IMPROVING SKI LEARNING OUTCOMES THROUGH MIND MAP METHOD IN CLASS VIII STUDENTS OF MTS NEGERI 4 ROKAN HULU

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Abstract, *This study aims to determine whether the mind map learning method can improve student learning outcomes of the Ayyubid dynasty material for class VIII MTs Negeri 4 Rokan Hulu students in 2020. The subjects of this study were SKI subject teachers and class VIII students of MTs Negeri 4 Rokan Hulu which consisted of 31 student. The method used is Classroom Action Research (CAR). The steps in this CAR are planning, action, observation and reflection which are carried out in two cycles. Data collection methods used were written tests, observation sheets and documentation. Meanwhile, data analysis was carried out by comparing the achievement of the value of each cycle marked by an increase in the Classical Completeness Criteria. The results of the research in cycles I and II obtained the following data: The KKM standard for SKI subjects was 70, learning outcomes were obtained from pre-cycle, cycle I to cycle II, where the average value of pre-cycle 68 increased to 74.84 in cycle I and then increased again to 80.97 in the second cycle. The learning process is said to be successful or complete if the classical learning outcomes reach 85%. From the pre-cycle before using the mind map learning method, the students' completeness was 48%. Meanwhile, the students' completeness in the first cycle was 72% and the second cycle students' completeness was 97% and 97% 85%. Thus, the application of the mind map method on the subject of Islamic Cultural History (SKI) material for the Ayyubid Dynasty in class VIII MTs Negeri 4 Rokan Hulu is said to be successful.*

Keywords *: Learning Outcomes, Mind Map.*

I.   INTRODUCTION

Education has an important role in preparing quality human resources who are able to face future challenges and compete in the development of science. Education is the most important thing that becomes a benchmark for the development of a nation so as not to be left behind from other nations. Education is an activity that is carried out intentionally, regularly, and planned with the intention of changing or developing the desired behavior to create an atmosphere and learning process so that students actively develop their potential (Saefullah, 2012: 165). This potential includes religious spiritual potential, self-control, personality, intelligence, noble character and skills needed by himself, society, nation and state.

Education is a very strategic process in the intellectual life of the nation and the momentum of all the natures contained in children as humans and as members of society in order to achieve the highest safety

and happiness. Therefore, educators as learning agents must be able to develop their knowledge and profession. An educator has a very important role in determining the quality of learning. According to the Big Indonesian Dictionary, learning means the process, method, act of making people or living things learn. Meanwhile, according to the National Education System Law no. 20/2003, Chapter 1 Article 1 Paragraph 20 learning is a process of interaction of students with educators and learning resources in a learning environment (Khanifatul, 2014: 14). The learning process essentially develops the activities and creativity of students through various interactions and learning experiences that focus on: learning how to learn, learning how to do, learning to live together, and learning to be (a good citizen).

In learning, a learning method is needed. The learning method is a set of practical ways that are carried out to achieve certain goals in the learning process (Asmani: 2014, 19). In religious education, it is not only teaching religious teachings to students, but also instilling a commitment to the religious teachings they are studying. This means that religious education requires a different teaching approach from the approach of other subjects. Because in addition to achieving mastery, it also instills

commitment. Thus, the method used in teaching religious education must receive careful attention from the teacher, because it has a very significant influence on learning success (Hadjar, 1999: 2).

In selecting the method, the teacher must examine the suitability of the expected behavior with the objectives of the learning method. The method used is in accordance with the objectives, conditions, types and functions, time and students with various levels of maturity when carrying out learning activities. Because the learning method is an important factor in improving student learning outcomes.

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Islamic history and culture (SKI) subjects in the Madrasah Tsanawiyah curriculum are one part of Islamic Religious Education subjects which are directed to prepare students to recognize, understand, appreciate the history of Islamic culture which then becomes the basis of their way of life through activities. guidance, teaching, training, use of experience and habituation.

Basically, understanding the history of Islamic culture properly and correctly,

can reflect on taking many lessons and assessing actions which are successes and failures, fixing deficiencies or mistakes, in order to be careful so that failure does not happen again, achieve success and glory in this world and the hereafter. Syalabi, 1959: 4). So far, the learning outcomes of Islamic Cultural History in MTs have not been maximally achieved as expected. Based on observations from SKI learning outcomes, class VIII MTs Negeri 004 Rokan Hulu, with a KKM of 70 out of 31 students, only 8 students passed and 23 students did not pass with an average of 64.40. By using methods that are active, effective, innovative and not boring, students are expected to be able to think chronologically. This means that students can actually have knowledge about the past that can be used to explain the development process, changes in Islamic society, as well as cultural diversity in the future, strengthening faith, advice and reminders for the people.

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In one madrasa, researchers found several problems in the SKI learning process in the classroom, including the selection of lecture and question and answer methods that were not appropriate with the material being studied, student appreciation for SKI subjects was still low, students were less active, facilities and infrastructure were lacking. adequate, and less time efficient. Another problem is that students often feel bored because studying and exploring history requires strong memorization. Students' boredom is usually caused by 2 factors, the first is the demands to memorize events, actors and time; secondly, the teaching method is not suitable so that the SKI subject is less attractive and causes the historical meaning which is so important to be shackled in a monotonous and rigid atmosphere.

Now there are many learning strategies/approaches that require students to be more active, creative and more ready to accept lessons, namely Active learning (active learning). In order to achieve the aims and objectives of SKI learning, the selection of active learning strategies using the mind map method is deemed appropriate to help students learn, organize, and store as much information as students want, and group it in a natural way. Because

in the field of SKI, students are required to understand the structure and chronology of a historical event.

With the mind map learning method, students are expected to be able to develop divergent, creative, and effective ways of thinking. Mind maps are the easiest way to put information into the brain and retrieve that information when needed (Buzan, 2012: 5). This mind map method is in the form of visualization results in the form of symbols or images, which can be used instead of written notes and the results are faster to remember. Based on the background that has been described, the authors intend to conduct research at MTs Negeri 4 Rokan Hulu with the title: Improving SKI Learning Outcomes through the Mind map method for class VIII students of MTs Negeri 4 Rokan Hulu in the 2019/2020 school year.

Based on the background above, the researcher can formulate research problems, namely: How to Improve SKI Learning Outcomes through the Mind map method for class VIII students of MTs Negeri 4 Rokan Hulu in the 2019/2020 school year?

The purpose of this Classroom Action Research (CAR) is to improve SKI learning outcomes through the Mind map method for class VIII students of MTs Negeri 4 Rokan Hulu in the 2019/2020 school year.

Learning is a process activity and is a very fundamental element in the implementation of each type and level of education. Learning is the process of acting knowledge, namely the process of gaining knowledge. According to Gagne, learning is a change in disposition or ability that is achieved by a person through activity. This change in disposition is not obtained directly from a person's natural growth process (Suprijono, 2011: 2). According to S. Nasution, learning as changes in the nervous system, the addition of knowledge, and changes in behavior due to experience and practice (Kastolani, 2014: 53).

According to the psychological understanding, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting the needs of life (Hamdani, 2011: 20). Learning is not only done at school, but can be done at home and in the community. According to Irwanto, learning is a process of change from not being able to being able and occurring within a certain period of time (Saefullah, 2012: 169). Thus learning is a business or activity that aims to make changes in a person, including changes in behavior, attitudes, habits, knowledge, skills and so on.

Even in a religious perspective (in this case Islam), learning is an obligation for every believer to acquire knowledge in order to improve the degree of human life.

Learning can be said to be successful if there is a change in students. However, all changes in behavior can be said to be learning because changes in behavior due to learning have distinctive embodiment characteristics, including the following (Saefullah, 2012:169):

a. Instructional changes

Changes in the learning process are caused by experiences or practices that are carried out intentionally and consciously.

b. Positive and active change

Positive means that the change is good and beneficial for life and in accordance with expectations because it gets something new, which is better than the previous one. Active means that the change occurs because of the efforts of the student concerned.

c. Effective and functional changes

Change is said to be effective if it brings influence and benefits to students. While functional changes mean that changes in students are relatively permanent. The existence of change and the ability to change is a limitation of the meaning contained in learning. Because of learning, humans can develop much better than other creatures, and it is because of learning that humans can

freely explore, choose and make important decisions for their lives.

The principles of learning include (Suprijono, 2011: 4):

First, behavioral change which is characterized by: rational instruments, namely changes that are realized, continuous or continuous with other behaviors, functional as a provision of life, positive, active or as a planned and carried out business, permanent or permanent, purposeful, directed, and covering the entire potential of humanity.

Second, learning is a process. Learning occurs because it is driven by needs and goals to be achieved. Learning is a dynamic, constructive and organic systemic process.

Third, learning is a form of experience. Experience is basically the result of the interaction between students and their environment.

John Travers classified the types of learning activities into learning movement, learning knowledge, and learning problem solving. Eclectically, the various categorizations of learning activities can be summarized into types of learning activities (Suprijono, 2011: 8):

1) Skills, focusing on the learning experience through the movements made by students. This learning activity is a combination of motion, stimulus, and response that is incorporated in the learning situation.

2) Knowledge, is the basis for all learning activities. Including the cognitive domain which includes understanding of a knowledge, development of abilities, and thinking skills.

3) Information, is the activity of students understanding symbols, such as words, terms, meanings, and rules. The best way to learn information is to formulate information into meaningful sequences for students in their lives.

4) Concept, is learning to develop logical inference or make generalizations from facts to concepts. With the concept, students can find out general things from a number of objects and events that exist in the surrounding environment and can distinguish objects.

5) Attitude is known as affective learning activities. Attitudes relate to interests, values, appreciation, opinions and prejudices.

6) Problem solving is a type of learning activity in an effort to develop thinking skills.

According to the Indonesian dictionary, the result is something that exists (happens) by a work, succeeds, succeeds. Learning outcomes are patterns of actions, values, understandings,

attitudes, appreciation and skills (Suprijono, 2011: 5).

Learning outcomes are basically an ability in the form of new skills and behaviors as a result of training or experience gained (Sam"s, 2010: 33). Learning outcomes are changes in behavior obtained by students after experiencing learning activities. Changes in behavior are obtained depending on what is learned by students (Saefullah, 2012: 204). According to Gagne, behavioral changes that are the result of learning are (Saefullah, 2012: 213):

a. Verbal information is the ability to express knowledge in the form of language, both spoken and written.

b. Intellectual skills, namely the ability to present concepts and symbols.

c. Cognitive strategy is the ability to channel and direct one's own cognitive activity. This ability includes the use of concepts and rules in solving problems.

d. Motor skills are the ability to perform a series of physical movements in terms of coordination, so that the automatism of physical movements is realized.

e. Attitude is the ability to accept or reject an object based on an assessment of the object.

According to Bloom, learning outcomes include cognitive, affective, and psychomotor abilities. Cognitive domains are knowledge (knowledge, memory), comprehension (understanding, explaining, summarizing, examples), application (applying), analysis (describing, determining relationships), synthesis (organizing, planning, forming new buildings), and evaluation (assessing) . The affective domain is receiving (accepting attitude), responding (giving a response), valuing (value), organization (organization), characterization (characterization).

The psychomotor domain includes initiatory, pre-routine, and routinized (Suprijono, 2011: 7). According to Lingren, learning outcomes include skills, information, understanding and attitudes.

The learning process involves a variety of very complex factors. Therefore, each factor needs to be considered so that the learning process can be successful in accordance with the goals that have been set. The learning outcomes achieved by students are the result of interactions between various influencing factors, both external factors and internal factors. In detail, the external and internal factors are as follows:

a. External factors; Factors originating from outside the student's self that affect learning outcomes are: family, school and community. Family

circumstances affect student learning outcomes.

b. Internal factors; factors that come from within the students themselves, which affect their learning abilities. These internal factors include: intelligence, interest, attention, learning motivation, perseverance, attitude, study habits, as well as physical and health conditions (Susanto, 2013: 12).

Method comes from the Greek, namely methodos. Methodos comes from the word "meta" which means through and "hodos" which means way. As for in Arabic, the method can mean "Minhaj, al-Wasilah, al-Kaifiyah, al-Thariqah". All these words mean the way or the way that must be taken (Asmani: 2014, 19). Methods are practical means of achieving teaching objectives.

Mind map is an alternative of whole brain thinking to thinking linear and regular. Mind maps are an easy way to enter information into the brain, and to take information out of the brain (Buzan, 2012: 4).

By instructing students to make mind maps, students will find it easy to identify clearly and creatively what students have learned and what they are planning (Silberman, 2009: 188). Learning with the mind map method (map of the mind or memory) is a creative way for individual

students to generate ideas, record lessons, or plan new research.

This mind map method is very well used as a student's initial knowledge or to find alternative answers to a question. According to Jamal Ma"mur Asmani (2014: 45) several preparatory steps must be taken to use the mind map learning method, including:

a. The teacher conveys the competencies to be achieved.

b. The teacher proposes a concept or problem that students will respond to, preferably a problem that has alternative answers.

c. Form groups of 2-3 people.

d. Each group takes an inventory or records alternative answers to the results of the discussion.

e. Each group (randomized to a certain group) reads the results of the discussion, the teacher takes notes on the board and groups according to the teacher's needs.

f. From the data on the board, students are asked to make conclusions or the teacher makes comparisons according to the concepts provided by the teacher.

According to Silberman (2009: 189) there are also variations in this mind map method, including:

a. Assign a team to think of a map instead of individual student work.

b. Use a computer to generate a thought map.

II. RESEARCH METHODS

The research design that the authors take is Classroom Action Research (CAR). Classroom Action Research (CAR) is action research (action research) conducted with the aim of improving the quality and learning outcomes of a group of students (Mulyasa, 2011: 10).

The subjects of this study were students of class VIII MTs Negeri 4 Rokan Hulu. The reason for taking class VIII subjects is because the mind map method is considered suitable for use as a class VIII learning model. And took it at MTs Negeri 4 Rokan Hulu because the researcher had conducted interviews with class VIII teachers about the obstacles in learning SKI.

This research was conducted at MTs Negeri 4 Rokan Hulu, Rokan Hulu Regency. This research was conducted in the even semester of the 2019/2020 academic year.

Classroom action research procedures, according to Saur Tampubolon (2013: 27) include:

1. Action Planning. Develop learning tools that will be implemented include the following components:
   a. RPP in the first cycle and so on includes SK, KD/Indicators, learning objectives, teaching materials, learning strategies (approaches, models, and learning methods), steps for learning activities, tools/media/sources, and assessment.
   b. Sheets of teaching materials (learning materials)
   c. Student worksheets/questions about the topic/title, activity objectives, tools/media/materials used, activity steps, observation matrices, and questions.
   d. Media/tools/learning resources.
2. The implementation of the action (acting) includes the implementation of learning in the classroom as a model teacher by using the learning tools that have been planned.
3. Observation is an activity of observing the implementation of the learning process in the classroom simultaneously as a researcher and observing changes in student behavior on learning actions carried out using data collection instruments.
4. Reflection, namely recommendations on the results of the evaluation of data analysis to be followed up in the next cycle.

III. RESULTS AND DISCUSSION

The increase in the value of student learning outcomes took place in the pre-

cycle, cycle I and cycle II. It can be seen from the picture as follows:
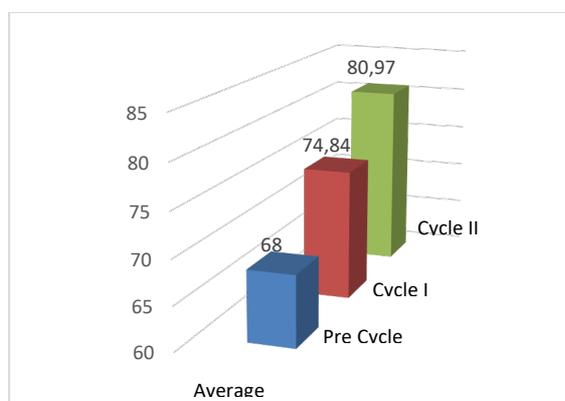

Figure 1. Average learning outcomes

Based on the diagram above, it can be seen that the average grade VIII students of MTs Negeri 4 Rokan Hulu increased. From the pre-cycle before using the mind map learning method, the average score of students was 68.00. While the average value of the first cycle is 74.84 and the second cycle average is 80.97. This shows an increase in learning outcomes from the pre cycle, cycle I and cycle II. For the percentage of pre-cycle learning outcomes, cycle I and cycle II there was a very striking increase from pre-cycle completeness, namely 48%, in cycle I 72% to 97% or can be described by the following graph:
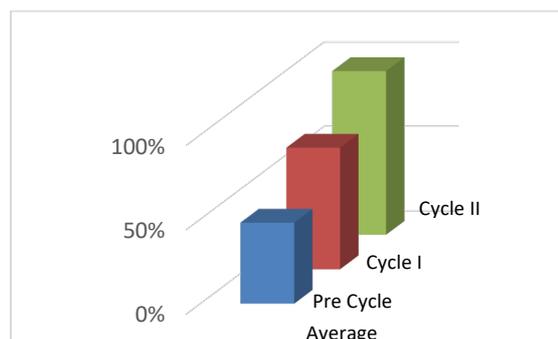

Figure 2. student completeness

Based on the KKM at MTs Negeri 4 Rokan Hulu, the learning process is said to be successful or complete if the classical learning outcomes reach 85%. From the pre-cycle before using the mind map learning method, the students' completeness was 48%. While the students' completeness in the first cycle was 72% and the second cycle students' completeness was 97%. And 97% 85%. So the application of the mind map method in learning the History of Islamic Culture (SKI) material for the Ayyubid dynasty is said to be successful and cyclical research is said to be discontinued.

IV. CONCLUSION

Based on the Classroom Action Research (CAR) conducted at MTs Negeri 4 Rokan Hulu, it can be concluded that through the application of the mind map method on the Ayyubid Dynasty material SKI subjects in class VIII, it can improve student learning outcomes. This is in accordance with the value of student

learning outcomes, with a KKM of 70, the learning outcomes obtained from the pre-cycle, cycle I to cycle II, where the average pre-cycle score of 68 increased to 74.84 in the first cycle and then increased again to 80.97 in the second cycle. . The learning process is said to be successful or complete if the classical learning outcomes reach 85%. From the pre-cycle before using the mind map learning method, the students' completeness was 48%. Meanwhile, the students' completeness in the first cycle was 72% and the second cycle students' completeness was 97% and 97% 85%. Thus, the application of the mind map method on the subject of Islamic Cultural History (SKI) material for the Ayyubid Dynasty in class VIII MTs Negeri 4 Rokan Hulu is said to be successful.

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