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APPLICATION OF THE MIND MAPPING LEARNING MODEL THROUGH GROUP GUIDANCE TO IMPROVE CREATIVITY OF CLASS VIII-2 JUNIOR HIGH SCHOOL STUDENTS MUHAMMADIYAH 02 MEDAN

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Abstract

The aim of this research is to determine the application of the mind mapping learning model through group guidance services through modeling techniques to increase the creativity of students at SMP Muhammadiyah 02 Medan for the 2022/2023 academic year. The objects of this research were 8 students of VIII-2 SMP Muhammadiyah 02 Medan who had low creativity. Service implementation is carried out in one group guidance service cycle. The research design in this study is planning, action, observation and reflection. To obtain data and information in this research, observations and interviews were carried out. The data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions. Based on the results of the data analysis that has been described, it can be understood that the application of the mind mapping learning model through guidance services implemented in class VIII-2 of SMP Muhammadiyah 02 Medan for the 2022/2023 academic year can increase student creativity.

Keywords: Mind Mapping Learning Model, Guidance Services Group, Creativity

INTRODUCTION

Education is an important need for every individual. In its implementation, education becomes a forum for students to gain knowledge through the teaching and learning process. Education is an effort organized to help students create an active teaching and learning atmosphere, developing all their potential in terms of spirituality, personality, intelligence, character and skills needed not only for themselves but for

society, nation and state. The educational process is an effort carried out deliberately which aims to educate. Through the education process we will obtain students who will become human resources who have a big role in helping the nation and state development process. This is in accordance with what is stated in Law no. 23 of 2003 which states that national education functions to shape the character of students and develop their abilities in living a dignified national civilization.

Educators play a very important role in educating the nation's life. Law no. 20 of 2003 states that counselors are included in the teaching staff. This is also stated in Government Regulation no. 74 of 2008 concerning Teachers, which lists the workload of guidance and counseling teachers/counselors. Then Government Regulation Number 19 of 2005 concerning National Education Standards, states that each educational unit must prepare a curriculum called the 2013 Curriculum. By implementing the 2013 curriculum, teachers are expected to be able to encourage students to have high creativity in learning.

Creativity is a very important educational and life demand at this time. Creativity will produce various innovations and new developments in life. Creative individuals and organizations will always be needed by their environment because they can meet the needs of an ever-changing environment and are able to survive in dynamic and tight global competition. This very important creative potential is basically possessed by every child, that children have characteristics that experts often classify as characteristics of creative individuals, for example: great curiosity, likes to ask questions, high imagination, courage to face risks, happy about new things, and so on. However, parents, teachers at school and the environment are important factors that greatly influence the development of creativity.

Creativity is an activity and the ability to create something or a new combination based on pre-existing elements to become something meaningful and useful. Creativity can be realized anywhere, anytime and by anyone regardless of age or level of education. Keeping yourself busy doing creative things is very beneficial and gives you satisfaction. It cannot be denied that creativity can improve the quality of life. The creative ideas created can be useful for oneself, other people and even the country, as proven by the rapid progress of technology and the increasing development of science.

According to Semiawan (2010:14) explains that creativity is the ability to produce new things in art or in machinery or in solving problems with new methods. Creativity is

defined as the ability to create something new. Creativity also refers to the abilities that mark a creative person (Ngalimun, 2013:44).

Creativity in children has its own characteristics. Creativity in children is seen from the uniqueness of ideas and the growth of imagination and fantasy. This means that they have freedom and breadth of creativity, remembering that creativity is a potential possessed by every child that can be defined and nurtured through education. The need for creativity in providing education today is felt to be a need for every child. In this period of development and full of competition, every individual is required to prepare mentally to be able to face future challenges.

According to Hurlock (2011:2), creativity is still one of the most neglected objects of scientific research. There are many reasons for this neglect. First, there is the traditional belief that creativity, usually called “genius”, is inherited and that nothing can be done to make people creative. It is a common belief that people are either born with a great “spark” of genius or none at all. Second, because of the belief that only a few people have the ability to be creative, it was thought that scientific research should focus its attention on matters affecting the majority of the population, and not on the relatively few creative people. Third, it has been argued that those who work diligently and are capable, that is, those who have intelligence and a high drive for achievement, tend to be more successful in life than those who are creative. Fourth, there is a traditional belief that creative people do not conform to gender. The belief that creative men will be more feminine and creative women will be more masculine has discouraged parents from praising their children's creative impulses. Fifth, creativity is difficult to study and even more difficult to measure. With today's emphasis on measuring different human qualities such as intelligence, personality, or mechanical ability, it is not surprising that scientists ignore research in areas that contain many methodological difficulties.

Creativity seeks to optimize the brain as the main resource. Because creativity arises from the extraordinary interaction between the left and right hemispheres of the brain. In its development, creativity emerges through 3 things, namely existing from the time humans are born, acquired through learning, and honed through education. Student creativity can be developed through various methods in learning. It cannot be denied that every learning method has strategic implications for developing student potential. But in general, teachers still have weaknesses in determining the best method to choose and apply in implementing learning, especially in the classroom. Therefore, the learning

method used by the teacher must really pay attention to the characteristics of the students so that with this method the teacher is able to provoke students' emotions to be active in the learning process. Children's high creativity can encourage children to learn and work more so that one day they can create new things.

Based on researchers' observations and interviews with guidance and counseling teachers at SMP Muhammadiyah 02 Medan, researchers found several descriptions of student learning creativity at school, including that students do not know for sure what talents and interests exist within them. Students tend to be passive in the learning process in several subjects, students are not able to make a good study schedule, students lack the ability to prepare various assignments given by the teacher. Apart from students, children's creativity is usually created by the teacher's ability to create a pleasant learning atmosphere because it usually tends to only use lecture and question and answer methods, making students easily bored and having difficulty developing the creativity within the students.

In increasing students' creativity in learning, guidance and counseling services that can be used are an alternative solution in increasing students' creativity. In counseling guidance there are ten types of services that can be used to solve problems that occur with students, namely orientation services, information services, content mastery services, placement and distribution services, individual counseling services, group guidance services, group counseling services, mediation services and advocacy services. However, based on identifying the problems being experienced by students, the researcher took one of the services to improve students' positive character, namely by using group guidance services.

According to Hamdun (2013:37) states that group guidance is an effort or provision of assistance given to a person or individuals related to the problems they are facing and to obtain information about the problems they are facing with the aim of being able to resolve them in order to develop an understanding of themselves and others. Meanwhile, according to Damayanti (2012: 20) states that group guidance services are guidance and counseling services which together enable students (clients) through group dynamics to obtain various kinds of materials originating from certain sources, especially supervising teachers, together to discuss certain subjects (topics) that are useful for understanding in everyday life and for developing social skills both as an

individual and as a student so that they can consider when taking certain decisions or actions.

To achieve the expected learning objectives, researchers use learning models that can increase activeness and effectiveness in teaching and learning activities. The learning model in question is the Mind Mapping model, which is a creative, effective way of taking notes and mapping our thoughts in an interesting and easy way and not boring because it consists of words, colors, lines, symbols and lines. Through the mind mapping model, students not only hear explanations from educators, but can play an active role in the learning process so that they better understand and master the material they have acquired. According to Syafrudin (2018:34), mind mapping is the most effective and efficient way to enter, store and output data from someone's thoughts. This system works in accordance with the natural way our brain works, so it can optimize the entire potential and capacity of the human brain.

Furthermore, according to Khairudin (2019:34) states that mind mapping is a form that teaches students how to learn effectively and is fun for students because it helps students to be more creative and imaginative. Mind mapping is a creative, effective way for individual students to generate ideas, record lessons in the hope that students can develop their imaginations freely. This is intended so that students are able to improve their memory of the material presented by the teacher.

Learning using the mind mapping model will make it easier to make creative notes, because the creation is combined with attractive pictures, symbols and colors so that students will easily remember the lesson material they note down. By using this mind mapping learning model, it is hoped that it can have a positive impact on students' creativity which is still low.

By implementing the mind mapping learning model through group guidance, it is hoped that the guidance provided can be conveyed well so that it can increase creativity in students.

METHOD

The research design carried out was the design described by Iskandar Agung (2012: 65) who stated "Broadly speaking, there are four stages that are followed in carrying out classroom action research, namely: (1) Planning, (2) Implementation, (3) Observation, (4) Reflection".

The approach in this research uses qualitative research. Qualitative data is data expressed in the form of circumstances or characteristics. The source of qualitative data is the appearance of spoken or written words which are carefully observed and observed by the author in order to obtain the intended meaning. This is because the data obtained is in the form of words or actions, therefore the type of research is descriptive research, namely the type of research that only describes circumstances or situations. As according to Arikunto (2010:21), descriptive research is research in which the data collection is in the form of words, images, and not numbers.

When conducting research, data collection is a very important factor in obtaining research results. By choosing the right and correct method, precise, accurate and relevant data will be obtained. Therefore, to obtain accurate and relevant data in conducting this research, namely by using observation, interviews and documentation.

HASIL DAN PEMBAHASAN

Research conducted at SMP Muhammadiyah 02 Medan Implementing the Mind Mapping Learning Model through Group Tutoring Services to Increase the Creativity of Class VIII-2 SMP Muhammadiyah 02 Medan. Descriptions relating to research results are based on answers to research questions through interviews with direct observation data sources in the field (observation). Among the statements in the research are as follows: (1) Implementation of the Mind Mapping Learning Model through Group Tutoring Services (2) Student Creativity.

The objects of this research were 8 students from class VIII-2 with a total of 32 students from that class.

What we want to examine in this research is the application of the Mind Mapping learning model through group guidance to increase the creativity of Class VIII-2 students at SMP Muhammadiyah 02 Medan. The steps that the researcher took were observation, interviews and carrying out group guidance in 2 cycles, each cycle holding 2 meetings and explaining understanding regarding student creativity.

Through observations and interviews that have been carried out, researchers obtained results that can be concluded that the school principal fully supports every guidance and counseling activity carried out by the guidance and counseling teacher for students at Muhammadiyah 02 Medan Middle School.

Description of students' creative abilities

Creativity is the ability to produce new things in art or in machinery or in solving problems with new methods. Creativity is defined as the ability to create something new.

According to Afriana, S.Pd as the guardian of VIII-2 on Monday, July 10 2023, 10.00 until the end "For the problem of student creativity, in this class there are several students who have the problem of being less creative in learning and creating innovative learning. This can be seen from the daily lives of students in the creativity of students which is visible during the learning process in the classroom. Low student creativity makes it difficult for students to overcome various problems in learning, for example not being able to do the assignments given by the teacher well and finding it difficult to develop all forms of talents and interests that exist within them.

In this case, according to the information from the homeroom teacher above, the researcher can understand that in class VIII-2 SMP Muhammadiyah 02 Medan there are several students who have problems with creativity in learning.

Post-Service Observations

After the researchers carried out group guidance services for students who had problems with student creativity, the researchers made observations again on students who had implemented the mind mapping learning model through group guidance services to see how effective the group guidance services that had been provided to students were in increasing student creativity.

From several observations in implementing the mind mapping learning model through the first group guidance service in cycle I, there are still many students who do not understand, are sensitive and responsive in implementing group guidance service activities to increase student creativity. So the researchers re-applied the mind mapping learning model through group guidance services for the second time and are still in cycle I to increase students' personal potential and creativity.

In cycle I, the second meeting of the researchers saw and listened to the opinions they expressed regarding the problem of students' lack of creativity. Furthermore, the researcher also analyzed understanding through the BMB3 sheet to students to see students' understanding of creativity in learning so that students can increase their creativity and develop their full potential, both talents and interests. And from the results of the comprehension test, it can be seen that students are able to understand their talents

and all their abilities and are related to students' creativity in learning, this is still categorized as "Not Good" so researchers need to carry out cycle II to help students increase creativity.

At the first meeting of cycle II, the researcher again applied the mind mapping learning model through group guidance services. In accordance with the results of the BMB3 understanding that has been carried out, it is known that students are less able to overcome student creativity problems because students are less able to develop all their abilities, both talents and interests that exist within them and in this meeting researchers emphasized more on how to control behavior and train self-skills to have the ability to create new ideas and concepts in learning. And the results of observations made by researchers after implementing the mind mapping learning model through group guidance services to increase student creativity are quite satisfactory, however the commitment that students have built in implementing the mind mapping learning model through group guidance is still easily shaken in the sense of the word students are still hesitant. in carrying out the commitments that have been built. So the researcher again carried out group guidance services for the last time so that students were truly confident in the commitment they had made to carry out in their daily lives, especially in increasing creativity in learning.

At the fourth meeting of cycle II, the researcher again applied the mind mapping learning model through group guidance services and this time focused on how to build good commitment so that students can really understand how to increase creativity and discover the potential that exists within them so they can develop. and have high creativity. And the results of the observations that the researchers made after holding the fourth meeting in implementing the mind mapping learning model through the research group guidance service were very satisfied with the students' sensitivity and understanding to increase students' creativity in learning, because basically students really carry out how to behave and how to be cognitive, how to make decisions and create brilliant ideas or thoughts to develop your inner creativity to be more advanced and more successful in the future. Furthermore, the researcher also carried out another analysis using BMB3 to see the success of students in increasing creativity in learning. This was done so that the research results were more absolute and real. From the results of the comprehension test, it is known that students are more creative and have the skills needed for learning.

Thus it can be understood that students have been able to increase creativity well. So it can be said that students are able to manage their time and use it for positive things and become responsible individuals.

Reflection on Research Results

From the observations made by researchers regarding the students' condition after being given the mind mapping learning model through group guidance services to increase the creativity of class VIII-2 students at SMP Muhammadiyah 02 Medan, it can be seen that students have been able to improve their creativity well. This can be seen from the daily attitudes of students at school, such as students being able to create new ideas or ideas so they can progress further in learning and recognize the talents and interests that exist within themselves..

Research result

The aim of the research is to apply the Mind Mapping Learning Model through Group Tutoring to Increase the Creativity of Class VIII-2 Students at SMP Muhammadiyah 02 Medan T.A 2022/2023.

Based on research carried out by the author by conducting discussions with colleagues and supervisors as well as prayers and support from parents and loved ones, the researcher finally got the result that the data obtained was quite accurate through the observation and interview process, and the researcher also got the result that the school principal SMP Muhammadiyah 02 Medan, supports the guidance and counseling program that has been created by guidance and counseling teachers and provides a special room for guidance and counseling teachers to carry out their duties and obligations.

Researchers do not only observe and implement group guidance services. Interviews with students were also conducted to deepen the analysis in this research. Interviews conducted by researchers with students related to the problem of low learning creativity. The following are details of the interview results for each student.

The first student with the initials AW said that: *" At first, I didn't know what I was doing, including improving my low creativity, so I was still unable to come up with interesting ideas or thoughts in studying and liked to play around in studying. But after receiving this guidance, I realized the importance of having creativity in learning and recognizing the talents and interests that exist within oneself."* So, students with the initials AW have started to explore

all their potential to be more creative in learning after implementing the mind mapping learning model through group guidance services about increasing creativity in learning.

Then the student with the initials JL said that: *“At first I didn't really care about my abilities, talents and interests which really influenced my creativity in learning. But now we realize that having high creativity can make us successful people in the future”*. So, students with the initials JL have started to train and develop their talents and interests and even JL has done well in all the assignments given after receiving group guidance services about increasing creativity in learning.

Then the third student with the initials SW said that : *“ I am happy to be able to participate in this BKP service because by participating in this service I can increase my creativity in studying which is still low and become a student who is disciplined and able to create new ideas and thoughts in studying. However, now I am more enthusiastic and motivated to create an idea that can help me learn creatively and have fun”*. So students with the initials SW have begun to increase their creativity in learning and have become disciplined students after participating in BKP services from researchers.

The first student with the initials AS said that: *“ At first, I didn't know what I was doing, including improving my low creativity, so I was still unable to come up with interesting ideas or concepts in studying and liked to play around in studying. But after receiving this guidance, I realized the importance of having creativity in learning and recognizing the talents and interests that exist within oneself”*. So, students with the initials AS have started to explore all their potential to be more creative in learning after implementing the mind mapping learning model through group guidance services on increasing creativity in learning.

Then the student with the initials AL said that: *“At first I didn't really care about my abilities, talents and interests which really influenced my creativity in learning. But now we realize that having high creativity can make us successful people in the future”*. So, students with the initials AL have started to train and develop their talents and interests and even AL has done well on all the assignments given after receiving group guidance services on increasing creativity in learning.

Then the third student with the initials IR said that: *“ I am happy to be able to participate in this BKP service because by participating in this service I can increase my creativity in studying which is still low and become a student who is disciplined and able to create new ideas and thoughts in studying. However, now I am more enthusiastic and motivated to create an idea that can help me learn creatively and have fun”*. So students with

the initials IR have begun to increase their creativity in learning and have become disciplined students after participating in BKP services from researchers.

The first student with the initials UL said that: *“ At first, I didn't know what I was doing, including improving my low creativity, so I was still unable to come up with interesting ideas or concepts in studying and liked to play around in studying. But after receiving this guidance, I realized the importance of having creativity in learning and recognizing the talents and interests that exist within oneself”*. So, students with the initials UL have started to explore all their potential to be more creative in learning after implementing the mind mapping learning model through group guidance services on increasing creativity in learning.

Then the student with the initials RA said that: *“At first I didn't really care about my abilities, talents and interests which really influenced my creativity in studying. But now we realize that having high creativity can make us successful people in the future”*. So, students with the initials RA have started to train and develop their talents and interests and RA has even done well on all the assignments given after receiving group guidance services about increasing creativity in learning.

CONCLUSION

Based on research conducted by researchers at SMP Muhammadiyah 2 Medan regarding the Application of the Mind Mapping Learning Model Through Group Tutoring Services to increase Student Creativity for the 2022/2023 Academic Year. regarding the implementation of the Mind Mapping Learning Model through Group Tutoring services using 2 cycles with four meetings which went well and smoothly.

After implementing the first meeting of the BKP service, students have begun to know what creativity is, the forms of creativity, aspects of attitudes towards developing creativity, factors that influence creativity and how to increase creativity in learning. At this meeting, students understand the importance of creativity in learning and can develop all their abilities, both talents and interests.

After implementing the BKP service, students can understand better and have shown better changes in students' attitudes and behavior, who are more creative and have interesting ideas or concepts in learning so that students can develop all their abilities to become more creative individuals.

Based on the research results above, the author can conclude that the application of the Mind Mapping Learning Model through group guidance services implemented in class VIII-2 can help increase student learning creativity.

For school principals to further improve guidance and counseling services, especially providing more dedicated time in improving guidance and counseling services. Guidance and counseling teachers who have been very effective in guidance and counseling services are advised to continue to improve guidance and counseling services, especially in using existing approach techniques in guidance and counseling, where the guidance and counseling approach can further improve the quality in uncovering various kinds of problems. what happens to students and help students solve their problems. Teachers and homeroom teachers can participate more in the implementation of guidance and counseling, especially in providing relevant data. Students are expected to be more sensitive to the current stages of development so that they do not experience stress, and increase their self-motivation in participating in guidance and counseling services at school. For future researchers, it is recommended that researchers use a different and more intensive model/approach in conducting research and be more specific in conducting research so that the discussion is not too broad and does not seem to lead to the problem.

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