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DEEP MIND MAPPING MODEL IMPLEMENTATION DEVELOP CHILD CREATIVITY

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Abstract

Children's creativity is a potential that must be developed through the educational process. This study aims to describe the implementation of the mind mapping model in developing children's creativity in akidah akhlak lessons. This study uses a qualitative approach with a descriptive study method. The background of this research is in SDN 068003. Observation techniques, interviews, and document studies are three research data acquisition techniques. Then, the data were analyzed using an interactive analysis model, through the steps of data collection, data sorting, data presentation, and drawing conclusions. The results of this study indicate that the application of the mind mapping model makes it easier for educators during the thematic learning process, because it stimulates students to develop their creativity based on the spirit of group learning. Likewise, there are obstacles in implementing the learning model, namely the low focus of students in group activities, difficulties for teachers to control student learning behavior, and some students like to disturb their friends.

Keywords: Children's Creativity, Mind Mapping Model, Akidah Akhlak Learning..

INTRODUCTION

Learning is the essence (main part) in the educational process in schools/madrasas. The success of education in achieving its main goals depends on the learning process (Suherman, 2007). In this context, the role of interaction between teachers and students is fundamental in developing students' creativity (Fakhrurrazi, 2018: 85-99). To support the teacher's role in learning interactions, an appropriate model is needed to improve student learning outcomes.

According to Surbakti (2018), a fatal error in the learning process so far is the teacher's habit of students demanding to listen (lecture method), record the contents of the book, and just memorize the material in the book. This kind of learning model certainly does not train students' reasoning to think critically and be able to communicate each material they have learned independently. In fact, in the current technological era, learning concepts and contextualization are needed that help students independently develop their potential (Winataputra, et.al., 2014: 1-46).

The learning model is a series of concepts for presenting teaching materials, starting from learning design, learning implementation, to learning evaluation (Dasna, 2015: 1-61). It also contains the learning facilities needed, the techniques used, the strategies applied, and the methods implemented in the learning process (Assingkily, et.al., 2021). Mind Mapping is a learning model that is commonly used to stimulate thinking skills and develop students' creativity and self-potential (Astuti, 2019: 64-73; Wulandari, et.al., 2019: 10-16).

According to Ashoumi, et.al. (2020: 1-6), the mind mapping learning model helps students in efforts to improve learning outcomes and to be more proactive during the learning process. In practice, the mind mapping learning model prioritizes the internalization of teaching values through the concept of mapping teaching themes that make it easier for students to understand (reason). Furthermore, Almu (2019: 177-185) emphasized that the application of this learning model must be carried out consistently by the teacher to students, so that the main learning objectives can be achieved.

Learning so far is seen as dichotomous between subjects, so that the specification of each material seems to have no relevance to the study of other teaching materials. On this basis, the concept of scientific integration, scientific Islamization, and the concept of wahdah al-'Ulum were born (Santosa & Fitria, 2021; Assingkily & Barus, 2019). The concrete form of embodiment of the relevance of learning at the basic education level is by establishing thematic learning concepts. Where, every lesson that used to be separate is used as integrated learning using concrete themes that are close to students' daily lives. Then, through these themes, relevance between subjects is presented which aims to provide meaningful experiences for students (Salminawati & Assingkily, 2020).

According to Manullang & Silaban (2020: 110-129), Themes are the main ideas or main ideas that are the subject of discussion. In the 2013 curriculum, the national government has implemented integrated thematic learning in each educational

institution unit. Thus, students and teachers focus on discussing a certain theme in 1 (one) book, and simultaneously discuss various subjects that are interrelated in 1 (one) theme.

In fact, research on the mind mapping learning model has been extensively researched before by previous researchers. Among them are discussing research from aspects of increasing student learning outcomes and achievement (Syam & Ramlah, 2015; Marxy, 2017: 173-182; Sunarman, et.al., 2015; Nazliyah, et.al., 2019: 180-185; Zuhdiana & Mawartningsih, 2017: 604-610; Sari, et.al., 2016; Ruhama & Erwin, 2021), the effectiveness of mind mapping learning models (Nurroeni, 2013; Sulichah, 2018: 71-77), students' critical thinking skills (Ristiasari , et.al., 2012; Ma'ruf, et.al., 2019: 503-514; Istiningsih, et.al., 2019: 1-16), student interest and motivation (Sulfemi, 2019: 13-19), the character of responsibility for students (Rahayu, 2016), the implementation of mind mapping in separate subjects (Assingkily, 2021), increased student creativity (Sholihah, 2015; Retnowati, 2018: 1-19; Setyarini, 2019: 30-44), and storytelling skills (Sipahutar, 2018: 75-81).

Observing the relevant research above, it is known that almost various aspects have been previously studied on themes related to mind mapping. However, researchers are trying to deepen the study of this learning model in class V thematic learning theme 2 sub-theme 2 learning 2. This object is the distinction of this research from previous research. Specifically, this research is summarized in the title, "Implementation of Mind Mapping Models in Developing Children's Creativity in Akidah Akhlak Lessons".

RESEARCH METHODS

METHOD

This research was conducted with the concept of field research (field research). The approach used is qualitative with a descriptive study method (Assingkily, 2021). The research was conducted at SDN 068003. Data were collected using 3 (three) techniques, namely interviews, observation and documentation. Then, data analysis also went through three stages, namely the stage of sorting the data, the stage of presenting the data, to the stage of drawing research conclusions. Through this research, researchers will draw conclusions from the information provided by informants through the experiences experienced while teaching using the mind mapping learning model.

DICUSSIONS AND RESULT

Implementation of the Mind Mapping Learning Model

The learning model is a design used by the teacher during the learning process (Priscylio & Anwar, 2019: 1-12). The learning model creates environmental situations that create learning interactions so that students change and develop themselves (Kristinawati & Mahanal, 2017: 637-644). Following are the learning steps using the Mind Mapping model:

Table 1. Learning Steps Using the Mind Mapping Model.

Activity	Activity Description	Time Allocation
Introduction	• The teacher opens the class by saying "Good Morning" and continues by reading a prayer (according to each religion) (Orientation) • Associating previously existing material learned with the material to be studied is expected to be associated with experience students (Apperception). • The teacher gives an overview of the benefits learn lessons to be learned in everyday life (Motivation)	15 minute
Core of The Study	Come on Observe • Students observe pictures of regional dance works in student books. • Students write down the property names used in the two dances on the pictures in the Student's Book. • Students discuss to answer the following questions. Like what properties are used in the Plate Dance and the Rangguk Ayak Dance. • Students discuss again to answer questions in student books, such as: 1) What is dance property? 2) What objects can be used as dance props? 3) What is the basis for selecting an object to be used as a dance property? 4) What is the function of the dance property?	120 minute
Closing	• Together students make conclusions / summaries of learning outcomes for a day. • Ask and answer questions about the material that has been studied. • The teacher provides opportunities for students to express their opinions about the learning process that has been followed. • Inviting all students to pray according to their respective religions and beliefs (to end learning activities)	15 minute

Based on the results of triangulation from interviews with grade IV teachers, that the implementation of using the mind mapping learning model in thematic learning develops creativity and increases student activity in conducting thematic learning processes, especially on themes related to religion by means of creative and effective notes. In accordance with Buzan's quote (2005), that mind mapping is a creative way of taking notes using colors, symbols, words, lines and images that are in accordance with how the brain works.

Through the stages of planning, implementation, to the evaluation process, summarizing some of the responses of teachers and students. That the teacher's response commented that the mind mapping learning model made activities more enjoyable and fostered the creativity of students and saved time, especially in thematic lessons. While the responses of students, namely in interview and observation techniques, it can be seen that when the mind mapping learning model is used in the learning process students get a good response, in which students feel active and happy and excited when learning.

According to Bintara (2013), the mind mapping learning model helps students' logical thinking framework. This is based on the concept of mapping which makes it easier for students to understand the flow of teaching materials. Furthermore, Anwar (2014) adds the need for creativity from educators in presenting learning using a mind mapping model, such as presenting a unique and neat appearance so as to attract students' attention and motivation to learn.

Furthermore, Fadhilatunnisa (2017) emphasized that learning using the mind mapping model is seen as making it easier for students to reason about each teaching material. This is because many teaching messages are presented in the form of abbreviations or acronyms. This certainly does not just stimulate students' memorization skills, more than that students feel happy and excited to learn (Almaarif, 2016). Thus, the concept of teaching material which some students see as "heavy" at first, converts easily because it is assisted by a mind mapping model (Utamie, 2019; Rahayu, et.al., 2016).

Learning activities using mind mapping models can also train student creativity. Where, the teacher gives abbreviation codes or learning keywords, then provides "creativity" space for students to make their own flow of understanding the concepts explained (Wati & Sudigdo, 2019; Apriyanto, 2014). Thus, students understand in a structured way what they want to write and conclude in the concept of a mind map

framework even though the teaching material was originally seen as difficult or difficult for students to understand.

Likewise, as a learning model, mind mapping also does not necessarily make students absolutely serious and happy about the learning process (Elita, 2018: 177-182; Suprihatin & Hariyadi, 2021: 1384-1393; Nopalia, 2022: 137-141; Sulistianah, 2021: 249-254). Based on the results of research at SDN 068003, obstacles were found in the use of this model, including (1) a small number of students lacked the focus of students in implementing group learning, (2) there were certain students who liked to disturb their group mates, and (3) the teacher had difficulty to control so that these students focus on their respective group work. However, most of the students/groups were able to finish well and on time.

CONCLUSION

Based on the description of the results and discussion above, it can be concluded that the application of the mind mapping model makes it easier for educators when the process of learning the moral creed, because it stimulates students to develop their creativity based on the spirit of group learning. Likewise, there are obstacles in the implementation of the learning model, namely the low focus of students in group activities, the teacher's difficulty controlling student learning behavior, and there are some students who like to disturb their friends.

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