



The Implementation of the Mind Mapping Model in Developing Children's Creativity in Thematic Lessons

Zunidar✉

State Islamic University of North Sumatra Medan, Indonesia

E-mail : zunidar@uinsu.ac.id

Abstrak

Kreativitas anak merupakan potensi yang harus dikembangkan melalui proses pendidikan. Penelitian ini bertujuan untuk mendeskripsikan implementasi model *mind mapping* dalam mengembangkan kreativitas anak pada pelajaran tematik. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Adapun latar penelitian ini bertempat di MIN Medan. Teknik observasi, wawancara, dan studi dokumen merupakan tiga teknik pemerolehan data penelitian. Kemudian, data dianalisis menggunakan model analisis interaktif, melalui langkah-langkah pengumpulan data, pemilahan data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa penerapan model *mind mapping* memudahkan pendidik ketika proses pembelajaran tematik, sebab men-stimulus anak didik untuk mengembangkan kreativitasnya berbasis semangat belajar berkelompok. Begitupun, terdapat hambatan dalam implementasi model pembelajaran tersebut, yaitu rendahnya fokus siswa dalam kegiatan berkelompok, kesulitan guru mengontrol perilaku belajar siswa, dan terdapat beberapa siswa suka mengganggu temannya.

Kata Kunci: Kreativitas Anak, Model Mind Mapping, Pembelajaran Tematik.

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 thematic lessons. This study uses a qualitative approach with a descriptive study method. The background of this research is in MIN Medan. 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 to 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, Thematic Learning.

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✉ Corresponding author:

Email : zunidar@uinsu.ac.id

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INTRODUCTION

Learning is the essence (main part) of the education process in schools/madrasas. The success of education in achieving the 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). Supporting the teacher's role in learning interactions, it is necessary to have the right model to improve student learning outcomes.

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

The learning model is a series of concepts for the presentation of teaching materials, ranging from learning design, and learning implementation, to learning evaluation (Dasna, 2015: 1-61). It also includes 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 one of the learning models 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 to improve learning outcomes and is 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 teachers to students so that the main learning objectives can be achieved.

Learning so far is seen as dichotomous between subjects so that the specifications of each material seem 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* was born (Santosa & Fitria, 2021; Assingkily & Barus, 2019). The concrete form of embodiment of the relevance of learning at the basic education level is the establishment of the thematic learning concept. Where each lesson that used to be separate is used as integrated learning using concrete themes that are close to the daily lives of students. Then, through these themes, the relevance between subjects is presented which aims to provide meaningful experiences for students (Salminawati & Assingkily, 2020).

According to Manullang & Silaban (2020: 110-129), the theme is the main idea or main idea that is the subject of discussion. In the 2013 curriculum, the national government has implemented integrated thematic learning in every unit of educational institutions. 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.

Indeed, research on the mind mapping learning model has been studied previously by previous researchers. Among them discusses research from the aspect of improving 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 the mind mapping learning model (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 in students (Rahayu, 2016), increasing 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 researched on themes related to mind mapping. However, the researcher seeks to deepen the study of the learning model in thematic learning for class V, theme 2, sub-theme 2, learning 2. This object is what distinguishes this study from previous research. Specifically, this research is summarized in the title, "*Implementation of Mind Mapping Models in Developing Children's Creativity in Thematic Lessons*".

METHOD

This research was conducted with the concept of a field study (field research). The approach used is qualitative with a descriptive study method (Assingkily, 2021). The research was carried out at MIN Medan. Obtaining data using 3 (three) techniques, namely interviews, observation, and documentation. Then, data analysis also goes 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, the researcher will draw conclusions from the information provided by the informants through the experiences experienced during teaching using the mind mapping learning model.

RESULTS AND DISCUSSIONS

Implementation of the Mind Mapping Learning Model

The learning model is a design that is used by the teacher during the learning process (Priscylio & Anwar, 2019: 1-12). The learning model creates an environmental situation that creates learning interactions so that changes and self-development of students occur (Kristinawati & Mahanal, 2017: 637-644). The following are the learning steps using the Mind Mapping model:

Table 1
Learning steps using the Mind Mapping Model

Activities	Activity Description	Time Allocation
Introduction	- The teacher opens the class by saying "Good Morning" and continues by reading a prayer (according to their respective religions) (Orientation) - Linking material that has been previously learned with the material to be studied is expected to be associated with experience students (Apperception). - The teacher provides an overview of the benefits of studying the lessons to be learned in everyday life (Motivation)	15 minutes
	Let's Observe	120 minutes
	- Students observe pictures of regional dance works in student books. - Students write the names of the properties used in the two dances on the pictures in the Student Book. - Students discuss answering the following questions. Like what properties are used in the Piring Dance and Rangguk Ayak Dance. - Students discuss again answering questions in the student's book, such as: 1)What is a dance property? 2)What objects can be used as dance props? 3)What is the basis for choosing an object to be used as a dance property? 4)What is the function of the dance property?	
Core Activity	- Together students make conclusions/summaries of learning outcomes for a day. - Asking questions about the material that has been studied. - The teacher allows students to express their opinion about the learning process that has been followed.	15 minutes
Closing		

- Invite all students to pray according to their respective religions and beliefs (to end learning activities)
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Based on the results of triangulation from interviews with fourth-grade teachers, the implementation of the use of mind mapping learning models in thematic learning develops creativity and increases student activity in the thematic learning process, especially on themes related to religion by taking creative and effective notes. In accordance with the quote from Buzan (2005), mind mapping is a creative way of taking notes using colors, symbols, words, lines, and images that match the way the brain works.

Through the stages of planning, implementation, and the evaluation process, it concludes several responses from teachers and students. That the teacher's response was to comment that the mind mapping learning model makes activities more fun and fosters students' creativity and saves time, especially in thematic lessons. While the response of students, namely the 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, where students feel active, 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 that it attracts 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 of course does not just stimulate students' memorization skills, more than that, students feel happy and excited to learn (Almaarif, 2016). Thus, the concept of teaching materials which some students considered "heavy" at first, was converted into easy because it was assisted by a mind mapping model (Utamie, 2019; Rahayu, *et.al.*, 2016).

Learning activities using the mind mapping model can also train students' creativity. Where, the teacher gives abbreviations or learning keywords, then gives space for "creativity" for students to create their flow of understanding the concepts explained (Wati & Sudigdo, 2019; Apriyanto, 2014). Thus, in a structured way, students understand what they want to write and conclude in the concept of a mind map framework, even though the teaching material was originally considered difficult or difficult for students to understand.

Likewise, as a learning model, mind mapping does not necessarily make students 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 the MIN Medan, found obstacles in the use of this model, including (1) a small number of students lacked student focus in implementing group learning, (2) students liked to annoy their group mates, and (3) teachers had difficulty to control so that students focus on the work of their respective groups. 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 during the thematic learning process, because it stimulates students to develop their creativity based on the spirit of group learning. Likewise, there are obstacles to 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.

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