

The Improvement of SKI Learning Outcomes through Mind Map Method the Eight Class MTS Ma'arif 03 Grabag Magelang District

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ABSTRACT

Based on research that has been done by researchers, SKI learning about Umayyad dynasty material in class VIII Mts Ma'arif 03 Grabag still experiences limitations and lack of knowledge about a material because the learning process is still simple and too theoretical. This is a consideration for improving learning with the mind map method in accordance with the conditions and characteristics of all students. The method used in this research is classroom action research (CAR), while the steps in classroom action research are planning, action, observation and reflection which are used in two cycles. The initial data collection method is carried out by carrying out written tests, observation sheets and documentation. While data analysis is marked by an increase in classical completeness criteria. In conclusion, SKI learning conducted at Mts ma'arif 03 Grabag by using the mind map method can improve student learning outcomes as evidenced by the average pre-test grade VIII grade students in the range of 64.40 and post-test scores to 89.50. This shows the average value of the post-test is greater than the average value of the pre-test.

Keywords: Learning Outcomes, Mind Map Method, SKI Learning Outcomes

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INTRODUCTION

Education plays an important role in preparing quality human resources and able to face challenges in the future. Education is the most important thing as a benchmark for the development of a nation so as not to be left behind by other nations. Education is a very strategic process in educating the life of the nation and the momentum of all nature inherent in children as human beings. An educator has a very important role in determining the quality of learning (Bezuidenhout, 2018; Guthrie, K. L., & Jenkins, 2018).). In learning we need a learning method that can be interpreted as a set of practical ways that can be done to achieve certain goals in the learning process (Asmani; 2004). In religious education does not only work on the teachings of religion to students, but also instills a commitment to the teachings of the religion they learn. In the selection of methods, the teacher must examine the suitability of the expected behavior with the objectives of the learning method. Based on the objectives of the SKI subjects in Mts students are expected to be able to realize or understand the history and culture of Islam in the period of prophecy and after prophecy. However, the results of SKI learning in Mts ma'arif 03 Grabag have not been able to be achieved as optimally as expected. Based on information obtained from SKI subject matter teachers, with KKM 70 out of 48 students, only 14 students completed.

The low student learning outcomes are caused by student factors and teacher factors themselves. The various causes can be described as follows: (1) problems caused by teachers include:

a. Selection of lecture and question and answer methods that are not appropriate with the subject matter, b. The teacher only gives ordinary notes, c. The lack of teacher in class mastery. (2) Problem caused by students include: a. The low appreciation of students for lessons, b. Lack of active students in learning, c. Students only note material monotonously.

Based on this background, the research problem formulation is as follow, Can the use of the mind map method improve student learning outcomes in SKI VIII subjects in Mts Ma'arif 03 Grabag?

METHODS

The method is derived from the Greek language *methodos*. *Methodos* comes from the word "meta" meaning through and "hodos" which means road. Methods are practical ways of achieving teaching objectives (Asmani: 2014, 19).

Mind map is an alternative thought of the whole brain to linear and regular thinking. Mind maps are an easy way to enter information into the brain and to take information outside the brain (Buzan: 2012, 4). Shoimin (2014: 105) suggests the mind map or mind map that: Mind mapping is a technique of utilizing the whole brain with visual images and other graphic infrastructure to form impressions.

It can be concluded that the mind map learning method (thought map) is a good learning method to be applied in learning that is useful in helping students in the learning process, save information in the form of subject matter received by students during learning and help students compile the most important points in the subject matter in the form of maps, graphs and the use of symbols so that students more easily remember the lesson.

According to Buzan (2008: 171) that the concept of mind map (mind map) can help children in: a) Makes it easier to remember things, b) Make it easy for children to remember facts, numbers and formulas easily, c) Increase motivation and concentration.

Learning activities using the mind map learning method, there are several steps explained by Shoimin (2014) the steps are as follows: 1). The teacher conveys the learning objectives to be achieved, 2). The teacher presents the material, 3). Students are divided into groups, 4) students design thinking maps, 5). Students present the results of group discussions, 6). Conclusion.

According to Murodi in his book on the history of Islamic culture class VIII, the notion of history according to language comes from Arabic namely *Syajarotun* which means tree. While history according to the term is an event that happened in the past related to various processes of human life and studied in the present to be taken as a lesson for the journey of life in the days of love (Murodi: 2009, 4)

The history of Islamic culture is defined as the development or progress of Islamic culture in its historical perspective. According to Ahmad Syaabi (1959, 4). SKI is an abbreviation of Islamic Cultural History which is part of Islamic religious education subjects which is not separate from the science of Islamic religious education.

In the curriculum of Madrasah Stanawiyah Islamic history history subjects are Islamic-based subjects that cone in the discussion of the introduction, understanding, appreciation of Islamic history, which then becomes the basis of life outlook through guidance, teaching, training, exemplary, use of experience and habituation activities.

In this study, researchers used the CAR method which is an action research conducted with the aim of improving the quality and learning outcomes of a group of students (Mulyasa: 2011, 10). Classroom Action Research has a research flow that includes the steps: 1. Planning, 2. Acting, 3. Observations, 4. Reflection.

Data collection in this study was carried out by tests, observations and documentation.

1. Test
2. Observation
3. Documentation

Analysis of the data used in this research is descriptive qualitative developed by Miles and Huberman, consisting of three stages of activity namely:

1. Data reduction, is the process of selecting, focusing and simplifying all data that has been obtained from the initial data collection to the preparation of research reports.
2. Presentation of data is the activity of organizing the results of the reduction by compiling narratively a collection of information that has been obtained from the editorial results so as to provide the possibility of drawing conclusions and taking action.
3. Drawing conclusions and verification of data is to provide conclusions on the results of interpretation and evaluation which includes searching for the meaning of the data and providing certain explanations.

Based on the criteria for success standards in Mts Ma'arif 03 Grabag which reached KKM 70, then in this study there are two kinds of indicators of success that will be achieved, namely indicators of the feasibility of learning and indicators of student learning outcomes improvement. Learning is said to be successful or well implemented if the minimum value of 70 of the planned activities is carried out well.

RESULT AND DISCUSSION

This research consists of two cycles, each of which can be described as follows:

Cycle I

1. Planning Phase

Activities at this planning stage include:

- a. The teacher determines the subtopics to be taught namely explaining how Muslims struggled during the dynastic period.
- b. Prepare lesson plans as a guide in teaching and learning activities
- c. Prepare learning activities using the mind map method
- d. Prepare evaluation questions as a means of knowing students' abilities
- e. Prepare observation sheets / observations for teachers to find out changes and development in implementing learning.
- f. Prepare observations of students by paying close attention to student behavior during teaching and learning activities

2. Implementation Stage

a. Initial activity

As for the initial series of activities are as follows:

1. The teacher says greetings and pray together with one of the students.
2. The teacher checks the presence of students.
3. The teacher conveys the competency standards and learning objectives that will be achieved.
4. The teacher gives motivation around the goals and benefits of SKI learning.

b. Core activities

1) Exploration

- a. The teacher builds students' initial knowledge through the provision of material briefly so that students are innovated to participate in learning activities.
- b. The teacher creates an atmosphere that allows interaction between students and teachers, students and students, and students with the environment and learning resources through question and answer activities.

2) Elaboration

- a. The teacher forms groups of 5-6 students and distributes group worksheets to each group.

- b. The teacher gives an explanation of the steps in making a mind map.
 - c. Students in each group make a mind map in accordance with the work steps that have been discussed by the teacher.
 - d. Each group discusses the results of making mind maps and making conclusions.
 - e. The teacher invites each group to present the results of the discussion.
 - f. Other groups are given the opportunity to refute or add to the opinions of the groups presenting.
- 3) Confirmation
- a. The teacher gives feedback to students by giving reinforcement in oral form.
 - b. The teacher and students do a question and answer session and conclude the material.
 - c. The teacher provides information to explore.
- c. End activities
- a. Students and teachers conclude the shape and form of Islamic culture
 - b. The teacher gives an assessment of the achievement of learning objectives
 - c. The teacher designs the next learning based on current learning experiences
 - d. The teacher ends the learning by praying together and saying hello

3. Observation stage

Observation is the observation of the implementation of the learning process in class together as a researcher and observation of changes in student behavior for learning actions carried out using data collection instruments.

4. Reflection Stage

After the planning, action and observation are carried out, the next step the researcher undertakes is reflection using the mind map method. The reflection phase is carried out by analyzing the results of the action to what extent the level of change in the ability of students before and after the action and assessing the success of student learning in preparation of previous actions.

The reflection obtained from the implementation of the first cycle is the use of the mind map method is considered less than optimal, this is caused by several problems including the following:

- a. There are still students who pay less attention to the explanation from the teacher.
- b. Some students lack concentration in learning.
- c. The teacher is not optimal in explaining the mind map learning method.
- d. Some students do not understand the mind map learning rules and instead make a chart instead of mind maps.
- e. Students feel new things what is done by the teacher.

Based on the data obtained, it can be seen that the results of the post-test can be concluded that students who have completed KKM 70 are 29 students or 60% of the total number of 48 students, that have not been completed as many as 19 students or 40% of the total number of students in class VIII A, with an average value of 68.50.

Cycle II

The implementation of the second cycle is carried out in 4 stages, namely:

1. Planning Phase

- a. The teacher determines the subtopics to be taught, for example, explaining the advances during the Ayyubid Dynasty
- b. Prepare lesson plans as a guide in teaching and learning activities.

- c. Prepare learning activities using the mind map method.
- d. Prepare evaluation questions as a means of knowing students' abilities.
- e. Prepare observation sheets / observations for teachers to find out changes and development in implementing learning.
- f. Prepare observations of students by paying close attention to student behavior during teaching and learning activities.

2. Implementation Stage

At the implementation stage includes the implementation of classroom learning as a model teacher by using learning tools in accordance with the lesson plans that have been designed, namely:

a) Initial Activity

- 1. The teacher says hello and prays together, led by one of the students.
- 2. The teacher checks the presence of students.
- 3. The teacher appreciates by asking for learning last week.
- 4. The teacher gives motivation around the purpose and benefits of studying Islamic history.

b) Core Activities

1. Exploration

- a. The teacher builds students' initial knowledge through the provision of material briefly so that students are motivated to participate in learning activities.
- b. The teacher creates an atmosphere that allows the interaction between students and teachers, students and students.

2. Elaboration

- a. The teacher forms groups of 5-6 students by distributing group worksheets to each group.
- b. The teacher gives an explanation of the steps in making a mind map.
- c. Students in each group make a mind map in accordance with the work steps that have been discussed by the teacher.
- d. Each group discusses the results of making mind maps and making conclusions.
- e. The teacher invites each group to present the results of the discussion.
- f. Other groups are given the opportunity to refute or add to the opinions of the group presentations.

3. Confirmation

- a. The teacher gives feedback to students by giving reinforcement in oral form.
- b. The teacher and students do the questions and answers and conclude the material.
- c. The teacher provides information to explore.

c) Final Activity

- 1. Students and teachers conclude the material about the SKI material they learn.
- 2. The teacher gives an assessment of the achievement of learning objectives.
- 3. The teacher designs the next learning based on the current learning experience.
- 4. The teacher ends the learning by praying together and saying hello.

3. Observation Stage

Observation is the observation of the implementation of the learning process in class together as a researcher and observation of changes in student behavior for learning actions carried out using data collection instruments.

4. Reflection Stage

In cycle II students pay more attention to the teacher's explanation compared to the previous cycle. This is because the preparation of the presentation of learning is more mature. The teacher is more optimal in carrying out learning because of students' interest in receiving material so that the learning outcomes achieved are far better than the previous cycle.

In cycle II with learning using the mind map learning method, with KKM 70 all students of class VIII A Mts Ma'arif 03 Grabag are 48 students or 100% have completed with an average grade of 89, 50. Improved learning outcomes because students are motivated by the teacher in delivering the material so students receive lessons well and the teacher is able to practice using the mind map method optimally in learning.

The results of classroom action research conducted by researchers showed that student learning outcomes of learning increased from before the action was implemented. The learning outcomes include the results of the post-test scores obtained after learning using the mind mapping learning method with student-centered learning.

The results of research conducted before PTK, Cycle I, Cycle II are as follows:

1. Results before PTK

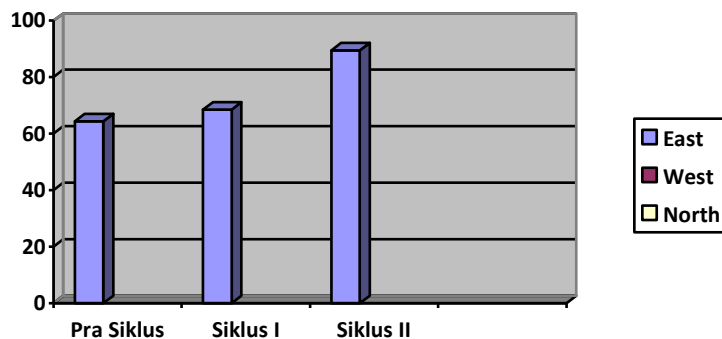
Before the implementation of CAR with the KKM 70 on SKI subjects. Student pre-test results indicate student learning outcomes are less satisfactory or still below the minimum limit with details of 14 students who have just completed a total of 48 students. The problem obtained from learning is the use of learning methods that are less presentative.

2. Cycle I Research Results

In the first cycle there was a pretty good increase with the percentage of 29 students or 60% of the total number of 48 students. However, the percentage of learning outcomes in the first cycle which increased from the previous cycle cannot be said to be successful. Based on KKM in Mts Ma'arif 03 Grabag states that classical completeness reaches 85% of the number of students who reach ≥ 70 . Thus the classical completeness in the first cycle has not yet reached the established completeness criteria of 85%. Then the research process must be continued at a later stage.

3. Cycle II Research Results

In cycle II student learning outcomes have reached 89.50 with 100% completeness or overall students declared complete. Based on KKM in Mts Ma'arif 03 Grabag in 2016/2017 with classical completeness 85% of the total number of students reached ≥ 70 . Thus the classical completeness in the second cycle has reached the specified completeness of 85% and 110% $\geq 85%$, then the cyclic research process can be stopped.



Based on the diagram above, it can be seen the average grade of students of VIII A Mts Ma'arif 03 Grabag Magelang Regency has increased. From the pre cycle before using the mind map learning method the average value of students was 64,40. While the average value of cycle I is 68,50 and the average cycle II is 89,50 from the data it can be concluded that learning using the mind map method has shown an increase from pre cycle to cycle I and subsequently to cycle II.

CONCLUSION

Based on research conducted at Mts Ma'arif 03 Grabag Magelang Regency in 2017, it can be concluded that through the application of the mind map method in SKI subjects in class VIII can improve student learning outcomes. This is consistent with the value of student learning outcomes that have reached KKM 70, obtained from the Pre-Cycle learning outcomes with an average student score of 64,40 and increased by 4 points in Cycle I to 68,50 and then continued in the second cycle which experienced a significant increase namely 21 points with an average student being 89,50. From the pre-cycle before using the mind map method students' completeness was only 29%, while the completeness of the first cycle reached 60% and the completeness of the second cycle reached 100% and $100\% \geq 85\%$. Thus the application of mind map learning methods in SKI subjects in Mts Ma'arif 03 Grabag Magelang Regency can be said to be successful.

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