objectives	3	3
4	Providing motivation to students	3	3
5	Skills in applying the Mind Mapping method	4	4
6	Opening up opportunities for students to ask questions	4	4
7	Classroom mastery skills	3	3
8	Delivering Learning Materials	4	4
9	Providing instructions and directions to students in teaching and learning activities	3	4
10	Skills in conditioning the course of learning activities	3	4
11	Skills to condition the course of student presentations	3	4
12	Providing feedback to students	4	4
13	Provide information about the next learning plan	3	3
14	Ending learning activities with prayer	4	4
15	Time management skills	3	3
16	Observation of the classroom atmosphere	3	4
17	Compliance of learning activities with indicators	3	4
Total scores obtained		**58**	**66**
Maximum Score		**68**	**68**
Percentage		**85,3%**	**97%**

Based on the table above, it can be seen that the implementation of learning activities by applying the Mind Mapping model in cycle 1 shows good criteria. The results of teacher observations in cycle 1 obtained a score of 58 with a maximum score of 68, so that the percentage of teacher observation results in cycle 1 was 85.3%. And in cycle 2 showed very good criteria obtained a score of 68 with a percentage of 97%.

As for knowing the completeness of students in each cycle, a cognitive test was held. The results of the test are used to determine the level of success of the study in cycles 1 and 2. This table consists of two values so that there is a comparison of the observer's value with the subject teacher himself. The level of student success in cycles 1 and 2 can be seen in the following table.

Table 2. Data from cycles 1 and 2

NO	NAME	Cycle 1		Cycle 2	
		Average	Category	Average	Category
1.	Ach Ramzi Arifandi Habibullah	48	Quite Creative	70,5	Creative
2.	Ach. Fahrul Alam	44	Quite Creative	67	Creative
3.	Afton Suhael Nasry	43,5	Quite Creative	53	Quite Creative
4.	Ahmad Djimiarta Saputra	37,5	Lack of creativity	42,5	Quite Creative
5.	Ahsanur Rahmah Fajariyah	41	Quite Creative	48	Quite Creative
6.	Amirah Dhiya Hanun	40,5	Lack of creativity	59	Quite Creative
7.	Auryn Nur Anabela	39,5	Lack of creativity	53	Creative
8.	Avisa Dwi Aurelia	48	Quite Creative	68,5	Creative
9.	Azka Dahisy Amin	48	Quite Creative	74	Creative
10.	Balqis Kirana Larasati	54,5	Quite Creative	67	Creative
11.	Bilqis Fathiyah Martha D	48,5	Quite Creative	78,5	Creative
12.	Davian Chandra Syaputra	49	Quite Creative	76,5	Creative
13.	Erina Balqis Sabita	41,5	Quite Creative	79,5	Creative
14.	Gishela Putri Vitarhea Rachman	61,5	Creative	79	Creative

15.	Hanan	28,5	Lack of creativity	48	Quite Creative
16.	Ilmila Khalishah Putri	59	Quite Creative	79	Creative
17.	Itfinah Nur Kamila	47	Quite Creative	81	Very Creative
18.	Javier Al-Ghanijyu Febriano	42	Quite Creative	75,5	Creative
19.	Khumayrah	56,5	Quite Creative	77	Creative
20.	Maqfiroh Fitriah	38	Lack of creativity	75,5	Creative
21.	Moh Balya Barlaman	58,5	Cuku Creative	66	Creative
22.	Mohammad Syauqii Al Falah	36,5	Lack of creativity	78	Creative
23.	Muhammad Alwin Juniar Wibowo	72	Creative	78,5	Creative
24.	Nafil Fayyad Nazhifillah	62	Creative	80,5	Very Creative
25.	Nafisa Nisfu Syabana	60	Quite Creative	76	Creative
26.	Neisha Cherafina Chatria	49	Quite Creative	79,5	Creative
27.	Rafa Alcander Azkarashya	61	Creative	87	Very Creative
28.	Raka Taruna Permana	72	Creative	89,5	Very Creative
29.	Ranindea Putri Arifin	58,5	Quite Creative	80,5	Creative
30.	Ratih Pratidina Ishak	58,5	Cukup	76	Creative
31.	Rezky Radhitya Ramadhan	70,5	Creative	78	Creative
32.	Syifa Anisatul Amaliya	60,5	Quite Creative	81,5	Very Creative

Based on the table above, it can be seen that the Mind Mapping learning model in cycle 1 to cycle 2 of students who can be said to have experienced an increase in creativity / completion is a student and this can be proven as follows:

Cycle 1:

$$\text{Percentage \%} = \frac{\text{Number of students completed}}{\text{Total number of students}} \times 100\%$$

$$= 15 / 32 \times 100\% = 46.8\ \%$$

Cycle 2:

$$\text{Percentage \%} = \frac{\text{Number of students completed}}{\text{Total number of students}} \times 100\%$$

$$= 26 / 32 \times 100\% = 81.2\ \%$$

Thus, it can be proven that the Mind Mapping Learning Model can develop students' learning creativity.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	42.5000	32	9.15811	1.61894
	POST TEST 2	76.6250	32	12.83330	2.26863

The comparison of pre-test and post-test increased from 42.50 to 76.62, so it has a positive value, which means that there was an increase in creativity after the implementation of Mind Mapping.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST 2	32	.339	.058

The significance value of 0.58 < 0.05 indicates that there is a correlation between the pretest and posttest.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	PRE TEST - POST TEST 2	-34.12500	12.99566	2.29733	-38.81043	-29.43957	-14.854	31	.000

The sig value (2-tailed) 0.000 <0.05 indicates that there is a significant difference between the pre-test and post-test.

Thus, it is proven that the application of the Mind Mapping learning model is said to be successful in developing the creativity of Class VIII-H students of SMP Negeri 2 Pamekasan.

d. Reflection

Based on the results of observations made in cycle 1, the implementation of the Mind Mapping model and its results still cannot be said to be successful. Therefore, researchers need to make improvements in the next cycle. The shortcomings in cycle 1 include:

1. Lack of teacher skills in conditioning a crowded class

2. Lack of skills in managing students.
3. Teachers do not understand class conditions so that the class is less conducive.
4. Lack of skills in managing time so that in the opportunity to ask questions, many students still do not get the opportunity.
5. The average student score still does not reach the criteria for creative thinking.

After the revision and improvement stage in cycle 1 was completed, there began to be an increase in the shortcomings in the cycle which were then optimized in this cycle 2. In each cycle there is always an increase both from the results of observations of the implementation of the Mind Mapping model and from the results of cognitive tests. because the results of observations of the implementation of the Mind Mapping model. Because the results of observations of the implementation of the Mind Mapping model have reached 97% with very good criteria, it is declared successful. And the results of student completion also increased with a percentage of 81.2%. So the implementation of this research ended in cycle 2.

Discussion

1. Cycle 1

The learning process that has been carried out by researchers in cycle I using the Mind Mapping learning model has shown a slight increase in the results of data processing at the pre-research stage, but it is not as expected. This can be seen from students who have not been able to condition the classroom so that it is not crowded. The results of student learning creativity using the Mind Mapping learning model in cycle I with a percentage of 45.8% are in the fairly creative category. There is still a very small increase in the percentage from cycle I when compared to the percentage of pre-research data whose results are not far apart. Students have also not been able to review the material on the Role of Social Institutions in the Utilization of Natural Resources and Human Resources that has been explained because students do

not really understand and get bored quickly because the teacher explains it too monotonously, the learning model used is also not interesting.

Several factors that cause creativity to not achieve the expected results are some students who do not focus on the material and are busy chatting with their friends. This causes a lack of concentration when the material is delivered by the teacher. Not a few students who do not want to sit in their own place are still wandering here and there. From all the factors mentioned, the researcher chose several solutions that could increase the activeness and participation of students in participating in learning activities, namely by explaining the importance of social studies lessons. Then motivating students to continue to be enthusiastic in learning social studies seriously without ignoring the teacher's explanation. From these several things, the researcher decided to create the next cycle as an improvement from cycle I, namely cycle II.

2. Cycle II

The social studies learning process regarding Cultural Interaction during the Islamic Kingdom Period in cycle II was carried out well and in accordance with what was expected by the researcher, so that in cycle II there was a significant increase in both teacher and student activity, student creativity and student test results. The data obtained showed a percentage of 81.2% with a creative category. From this percentage, it can be stated that in cycle II there was an increase seen from students who were very enthusiastic during the learning process, students were happy because the learning model used was interesting so that it made it easier for students to remember and understand the material.

There are several factors that influence the increase in student learning creativity that occurs in cycle II, including always providing motivation to students to diligently study the material given and review the contents of the material, how to convey the material clearly, firmly and in detail so that it is easier for students to absorb the material into the brain, continue to provide guidance to students who find it difficult to do assignments. Based on the

results that have achieved the completion achieved by students, it can be stated that the researcher did not carry out the next cycle.

Based on the research carried out by the researcher as many as 2 cycles, it can be concluded that the social studies learning process using the Mind Mapping model obtained satisfactory results in student learning creativity that met the criteria and expectations set by the researcher. This proves that students experience an increase in their ability to write various materials, are able to develop their imagination, the ability to make Mind Maps without imitating their friends, and the ability to add lines, symbols, and colors to Mind Maps so that they look very attractive.

Thus, it can be concluded that the mastery of social studies subject matter through the Mind Mapping learning model has achieved completion according to what is expected, because students have been able to complete and students have achieved the predetermined indicators. It can be seen that the number of students who completed the course increased from cycle 1 to cycle 2. This increase occurred because students listened to reflections from the teacher so that students became more diligent in studying.

Conclusion

The results of the study on the results that have been studied with "Implementation of the Mind Mapping Learning Model in Developing Integrated Social Studies Learning Creativity in Class VIII Students at SMP Negeri 2 Pamekasan". Researchers can conclude several conclusions:

1. The application of the Mind Mapping learning model in the subject of social studies for class VIII at SMP Negeri 2 Pamekasan is able to provide students with the convenience of exploring what is in their minds, understanding concepts and developing student creativity and categorizing materials with students' abilities in beautifying and making it as attractive as possible with their own creativity with various shapes and colors, and of course in accordance with the teaching materials being studied. Thus, students not only have the freedom to make it as attractive as possible but students also easily remember and digest the lessons.

2. From the results of the research and discussion, it can be concluded that the application of the Mind Mapping model can be said to be successful in developing student creativity in Integrated Social Studies lessons at SMP Negeri 2 Pamekasan. Thus, it can be proven that with the application of the Mind Mapping model, students' creativity in creating a learning atmosphere becomes more interesting and not boring.

Suggestion

This research has not yet found its perfection and needs to be improved for the effectiveness and utilization of the Mind Mapping learning model in increasing students' creativity in learning, because in this way students can be happier and more enthusiastic in learning.

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