The Application of Mind Mapping Method in Improving Learning Outcomes in Islamic Education

Awal Aqsha Nugroho
SMP Negeri 2 Ngadirojo, Wonogiri, Indonesia
awalaqsha@gmail.com

Najmeh Hajipourabaie
Islamic Azad University Kerman Branch, Kerman, Iran
najmehhajipourabaie@iauk.ac.ir

Abstract

Teaching methods as tools to create an effective teaching and learning process are very important. Based on observations at SMPN 2 Ngadirojo, it was found that the teaching of Islamic Religious Education does not significantly improve students' learning outcomes, due to the dominant use of the lecture method, which causes students to become passive in the learning process. The assessment of the learning outcomes achieved by the students is still below the criteria for achieving the learning objectives. This research aims to determine the improvement in student learning outcomes in Islamic Education and Character Education using the Mind Mapping method. The research method used is classroom action research. Based on the data analysis from Cycle I and Cycle II, it can be stated that the learning outcomes of students in Islamic Religious Education show a positive response to the application of the Mind Mapping method on the material of Islamic ethics in social interactions and communication, which increased to 83%, on behalf of the school, the results of this research can be used as input to implement variations in teaching methods to improve the quality of education and learning activities. For educators, the subject of Islamic Religious Education and Character Education, the Mind Mapping method can be used as an alternative to enhance the quality of learning by aligning the designed learning with variations in teaching and the selection of teaching methods. This aims to anticipate the boredom experienced by the students.

Keywords: Mind Mapping; Method; Learning Outcomes

A. Introduction

Education is the process of humanizing humans in a holistic manner towards both physical and spiritual freedom. Therefore, education must be directly connected to concrete efforts in the form of teaching. Ki Hadjar Dewantara believes that what is meant by education is the effort to liberate the physical aspects of humanity. The educational thought of Ki Hajar Dewantara is to direct education in four dimensions: physical, intellectual, spiritual, and social. Ki Hajar Dewantara also mentioned that the role of educators is as facilitators and motivators. In achieving its educational goals, Ki Hajar Dewantara established a policy known as the trilogy of education, which consists of: Tut Wuri Handayani, Ing Madya Mangun Karsa, and Ing Ngarsa Sung Tulada. (Febriyanti N 2021, 1631). Islamic education can be defined as a learning process conducted by an individual or educational institution that provides material about Islam to those who wish to gain a deeper understanding of the religion, both in terms of academic content and practical applications that can be carried out in daily life (Syafrin dkk 2023, 72). One of the educational issues currently faced is the weak implementation of the learning process carried out by teachers in schools. (Ahmad Susanto 2013, 165). Therefore, the role of teaching methods as a tool to create an effective teaching and learning process is very important. According to Dewi Salma Prawiradilaga (2007, 52), learning strategy is the effort made by the designer in determining the techniques for delivering messages, selecting strategies and media, structuring the content of lessons, and facilitating interaction between the teacher and students.

Based on observations of students in the 9th grade at SMPN 2 Ngadirojo, it was found that the learning of Islamic Religious Education and Character Education does not significantly improve student learning outcomes. The use of conventional methods, predominantly lecture-based teaching where the teacher is more active, has led to students becoming passive in their learning. This has resulted in a rigid classroom atmosphere, causing the teaching and learning process to not run optimally, which in turn affects the students' learning outcomes negatively. The assessment of the learning outcomes achieved by the students is still below the criteria for achieving learning objectives (KKTP). The KKTP for SMP Negeri 2 Ngadirojo is in the range of 76-86, categorized as Developing as Expected. The use and selection of methods greatly influence the learning process and the learning outcomes of students. The use of learning methods must align with the characteristics of the material to be conveyed. The choice of teaching methods in schools greatly depends on the teacher who is instructing in the classroom. The

learning of Islamic Religious Education and Character Education through the Mind Mapping method involves students actively in understanding the material being studied. The teacher, as a facilitator, guides students to be active during the learning activities. In addition, teachers also provide support that can enhance the creative growth of students. After the students actively participate in the learning process, it is expected that they can summarize the lessons using their creativity to create mind maps.

This research aims to determine the improvement in student learning outcomes in Islamic Religious Education and Character Education using the Mind Mapping method. Learning is a process of behavioral change due to an individual's interaction with the environment and experiences. (Zainal Arifiin 2012, 10). In this regard, the success of achieving educational goals greatly depends on the success of the learning process of students in schools and their surrounding environment. Learning outcomes are the results of the interaction between the learning activities of students and the teaching activities conducted by the teacher. Learning activities are concluded with an evaluation process, while learning activities represent the peak of the learning process with an increase in abilities (Dimyati 2006, 3). Learning outcomes encompass specific competencies or abilities, whether cognitive, affective, or psychomotor, that students achieve or master after participating in a series of teaching and learning processes. (Kusnandar 2014, 62). The Mind Mapping method is a learning technique developed by Tony Buzan, a creative note-taking method that makes it easier for us to remember a lot of information. Once completed, the notes created form a pattern of interconnected ideas, with the main topic at the center, while subtopics and details become its branches. Therefore, in order for the mind map to function optimally, it should be created with vibrant colors and utilize many images and symbols, making it look like a work of art. This aims to ensure that the note-taking method can assist students in remembering words and readings, enhance their understanding of the material, help organize the content, and provide new insights. The benefits and advantages of using the mind mapping method are: Flexible; it helps teachers if they suddenly remember to explain something, as they can easily add it in the appropriate place on the mind map.It should focus attention; learners do not need to think about catching every word that is spoken. On the contrary, the teacher can focus on their ideas. Enhancing understanding; when reading a piece of writing or a technical report, mind mapping will improve comprehension and provide very meaningful review notes later on. It allows for the development of limitless imagination and creativity; this makes note-taking more enjoyable. (Ahmad Munajin Nasih 2009, 111)

The research journal conducted by Syamsudin Kasim in 2019, the conclusion of this study is that the use of the Mind Mapping model greatly assists teachers in instilling the material of faith in the Day of Judgment in PAI lessons in Class IX of SMP Negeri 4 Gorontalo City. The difference with the classroom action research that the researcher will conduct is that the mind mapping method is applied to improve students' learning outcomes. The research conducted by Zubaidillah in 2013, the conclusion of this study is that the Mind Mapping method can improve the learning outcomes of PAI for fifth-grade students at SD Negeri 5 Hialu, with the hypothesis proposed classically, that 70% of the KKM score of 65 can be achieved. Based on the two studies above, the difference between the research that will be conducted by the researcher and those studies is the lack of discussion on the effectiveness percentage of the mind mapping method. Therefore, the researcher will delve deeper into the focus of the issue regarding the effectiveness percentage of the mind mapping method used at SMP Negeri 2 Ngadirojo.

B. Method

The type of research used in this classroom action research is qualitative field research. The variable of this classroom action research is the application of the mind mapping method to improve the learning outcomes of Islamic Education for 9th grade students at SMP Negeri 2 Ngadirojo. This research was conducted over a period of 3 months, from June 2024 to August 2024, during the 2024-2025 academic year. The subject of this research is the 9D class students, consisting of 24 students from SMP Negeri 2 Ngadirojo for the 2024/2025 academic year. In qualitative research, the sampling techniques that are often used are purposive sampling and snowball sampling. The subject of this research is the learning outcomes of students in Islamic Education and Character Education. Data Primer: This refers to the 9D class students, totaling 24 students. Primary sources are data sources that directly provide data to the data collector. These primary sources consist of records from interviews obtained through interviews conducted by the author. In addition, the author also conducted field observations and collected data in the form of notes about the situations and events in class 9D of SMP Negeri 2 Ngadirojo. Secondary Data: That is library documents as a complement to the data. Secondary data sources are sources of data that do not provide information directly to the data collector. These secondary data sources can be in the form of further processing of primary data presented in another format or from other individuals. The author also uses secondary data obtained from literature studies. In the

literature study, the author reads literature that can support the research, specifically literature related to this study.

To collect the necessary data, observation is used, which is a technique for data collection conducted through careful observation and systematic recording. (Suharsimi Arikunto 2007, 30). Observation as an assessment tool is widely used to measure individual behavior or the processes involved in observable activities, both in real situations and in artificial settings. This observation method aims to determine the efforts of teachers to improve student learning outcomes through the Mind Mapping method in Islamic Education lessons for 9th grade at SMPN 2 Ngadirojo, as well as to assess the initial abilities before and after the research is conducted. The documentation used in this research consists of written data regarding the initial learning outcomes of the students, which includes a list of grades/assessment reports, processing, and analysis of learning results during the Islamic Education learning process for 9th grade at SMPN 2 Ngadirojo. This aims to serve as accurate evidence that the researcher indeed conducted the study at the relevant location. The test functions to determine how well students have mastered the material taught within a certain period. To determine whether a goal has been achieved. To obtain a value. The purpose of the test is to determine the completeness of learning in a classical manner.

Classroom Action Research (CAR) is one of the problem-solving strategies that utilizes interaction, participation, and collaboration between the researcher and the students. The PTK procedure is characterized by a cyclical assessment process consisting of four stages: planning, acting, observing, and self-reflection. (reflecting). (S. Kemmit and R. Taggart 2008, 83) Referring to the explanation above, this research is designed in the form of cycles consisting of 2 cycles. One cycle consists of 1 learning meeting. Each cycle consists of 4 stages as described above. Planning; at this stage, the researcher prepares to carry out the actions. Action; at this stage, the researcher has implemented learning improvements using the Mind Mapping method in accordance with the teaching module that has been designed. Observation; conducted during the implementation of learning using the Mind Mapping method. The observation conducted by the researcher is focused on the learning process, particularly the changes in students, namely the learning outcomes of the students using the provided format. Reflection: The data obtained from observations consists of the learning outcomes of students in Islamic Education and Character Education. This data is then analyzed using quantitative descriptive methods. Based on the results of the analysis, the researchers and

collaborators engage in self-reflection to assess the success of the research and plan the next steps. At this stage, the researcher also evaluates whether the actions taken are in accordance with what was planned. The measure of success is the success indicators that have been established. If the results of the actions align with the success indicators, then this research will be halted; however, if they do not align, the research will continue to the next cycle until all issues are resolved. Replanning; If the results of the first action do not meet the success indicators, a second cycle will be carried out just like the first cycle, starting from planning, action, observation, and reflection, just as was done in the first cycle. The implementation of this second cycle is an improvement from the previous cycle.

C. Discussion

Based on the result, there is evidence of an improvement in the learning outcomes of Islamic Education and Character Education for Class 9D at SMP Negeri 2 Ngadirojo, which has reached the Minimum Competency Standards. Before the implementation of the Mind Mapping method, the learning outcomes in Islamic Education and Character Education for Class 9D were still low. However, after applying the Mind Mapping method, there was an increase in the students' learning outcomes. In the first cycle, there were 5 students who completed the material, accounting for 21%, while 19 students had not completed it, making up 79%. In the second cycle, 20 students completed the material, representing 83%, while 4 students had not completed it, which is 17%. By using the Mind Mapping method, students found it easier to understand the material they received because they were encouraged to creatively engage with the material through Mind Mapping. As a result, students gained knowledge while also discovering ways to comprehend the material they learned, which they could then write into their Mind Maps, aiding in the review of the material received. It can be concluded that the application of learning using the Mind Mapping method can help improve the learning outcomes of students in Islamic Education and Character Education for Class 9D. Islamic education can be defined as a learning process conducted by an individual or educational institution that provides material about Islam to those who wish to gain a deeper understanding of the religion, both from an academic perspective and in terms of practical applications that can be carried out in daily life. (Syafrin dkk 2023, 72). Student learning outcomes are influenced by two factors: internal factors and external factors. Internal factors include health issues, physical disabilities, psychological factors (intelligence, interest in learning, attention, talent, motivation, maturity, and readiness of the learners), and fatigue. Meanwhile, external factors

that affect the learning process and outcomes include family, school, and community factors. (Nurhasanah, S., & Sobandi, A. 2016, 128). Thus, learning outcomes refer to the improvement in students' abilities obtained after the learning process takes place, through the delivery of information and messages by the teacher, which can be represented by numbers or over a certain period. A mind map is a model of learning that utilizes instruments to help map out content or material, making it easier to study and analyze. As an instrument, a mind map can be categorized as a cognitive organizer that functions as a stimulator for human cognition to work more effectively and efficiently. (Kustian, N. G. . 2021, 30). This is also supported by Suharsono's research, which indicates that based on the analysis of the test results from Cycle I and Cycle II, the learning outcomes of the sixth-grade students at MIN 2 Grobogan have improved in every indicator. It can be concluded that Mind Mapping learning can improve the learning outcomes of sixth-grade students in the subject of Islamic Cultural History. (Suharsono 2023, 202).

1. General Condition of the Students in Class 9D at SMP Negeri 2 Ngadirojo

The results of the observation of the learning process before the Mind Mapping method was applied showed that the learning outcomes of PAI for the 9D class students were still low. During the learning process, the students are not very earnest in understanding the lesson material, they do not take notes on the material presented, they do not ask the teacher about unclear topics, and they struggle to summarize the material. The students also lack the courage to express their opinions, show little enthusiasm in conducting presentations and discussions, and are not optimal in completing the exercises or activity sheets provided by the teacher. Several factors have an impact on the learning outcomes of students, which are still low or below the Minimum Competency Standards. Therefore, this class was selected for the Classroom Action Research (CAR) implementation. With the application of CAR in this class, it is hoped that the learning outcomes of the students in the subject of Islamic Education and Character Education will improve significantly.

2. Implementation of Classroom Action Research

The results of this research were obtained from observations of teachers and students during the process of Islamic Education and Character Education learning. The tests provided consist of multiple-choice questions, descriptive questions, and essays that incorporate Higher Order Thinking Skills (HOTS) in their construction. The use of the Mind Mapping method in the learning of Islamic Education and

Character Education aims to enhance students' understanding of the material on Islamic Ethics of Interaction and Communication. This research was conducted over 2 (two) cycles. Each cycle consists of 1 (one) meeting. Each week, each class receives 2 hours of Islamic Religious Education and Character Education. This research uses a duration of two class hours, specifically allocating 2 x 40 minutes, as this time is sufficient to conduct the research, which includes planning, action, observation, and reflection. The main material used is the elements of morals regarding Islamic Ethics of Interaction and Communication, which is presented by dividing the sub-chapters into two sessions. Each sub-chapter is completed in one session, with each session lasting 2 class hours.

a. **Classroom Action Research Cycle I**
   1) Planning for Cycle I, the action planning in Cycle I includes: the teacher preparing the lesson plan with the material on Ethics of Social Interaction and Islamic Communication, sub-chapters: definitions, evidence, types of ethics, preparing materials, learning media (PowerPoint, videos, and concept maps), and student worksheets. The methods used in learning are question and answer, information search, and discussion with mind mapping. The assessment used is the students' learning outcomes regarding the material received during the learning process.

   Implementation and Observation of Cycle I Actions, the actions in Cycle I were carried out on Tuesday, July 23, 2024, for 2 (two) class hours with a time allocation of 2 x 40 minutes, specifically from 10:35 to 11:55 AM. The material being taught is about Ethics of Social Interaction and Islamic Communication, with indicators for students to be able to: explain the definition, analyze the evidence, analyze the types of ethics, and analyze the methods of Islamic communication. In this introductory stage, the teacher begins by greeting and appointing the class leader to lead a prayer together with the students. (Beriman dan Bertaqwa pada Tuhan Yang Maha Esa dan Berakhlak Mulia). The next activity is for the teacher to check the readiness of the students in participating in the learning process, both physically and mentally. The teacher checks the attendance of the students. (kedisiplinan). Then the teacher provided motivation to always maintain health and uphold faith. At the core stage, the students observe a PowerPoint presentation about the understanding of ethics in social interactions and Islamic communication. (literasi). Next, the students are given the opportunity to ask questions regarding their understanding of the material on Islamic ethics in social

interactions and communication. (critical thinking). Next, the students are divided into several groups. Students are conducting information gathering to explain the meaning, analyze the arguments, types, and methods of Islamic ethics in social interaction and communication based on the images presented by the teacher (in the student worksheet) by seeking information from various sources and the video link https://youtu.be/sKpZTQbLK0I?si=clVFTDXCfPa8qHcH Next, the students, along with their groups, will discuss and exchange information related to the material they have received. (collaboration). Students prepare a concept map that will be used and present the results of their discussion in a mind mapping sheet. Students organize their findings into a mind map. Then the teacher increased the intensity of guidance for each group, so that the results achieved by the students would be more optimal. Students write the results of the discussion in a worksheet. Students present the results of the discussion (communication). Students give and receive feedback regarding the presented discussion results (creative). Next, students create a conclusion of the discussion from the presentations that have taken place in class through mind mapping. The teacher conveys the learning objectives that will be achieved. The teacher conveyed the scope and assessment techniques that will be used. The teacher conducts apperception by asking questions to guide the students towards the material that will be studied. At this closing stage of the activity, the teacher provides reflections and feedback. Then the students, together with the teacher, concluded the lesson on the definition, principles, types, and methods of Islamic ethics in social interaction and communication. Next, the students are provided with material reinforcement and practice questions by the teacher. After this stage is completed, the teacher concludes the lesson with a prayer and says goodbye.

2) Reflection on Cycle I. Based on the actions in Cycle I, which include planning and implementation of actions as well as observation results, a reflection can be conducted. The researcher and collaborator discuss the outcomes of the actions taken. Efforts to improve the learning outcomes of Islamic Education and Character Education for fifth-grade students through the Mind Mapping method have not yet shown optimal results. The issues faced include: There are students who have not participated in the learning activities. Students are not yet brave enough to express their opinions when asked by the teacher to share their ideas during lessons. The division of groups is still facing challenges. There are groups that are struggling to express their creativity in

creating concept maps. Students are experiencing difficulties in answering the questions given. From the table of test results for student learning instruments, the learning outcomes are presented in the percentage of Islamic Religious Education and Character Education as follows:

Table 1. Percentage of Test Instrument Results for Students in Cycle I

No.	Score	Category	Number of Students	Percentage
1.	< 75	Starting to Develop/ Belum Not Yet	19	79%
2.	≥ 76-86	Developing According to Expectations /	5	21%
Total			24	100%

Based on the percentage table of student test results above, it can be concluded that the implementation of learning in Cycle I has not yet shown optimal results. In addition, in the formative test, only 5 out of 24 students scored above 76. This means that the success rate of learning Islamic Education and Character Education on the topic of ethics in social interactions and Islamic communication is only 21%. The assessment scores in the formative test are given on a scale of 10-100. The formative test consists of multiple-choice questions, fill-in-the-blank questions, and essays, each carrying a weight of 10 points for correct answers and a score of 0 for incorrect answers. To achieve this, it is necessary to implement a follow-up cycle, namely Cycle II, with several revisions based on the reflections from Cycle I. This involves enhancing students' literacy by providing material beforehand before the learning begins and offering motivation to encourage them to speak up and be bold in expressing their ideas through mind mapping.

b. Classroom Action Research Cycle II

1) Planning for Cycle II Action, the planning for actions in Cycle II includes: the teacher preparing a Lesson Plan with the material on ethics of social interaction and Islamic communication, specifically the sub-chapter: the wisdom of Islamic communication; preparing learning materials and media (PowerPoint, videos, and concept maps), as well as student worksheets. The methods used in learning are question and answer, information search, and discussion with mind mapping. The assessment used is the students' learning outcomes regarding the material received during the learning process.

2) Implementation and Observation of Cycle II Actions, the actions in Cycle II were carried out on Tuesday, July 30, 2024, for 2 (two) class hours with a time allocation of 2 x 40 minutes, specifically from 10:35 to 11:55 WIB. The material being taught is about the ethics of social interaction and Islamic communication, with indicators that students are able to: explain the wisdom of Islamic communication. In this introductory stage, the teacher begins by greeting and appointing the class leader to lead a prayer together with the students. (Beriman dan Bertaqwa pada Tuhan Yang Maha Esa dan Berakhlak Mulia). The next activity is for the teacher to check the readiness of the students in participating in the learning process, both physically and mentally. The teacher checks the attendance of the students (discipline). Then the teacher provides motivation to always maintain health and uphold faith. The teacher conveys the learning objectives that will be achieved. The teacher conveyed the scope and assessment techniques that will be used. The teacher conducts apperception by asking questions to guide the students towards the material that will be studied. At the core stage, students observe a PowerPoint presentation on the definition of social ethics and Islamic communication (literacy). Subsequently, students are given the opportunity to ask questions regarding their understanding of the material on social ethics and Islamic communication. (critical thinking). Next, the students are divided into several groups.Students conduct information gathering to explain the meaning, analyze the principles, types, and methods of Islamic ethics in social interactions and communication from the images presented by the teacher (in the student worksheet) by seeking information from various sources and the video link https://youtu.be/sKpZTQbLK0I?si=clVFTDXCfPa8qHcH Next, the students, along with their groups, discuss and exchange information related to the material they have received (collaboration). The students prepare a concept map that will be used and present the results of their discussion in a mind mapping sheet. The students organize their findings into a mind map. Then the teacher increased the intensity of guidance for each group, so that the results achieved by the students would be more optimal. Students write the results of the discussion in the worksheet. Students present the results of their discussions (communication). They exchange responses regarding the presented discussion outcomes (creative). Subsequently, the students create a conclusion of the discussion from the presentations conducted in class through mind mapping. At this closing stage of the activity, the teacher provides reflections and feedback. Then the students, along with the teacher, concluded

the lesson on the definition, principles, types, and methods of Islamic ethics in social interaction and communication. Subsequently, the students were given material reinforcement and practice questions by the teacher. After this stage is completed, the teacher concludes the lesson with a prayer and says goodbye.

3) Reflection on Cycle II, From the table of the results of the students' learning test instruments, the learning outcomes are presented in the percentage of Islamic Religious Education and Character Education as follows:

Table 2. Percentage of Test Instrument Results for Students in Cycle II

| No.	Score	Category	Number of Students	Percentage
1.	< 75	Starting to Develop/ Belum Not Yet Complete	4	17%
2.	≥ 76-86	Developing According to Expectations / Complete	20	83%
		Total	24	100%

Based on the percentage table above, the actions in cycle II include planning and implementing actions, as well as the results of observations that can be reflected upon. Researchers and collaborators discuss the results of the action implementation. This is demonstrated by the completeness of the students' learning outcomes in participating in the learning activities. The results of the formative test show that 20 out of 24 students scored above 76. This means that the percentage of success in learning Islamic Education and Character Education on the material of ethics in social interactions and Islamic communication is 83%. Thus, in this second cycle, the objectives that were intended have been achieved, so the next cycle will be halted.

This discussion will cover the results obtained after conducting classroom action research. The success of achieving educational goals is highly dependent on the effectiveness of the learning activities, which is a synergy of the components of education, including both output and input instruments such as the curriculum, facilities, educational staff, processing systems, and the social environment related to the students as subjects. Learning through the Mind Mapping method provides students with the opportunity to develop their creative expression in creating engaging study notes, making them enthusiastic about taking notes that they use for learning.

The application of the Mind Mapping method in the learning of Islamic Education and Character Education for Class 9D, with the material on ethics of social interaction and Islamic communication at SMP Negeri 2 Ngadirojo, has proven successful when observed from the improvement in students' learning outcomes after the learning process conducted through the Mind Mapping method. The stages of creating a Mind Map are as follows:

a. Write the main idea in the center of the paper and encircle it with a circle, square, or other shape.

b. Adding a branch that extends from the center for each main point or idea. The number of branches will vary, depending on the number of ideas and segments. Use a different color for each branch.

c. Writing keywords or phrases on each branch that is developed for details. Keywords are words that convey the essence of an idea and trigger your memory. If you use that abbreviation, you can easily remember its meaning for days or even weeks afterward.

d. Adding symbols and illustrations to achieve better memory retention.

e. Using bright and striking colors to enhance memory retention.

f. The learning outcomes of the students, the researchers assessed that the evaluation in cycle II showed an improvement in scores and met the criteria for achieving learning objectives (KKTP) between 76-86.

Figure 1. Percentage of Learning Outcomes in PAI and Character Education for

Class 9D

Hasil Belajar PAI Kelas 9D
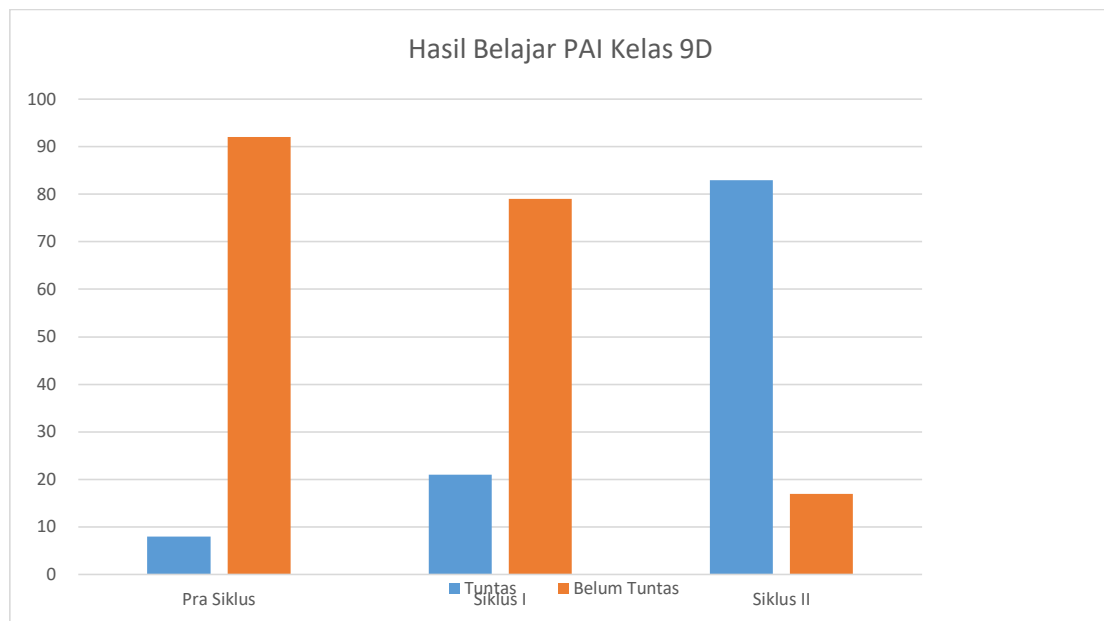
Based on the table and graph above, there is evidence of an improvement in the learning outcomes of Islamic Education and Character Education for Class 9D at SMP Negeri 2 Ngadirojo, which has reached the Minimum Competency Standards. Before the implementation of the Mind Mapping method, the learning outcomes in Islamic Education and Character Education for Class 9D were still low. However, after applying the Mind Mapping method, there was an increase in the students' learning outcomes. In the first cycle, there were 5 students who completed the material, accounting for 21%, while 19 students had not completed it, making up 79%. In the second cycle, 20 students completed the material, representing 83%, while 4 students had not completed it, which is 17%. By using the Mind Mapping method, students found it easier to understand the material they received because they were encouraged to creatively engage with the material through Mind Mapping. As a result, students gained knowledge while also discovering ways to comprehend the material they learned, which they could then write into their Mind Maps, aiding in the review of the material received. It can be concluded that the application of learning using the Mind Mapping method can help improve the learning outcomes of students in Islamic Education and Character Education for Class 9D.

D. Conclusion

Based on the results of the data analysis and discussion that have been conducted, it can be concluded that the application of the Mind Mapping method can improve the learning outcomes of Islamic Education that the use of the mind

mapping method as an enhancement for learning outcomes has ended positively. By using the mind mapping method, student engagement and absorption of material have increased, which can have a beneficial impact on students' learning results. In the future, the use of the mind mapping method can be applied not only in class 9D but also for all class 9 students or across all classes starting from grades 7 and 8 up to grade 9. This research successfully found an improvement in students' learning outcomes through learning with the mind mapping method. Based on the research results regarding the application of the Mind Mapping method in improving the learning outcomes of Islamic Education and Character Education for Class 9D at SMP Negeri 2 Ngadirojo for the 2024/2025 academic year, the researcher recommends the following suggestions: For the school, the results of this research can be used as input for implementing a variety of teaching methods to enhance the quality of education and learning activities. For educators, in the subject of Islamic Education and Character Education, the Mind Mapping method can be used as an alternative to improve the quality of learning by aligning the designed lessons with varied teaching approaches and the selection of teaching methods. This aims to anticipate the boredom experienced by the students. For future researchers, the Mind Mapping method can be developed to conduct research in the future with a broader scope.

REFERENCES

Ahmad Munjin Nasih dan Lilik Nur Kholidah. (2009). Metode dan Teknik Pembelajaran Pendidikan Agama Islam. Bandung: Refika Aditama. 111.

Ahmad Susanto. (2013). Teori Belajar & Pembelajaran di Sekolah Dasar. Jakarta: Kencana. 165.

Dewi Salma Prawiradilaga. (2007). Prinsip Desain Pembelajaran. Jakarta: Kencana Prenada Media Group. 52.

Dimyati, Mudjiono. (2006). Belajar dan Pembelajaran. Jakarta: Rineka Cipta

Febriyanti, N. (2021). Implementasi Konsep Pendidikan menurut Ki Hajar Dewantara. Jurnal Pendidikan Tambusai, 5(1), 1631–1637. Retrieved from https://jptam.org/index.php/jptam/article/view/1151

Hasriani, H. (2022). Penerapan Metode Mind Mapping Untuk Meningkatkan Hasil Belajar PAI Pada Siswa Kelas VIII C SMP Negeri 2 Bambalamotu. Jurnal Guru dan Pendidikan Islam, 1(1), 1-20.

Kasim, S. (2020). Upaya Meningkatkan Hasil Belajar Siswa Melalui Model Pembelajaran Mind Mapping. Aksara: Jurnal Ilmu Pendidikan Nonformal, 5(3), 233-244.

Jannah, A. M., & Noor, N. L. A. (2024). Peningkatan Minat Dan Hasil Belajar Matematika Siswa Melalui Model Pembelajaran TGT. ILUMINASI: Journal of Research in Education, 2(1), 49-62.

Kusnandar. (2014). Penilaian Autentik. Jakarta: Raja Grafindo. 62.

Kustian, N. G. . (2021). Penggunaan Metode Mind Mapping Dalam Meningkatkan Hasil Belajar Siswa. Academia: Jurnal Inovasi Riset Akademik, 1(1), 30-37. https://doi.org/10.51878/academia.v1i1.384

Munawaroh, S. (2023). Upaya Meningkatkan Hasil Belajar Siswa Melalui Metode Role Playing Pada Mata Pelajaran Aqidah Akhlak Materi Akhlak Terpuji Pada Diri Sendiri Kelas VIII A di MTsN 2 Grobogan Tahun Pelajaran 2017/2018. ILUMINASI: Journal of Research in Education, 1(2), 159-172.

Nurhasanah, S., & Sobandi, A. (2016). Minat belajar sebagai determinan hasil belajar siswa. Jurnal pendidikan manajemen perkantoran, 1(1), 128.

Ruhama, I. A., & Erwin, E. (2021). Pengaruh penerapan model pembelajaran mind mapping terhadap hasil belajar IPA siswa sekolah dasar di masa pandemi covid-19. Jurnal Basicedu, 5(5), 3841-3849.

Saputra, J., Triyogo, A., & Frima, A. (2021). Penerapan Model Pembelajaran Mind Mapping terhadap Hasil Belajar di Sekolah Dasar. Jurnal Basicedu, 5(6), 5133-5141.

Suharsimi Arikunto. (2007). Dasar-Dasar Evaluasi Pendidikan. Jakarta: Bumi Aksara. 30.

Suharsono, S. (2023). Penerapan Metode Mind Mapping Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam Di Kelas VI MIN 2 Grobogan Tahun Pelajaran 2018/2019. Iluminasi: Journal of Research in Education, 1(2), 173-206.

Syafrin, Y., Kamal, M., Arifmiboy, A., & Husni, A. (2023). Pelaksanaan Pembelajaran Pendidikan Agama Islam. Educativo: Jurnal Pendidikan, 2(1), hlm. 72–77. https://doi.org/10.56248/educativo.v2i1.111

Zainal Arifiin. (2012). Evaluasi Pembelajaran Prinsip, Teknik, Prosedur. Bandung: Remaja Rosdakarya. 10.

Zubaidillah. (2013). Penerapan Metode Mind Mapping Untuk Meningkatkan Hasil Belajar PAI Siswa Kelas V SDN 5 Hialu Kecamatan Wiwirano Kabupaten Konawe Utara. Skripsi. Kendari : Jurusan Tarbiyah Sekolah Tinggi Islam Negeri (STAIN) Sultan Qaimuddin Kendari.