Use of mind mapping method to improve social studies learning outcomes of elementary school students

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ARTICLE INFORMATION

ABSTRACT

The low student learning results in social studies are the background for this study, and the learning that takes place typically is monotonous so that students find it difficult to retain the subject that has been covered. The aim of this study or service is to report how the mind mapping technique improved student learning results in class VI at SDN 14 Simpang Ampek. This study is a two-cycle classroom action research (CAR) that combines qualitative and quantitative methods. Whereas cycle two just has one meeting and cycle one has two meetings. The findings revealed that cycle I meeting 1 student learning objectives had an average score of 74.01 and a completion rate of 47.4%. Meeting 2 came in second with an average of 82.41 and a completion rate of 78.9%. Then, it improved once more in cycle II meeting 1, reaching an average of 89.6 and a 100% completion rate. Thus, it can be inferred that by adopting the mind mapping method in elementary schools, kids' social studies learning results can be enhanced.

Keywords: Learning outcomes; mind mapping method; elementary school

1. INTRODUCTION

In simple words, education can be defined as a human attempt to develop one's personality in society and culture [1]. No matter how primitive a society's civilization, education always occurs or occurs there. As a result, it is usually asserted that education is a component of human civilization. Obviously, what is meant by education in this context does not imply that educational institutions in the form of schools have always existed. According to article 1 of Law No. 20 of 2003 concerning the National Education System, education is a deliberate planned effort to create a learning environment and learning process in which students can actively develop their potential for intelligence, self-control, noble character, and skills. demanded by himself, his community, his country, and his nation [2], [3].

Improving the quality of education quality, especially in elementary schools, can be seen from the student outcomes offered by students, as well as from the quality and quantity of the schools themselves [4]. The development of students' potential can be started by developing the skills and thinking abilities of students. The necessary thinking skills are critical, logical, systematic and reasoned thinking [5]. One of these thinking skills can be developed through social science education (IPS). Social studies subjects have strategic and important values for forming superior, reliable and moral human resources from an early age (elementary school age) [6]. Until now the obstacle in learning social knowledge is that learning social knowledge has not been packaged in an interesting and fun model [7].

In accordance with the mandate of the 2003 National Education System Law, teaching social sciences is one of the compulsory subjects in schools from elementary to high school. Social science education is a combination of various social sciences, natural sciences and humanities. full of scientific and pedagogical methods in accordance with the advantages of school learning [8].

In schools, the goal of social learning is to prepare students to become good citizens and to manage knowledge, attitudes, and values that are useful for solving personal and social problems [9].

With social studies lessons studied at school, students are trained to be actively involved in the social field, have high social sensitivity and social awareness. Through these skills, students are expected to have a positive attitude and mindset towards various inequalities in the social environment. What's more, life's challenges will become increasingly difficult in the future and with the changing times, many new problems will emerge. Overcoming various problems requires a high level of thinking, including learning to think critically. This is in line with the objectives of the IPS training itself, namely. H. create the conditions for critical thinking, curiosity, inquiry, problem solving, information processing and an active role in social life [10]

Educational goals are difficult to fulfill because they necessitate a process that is inextricably linked to the teacher's position. According to Law No. 14 of 2005 Concerning Teachers and Lecturers, teachers are professional educators whose primary responsibility is to educate, teach, lead, direct, and train students in formal education, basic education, and further education in early childhood education, as well as assess and evaluate them [11], [12]. Teachers are expected to participate actively in the advancement of science and to serve as role models of good behavior in accordance with existing norms [13]. The teacher is no longer the exclusive source of learning, but rather supports and guides students to ensure optimal development [14].

The low quality of the IPS learning process has an impact on low student learning outcomes. Based on **Table 1** of the results of the midterm exam for social studies class VI at SDN 14 Simpang Ampek, the following results are obtained.

Table 1. List of grade VI midterm exams at SDN 14 Simpang Ampek

No.	Student's name	Value
1.	GMJ	62
2.	AS	54
3.	AR	66
4.	AF	42
5.	APH	74
6.	BNZ	82
7.	FNI	78
8.	FP	62
9.	HHJ	58
10.	LM	76
11.	MFF	70
12.	MI	42
13.	MF	76
14.	RAP	60
15.	WZP	54
16.	NAH	56
17.	AF	46
18.	MRNS	78
19.	TZP	74

If this trend continues, it will be impossible to achieve the aims of the social sciences. As a result, it is vital for a professional teacher to handle this issue by including a variety of social values, such as cooperation, responsibility, excitement, and mutual cooperation, as well as reflective learning methods and methodologies. Students' interaction, communication, and cooperation in comprehending and learning subjects are crucial to reaching this goal. One possibility is to use mind mapping.

One model that can be used in elementary classrooms is mind maps [15]. The concept of mind mapping is adapted to one of the features of primary school pupils who enjoy playing and having fun [16]. Students are encouraged to take notes or summarize using keywords and graphics when using the mind map recording approach. This combination creates associations in students' minds, allowing them to effortlessly recall material linked to images or keywords while viewing images or keywords [17]. [18]. Mind mapping has been discovered to be an alternative to thinking holistically and linearly. Mind maps may collect thoughts from all angles and reach in all directions. Mind maps are the most efficient means of getting information into and out of the brain. Mind mapping is a unique and powerful method of literally recording and mapping our thoughts. Mind mapping is also a simple process [19].

Found that mind mapping is an alternative to thinking holistically and thinking linearly. Mind maps reach in all directions and capture thoughts from all angles. Mind maps are the easiest way to get information in and out of the brain. Mind mapping is a creative and effective way to literally record and map our thoughts. Mind mapping is also very simple:

a. Versatile: If the speaker suddenly thinks of discussing something regarding the concept, you may easily put it to the proper spot on your mental map without causing confusion.
b. Be able to concentrate: You don't have to think about every word you say. Instead, you can concentrate on that concept.
c. Improve comprehension: When reading drafts or reports, Mind Maps improve comprehension and give important review notes at a later date.
d. Enjoyment: Your imagination and creativity are limitless, and taking and reviewing notes is more enjoyable.

Aside from these benefits, collaborative learning techniques such as mind mapping have drawbacks. One of them is that its application takes a long time and is likely to dull students who do not appreciate pictures [20].

According to the preceding description, the mind mapping method allows for broad alternative thinking from various angles and enables pupils to construct their own creative thinking models. As a result, it is envisaged that this strategy may eventually improve student learning results in the social sciences.

The formulation of the problem that this research seeks to address is how to improve student learning outcomes at SDN 14 Simpang Ampek Class VI utilizing the mind mapping approach. The goal of this study was to describe the development of student learning outcomes using the mind mapping method at SDN 14 Simpang Ampek Class VI, so that the findings can be used as input for future teachers to overcome learning problems, particularly social ones.

2. METHOD OF IMPLEMENTATION

The Group Action Research Method (CAR) was employed in this study. Action research in class is defined as action research (action research) conducted by teachers who conduct research in their class or in collaboration with other people (collaboration) by planning, implementing, and engaging in collaborative and participatory activities with the goal of improving or improving. to consider the quality of learning in the classroom using specific cycle functions [21].

Class activity learning is carried out using the cycle model developed by Kemmis (Uno 2011:88). Kemmis and Mc cycle model. Taggart essentially consists of devices or threads, where a device consists of four parts, namely Design, Action, Observation and Reflection. The four components in the form of threads are considered as one cycle.

This research took place in two cycles. The first cycle consists of 2 meetings (learning) and the second cycle consists of 1 meeting. If two cycles are not successful, continue with the nth cycle. At each meeting, observations were made of student activities during the learning process. There is a learning achievement test at the end of each lesson. **Figure 1** the flow of Classroom Action Research (CAR) that researchers do can be described as follows:
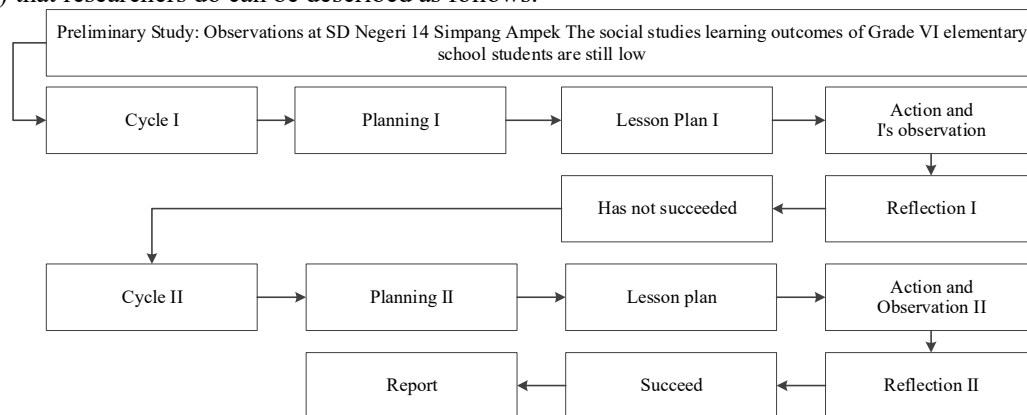

Figure 1. The flow of classroom action research modifications to the flow of Kemmis and Taggart in Uno (2011:88)

This survey included 19 grade VI students from SDN 14 Simpang Ampek, with 9 female students and 10 male students. The method of data collecting is observation, testing, and documenting. Following data collection, the data is analyzed using a quantitative descriptive approach. Looking at the data, noting, categorizing, looking for relationships, making comparisons, categorizing the data, and then drawing reflective conclusions by determining the significance of the links between the categories are all part of this study.

3. RESULTS AND DISCUSSION

It is discussed below based on the steps performed in social studies learning cycles I and II to improve social studies learning material using the mind mapping method to improve student learning outcomes in class VI:

3.1 Cycle I

Cycle I planning begins with implementing a series of learning activities utilizing mind mapping, followed by adopting a number of classroom plans, tactics, and learning scenarios. Based on this plan, Cycle I study was carried out using learning materials on the geographical characteristics and socio-cultural situations of ASEAN countries.

3.1.1 Planning

Prepare a variety of things that will be required at this point, such as consultation with the principal and coworkers. The researcher then used a thought map to create a lecture plan.

3.1.2 Action implementation

The lesson in this portion begins as follows: 1) Greetings, 2) Reading a prayer together, 3) Evaluating pupils' learning abilities 4) Classroom examination; 5) Evaluation tool. Furthermore, the researcher invited the students to assess the images and provided them with the option to ask questions. The researcher also separated students into groups, assisted them in creating mind maps, and presented the findings of the students' mind mapping work.

3.1.3 Observasi

The researcher assessed the learning outcomes received by students during the learning process and afterwards. **Table 2** shows the student learning outcomes in Cycle I.

Table 2. Cycle I student learning outcomes

Cycle	Cycle I Meeting 2	Cycle I Meeting 2	Average	Completeness Percentage
Cycle I Meeting 1	40	90	74,01	47,37%
Cycle I Meeting 2	60	100	84,22	78,95%

According to the learning outcomes data in **Table 2** the level of student completion in the first session of Stage I was only 47.37%, with the lowest score achieved by students being 40 and the best score being 90, and the average student score being 74.01. In Session 2, the percentage of completeness increased to 78.95, the lowest score was 60, the highest score was 100, and the average score was 84.22.

3.1.4 Refleksi

Reflection is defined as an activity that assesses and investigates learning activities completed in cycle I in order to improve and complete activities in the following cycle. Several problems need to be corrected as a consequence of observations of teacher and student actions in Cycle I, as follows: 1) Teachers are unsure about how to effectively assist students' learning, particularly in mind mapping 2) Teachers are unable to effectively assist participants in mind mapping, making it difficult for pupils to generate ideas for mind mapping. 3) Mind mapping is used by many kids who are not creative in any way. 6) Students are less involved in mind mapping, and learning outcomes remain poor.

3.2 Cycle II
3.2.1 Planning

Changes were made to Learning Cycle II with a literacy approach at the third meeting, so that reinforcing notions assist students locate more complex ideas connected to mind mapping that affect student learning results. In addition to coaching, students who understand their classmates well can be

assigned the position of peer tutors. With educational materials on the economic conditions of ASEAN member countries.

3.2.2 Action implementation

The lesson in this portion begins as follows: 1) Greetings, 2) Reading a prayer together, 3) Evaluating pupils' learning abilities 4) Classroom examination; 5) Evaluation tool. Furthermore, the researcher invited students to examine the learning films and allowed them to ask questions. The researcher also separated the students into groups and then assisted them in creating mind maps and presenting the outcomes of their work. Student

3.2.3 Observasi

Researchers conduct assessments throughout and after the learning process to determine the learning outcomes attained by students. **Tabel 1** displays the student learning outcomes from Cycle I

Tabel 1. Cycle II student learning outcomes

Cycle	Lowest Value	The highest score	Average	Completeness Percentage
Cycle II	80	100	89,62	100%

Tabel 1 shows that the degree of completeness of Cycle II students climbed to 100%, with the lowest student score of 80, the maximum score of 100, and the average student score of 100. Only 89.02. Based on these student learning outcomes, it is possible to conclude that, according to KKM, there are no more than 75 students with learning outcomes, and social studies learning outcomes using the mind mapping approach have increased the most.

3.2.4 Reflection

Based on the findings of the reflective observation of Cycle I learning implementation, the size of Cycle II was increased compared to the previous cycle, ensuring that the student learning outcomes attained in this study were in line with expectations. Cycle II consultation results revealed a greater improvement than Cycle I. The learning process in Cycle I went smoothly, but there were still flaws in this activity that stemmed from researchers and students who were primarily concerned with improving the concentration of student learning results. These kids initially performed poorly in the social sciences. Efforts were made in Cycle II learning to remedy any inadequacies in Cycle I. Cycle II was successful since the presentation during the preparation, implementation, and completion stages of IPS learning using the mind mapping method went as planned. Figure 2 depicts how the mind mapping method improved student learning outcomes in cycles I and II.
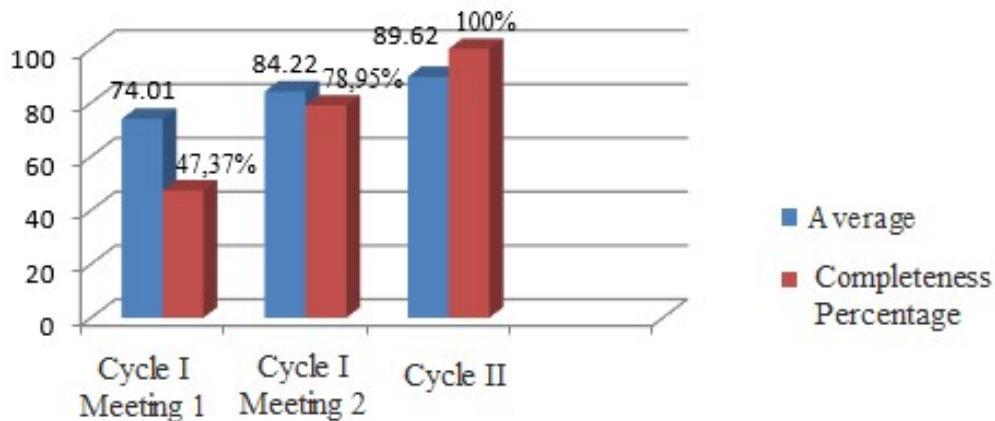

Figure 2. Graph of learning outcomes cycle I and cycle II

Learning outcomes and the number of students who finished their social studies coursework have grown, beginning with cycle I meeting 1, increasing with meeting 2, and then increasing in cycle II, according to **Figure 2**. The average student score climbed from 74.01 in meeting 1 of the first cycle to 84.22 in meeting 2, representing a completion rate of 78.95%. It increased once again during Cycle II, attaining an average value of 89.62 and a completion rate of 100%.

4 CONCLUSION

According to research, pupils who apply the mind mapping method learn more about social studies. This can be proved by increasing student completion rates and learning outcomes in cycles I and II. Thus, the mind mapping method can be claimed to improve the learning outcomes of elementary school kids.

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