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Mind Mapping as an Innovation in Reading and Writing Learning: A Study of Understanding Arabic Texts

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Abstract

This research explores the application of the mind mapping method in the *qira'ah* and *kitabab* learning at the Universitas Nahdlatul Ulama Yogyakarta. Employing a qualitative descriptive approach, data were gathered through observations, interviews with lecturer and students, and questionnaires distributed to students. The findings show that the use of mind mapping significantly facilitates students in understanding Arabic texts and enhances their creativity in presenting the main ideas from those texts. Additionally, mind mapping boosts students' motivation, creating a more engaging and interactive learning experience. Despite some initial challenges in implementation, such as difficulties faced by some students, the method overall succeeded in creating a more enjoyable learning environment. This research suggests additional exploration and development of mind mapping in Arabic teaching to increase its effectiveness.

Keywords: *Mind Mapping, reading learning, Writing Learning, Arabic Text Comprehension*

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi penggunaan metode *mind mapping* dalam pembelajaran *qira'ah* dan *kitabab* di Universitas Nahdlatul Ulama Yogyakarta. Melalui pendekatan deskriptif kualitatif, data dalam penelitian ini didapatkan dengan cara observasi, wawancara kepada dosen dan beberapa mahasiswa, serta angket yang diberikan kepada mahasiswa. Penelitian ini mengungkapkan bahwa penerapan metode *mind mapping* secara efektif mempermudah mahasiswa dalam memahami teks berbahasa Arab, serta mendorong kreativitas mereka dalam menyampaikan gagasan utama dari teks tersebut. Selain itu, metode ini juga meningkatkan motivasi belajar mahasiswa dan membuat proses pembelajaran lebih menarik. Meski terdapat tantangan dalam penerapannya, seperti kesulitan awal bagi sebagian mahasiswa, metode ini secara keseluruhan berhasil menciptakan suasana belajar yang lebih menyenangkan. Penelitian ini merekomendasikan pengembangan lebih lanjut untuk memperluas aplikasi *mind mapping* dalam pembelajaran bahasa Arab guna meningkatkan efektivitasnya.

Kata Kunci: *Mind Mapping*, Pembelajaran *Qira'ah* & *Kitabah*, Pemahaman Text Bahasa Arab

Introduction

Arabic is a fundamental instrument in deepening the principles and values of Islam through the Quran,¹ Hadith, and various sciences developed by Muslim scholars in classical and modern literature.² Islamic higher education institutions aim to produce excellent Muslim intellectuals who bear great responsibility for advancing Islamic knowledge.³ Therefore, Arabic language courses are mandatory in Islamic higher education institutions in Indonesia, as an effort to equip students with the ability to study primary Islamic sources, including both classical and contemporary literature and books in Arabic texts.⁴

¹ Supardi, "Model Pembelajaran Bahasa Arab Terpadu di Perguruan Tinggi Keagamaan Islam Negeri," *Lisania: Journal of Arabic Education and Literature* 2, no. 1 (2018): 13–27, <http://dx.doi.org/10.18326/lisania.v2i1.13-27>.

² Bulkisah, "Pembelajaran Bahasa Arab Pada Perguruan Tinggi Agama Islam di Indonesia," *Jurnal Ilmiah Didaktika* XII, no. 2 (2012): 308–18, <http://dx.doi.org/10.22373/jid.v12i2.455>.

³ Muhammad Husni Shidqi and Adam Mudinillah, "Pembelajaran Bahasa Arab dengan Memanfaatkan Lingkungan Berbahasa bagi Mahasiswa di Perguruan Tinggi," *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan* 9, no. 3 (2021): 170–76, <https://doi.org/10.37081/ed.v9i3.2807>.

⁴ Refki Rusyadi and Moh. Farih Fahmi, "Pembelajaran Bahasa Arab di Perguruan Tinggi (Studi Lapangan di Jurusan Ekonomi Syariah Fakultas Ekonomi

The teaching of Arabic in higher education often faces various challenges, one of them is linguistic issues related to sentence structure within a text.⁵ Linguistic factors are one of the aspects that influence reading skills (*maharah al-qira'ah*),⁶ which are often considered difficult by students. One of the main causes is the low interest in reading, particularly in Arabic texts. In the *qira'ah* (reading) and *kitabah* (writing) learning process within the Interdisciplinary Islamic Studies (IIS) program at University of Nahdlatul Ulama (UNU) Yogyakarta, students are required to understand Arabic texts by reading deeply and draw conclusions from the content of these texts. However, based on initial observations, most students face difficulties in reading and fully understanding the content of texts due to their unfamiliarity with reading unvowelized Arabic texts (known as *Arab gundul*) and their limited understanding of *nahwu* (syntax) and *sharaf* (morphology) rules. As a result, many of them need more time to complete such tasks due to difficulties in comprehending the texts effectively.

Reading skills (*maharah qira'ah*) are closely related to writing skills (*maharah kitabah*) in the learning of the Arabic language. Reading is a process that involves understanding the message conveyed through written text.⁷ Meanwhile, writing is considered one of the most complex and challenging language skills, as it involves the ability to organize ideas sequentially structured and logical, as well as to adapt writing to the appropriate written language style and applicable writing conventions.⁸ Writing skills cannot develop well without the input of information obtained through reading.⁹ Reading activities provide a foundation for constructing sentences, understanding context, and

Bisnis Islam IAIN Tulungagung),” *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan, Dan Humaniora* 7, no. 1 (2020): 66–76, <https://doi.org/10.52166/dar%20el-ilm.v7i1.2028>.

⁵ Nanin Sumiarni, “Pembelajaran Bahasa Arab bagi Mahasiswa Pemula di Pusat Bahasa dan Budaya (PBB) IAIN Syekh Nurjati Cirebon (Problematika dan Solusinya),” *Holistik* 15, no. 1 (2014): 19–38, <http://dx.doi.org/10.24235/holistik.v15i1.432>.

⁶ ST. Y. Slamet, “Kemampuan Membaca Pemahaman Mahasiswa,” *Pedagogia* 12, no. 2 (2009): 118–129, <https://doi.org/10.20961/paedagogia.v12i2.36029>.

⁷ Putri Hardiyanti, “Mafhum Maharah Qiraah dan Kitabah,” *Islamic Education* 2, no. 2 (2022): 39–43, <https://doi.org/10.57251/ie.v2i2.376>.

⁸ Munawarah and Zulkifli, “Pembelajaran Keterampilan Menulis (Maharah Al-Kitabah) dalam Bahasa Arab,” *Loghat Arabi: Jurnal Bahasa Arab & Pendidikan Bahasa Arab* 1, no. 2 (2020): 22–34, <https://doi.org/10.36915/la.v1i2.15>.

⁹ Supardi, “Model Pembelajaran Bahasa Arab Terpadu di Perguruan Tinggi Keagamaan Islam Negeri.”

broadening perspectives to write effectively.¹⁰ On the other hand, writing skills support reading comprehension through the process of analyzing and organizing ideas.¹¹ Both skills complement each other and must be developed in balance so that students can fully understand texts and convey ideas clearly.

Apart from linguistic factors, limited study time, a dense curriculum,¹² and less effective, interactive, innovative, and creative teaching approaches often become obstacles in Arabic language learning at Islamic higher education institutions.¹³ These conditions affect to students' low motivation to learn,¹⁴ particularly in mastering reading (*qira'ah*) and writing (*kitabah*) skills. One of the solutions to address these challenges is by implementing the mind mapping method, which helps students organize information visually, so that it is easier to understand and remember.¹⁵ Additionally, this method stimulates students' creativity in writing,¹⁶ as it allows them to clearly understand the interconnections between various elements of a text. By creating an active and interactive learning environment,¹⁷ this method has the

¹⁰ Iis Susiawati, Dadan Mardani, dan Fadhila Syahda Nissa, "Pembelajaran Maharah Qira'ah untuk Penguasaan Makna Teks tentang Pendidikan Karakter," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 1 (2022): 21–33, <https://doi.org/10.30868/ei.v11i1.3545>.

¹¹ Abdul Rohman Sudesi, Usaila Raunaquel Batta, and Shofil Fikri, "Desain dan Analisis Media Pembelajaran Qira'ah," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2023): 147–163, <https://doi.org/10.51339/muhad.v5i2.1040>.

¹² Nanang Kosim, *et.al.*, "The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024): 144–65, <https://doi.org/10.19105/ajpba.v5i2.14804>.

¹³ Ahmad Syifa Al Qolbi, Lubna Farah Khan, and Ihsan Zikri Ulfiandi, "Tantangan dan Prospek Bahasa Arab di Era Modern," *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies (MJEMIAS)* 3, no. 1 (2024): 25–31, <https://doi.org/10.69966/mjemias.v3i1.51>.

¹⁴ Supardi, "Model Pembelajaran Bahasa Arab Terpadu di Perguruan Tinggi Keagamaan Islam Negeri."

¹⁵ Jaja Suteja et al., "Optimalisasi MindMap dalam Efektivitas Belajar Mengajar," *Gudang Jurnal Pengabdian Masyarakat* 2, no. 2 (2024): 48–52, <https://doi.org/10.59435/gjpm.v2i2.719>.

¹⁶ Suci Ramadhanti Febriani et al., "Creativity in Narrative Writing: Utilizing Mind Mapping with Ethnic Identification Model in Higher Education," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (2024): 16–32, <https://doi.org/10.24042/albayan.v16i1.19800>.

¹⁷ Nurul Khikmatul Ilmiah and Humaidi, "Strategi Penerapan Metode *Mind Mapping* dalam Penguasaan Mufrodat Bahasa Arab (Studi Kasus di Madrasah

potential to enhance students' motivation to learn,¹⁸ foster an interest in reading, and strengthen their ability to comprehend and analyze Arabic texts.¹⁹

In the context of Arabic language learning, the implementation of the mind mapping method has been proven to have positive effects in various studies. For instance, Alkhazaleh's research revealed that this method can enhance students' memory retention and creativity in learning Arabic.²⁰ Rahmadani Fitri Ginting stated that the mind mapping method motivates students to learn more effectively.²¹ Additionally, Nurmiati in her study mentioned that this method can also increase students' learning activities by encouraging collaboration to complete tasks.²² Ahmad Mizan Rosyadi Abdul Jalil Mannan found in his research that mind mapping is effective in improving *kitabah* (writing) skills,²³ while Fithria Rif'atul Azizah demonstrated its benefits for enhancing text comprehension in *qira'ah* (reading).²⁴ However, studies that integrate these two skills in Arabic language learning are still rare. Previous research has focused solely on the application of mind mapping to a single skill. Therefore, this study offers an innovative approach by integrating mind mapping into the collective teaching of *qira'ah* and

Ibtidaiyah Almaarif 05 Singosari,” *Qismul Arab : Journal of Arabic Education* 2, no. 2 (2023): 83–94, <https://doi.org/10.1234/qismularab.v2i01.52>.

¹⁸ Nurmiati, “Implementasi Model *Mind Mapping* dalam Meningkatkan Kemampuan Bahasa Arab pada Peserta Didik di MAN Palopo,” *Didaktika* 9, no. 4 (2020): 423–438, <https://doi.org/10.58230/27454312.57>.

¹⁹ Fithria Rif'atul Azizah, “Mind Map dalam Pembelajaran Keterampilan Membaca Pemahaman Teks Bahasa Arab,” *Lisan Al-Arab: Journal of Arabic Learning and Teaching* 9, no. 2 (2020): 156–67, <https://doi.org/10.15294/la.v9i2.34436>.

²⁰ Mahmoud Alkhazaleh and Ahmed Abu Sal, “Impact of Using Mind Maps to Improve Reading Comprehension Skills of Eighth Grade Students,” *Eurasian Journal of Applied Linguistics* 10, no. 2 (2024): 262–73, <http://dx.doi.org/10.32601/ejal.10222>.

²¹ Rahmadani Fitri Ginting, Nurul Laila Br Bangun, and Syahria Putri Br Bangun, “Upaya Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Arab Materi Adad Ma'dud 1-10 Melalui Metode *Mind Mapping* di Kelas VIII SMP Ma'had An-Ni'mah,” *Jurnal Inovasi Pendidikan* 6, no. 2 (2024): 181–189, <https://journalpedia.com/1/index.php/jip/article/view/1405>.

²² Nurmiati, “Implementasi Model *Mind Mapping* Dalam Meningkatkan Kemampuan Bahasa Arab Pada Peserta Didik Di MAN Palopo.”

²³ Ahmad Mizan Rosyadi Abdul Jalil Mannan and Asfi Iza Fitrotin, “Implementasi *Mind Mapping* dalam Pembelajaran Maharah Kitabah di Madrasah Tsanawiyah Al-Amien Sabrang Ambulu,” *Journal ALLE: Arabic of Language and Linguistics Education* 2, no. 2 (2024): 125–38, <https://doi.org/10.52491/alle.v2i2.126>.

²⁴ Azizah, “Mind Map dalam Pembelajaran Keterampilan Membaca Pemahaman Teks Bahasa Arab.”

kitabah. Consequently, this research aims to explore how mind mapping can assist students in the Interdisciplinary Islamic Studies (IIS) program at University of Nahdlatul Ulama (UNU) Yogyakarta in developing both reading and writing skills simultaneously, particularly in understanding and processing Arabic texts in *qira'ah* and *kitabah* learning.

Method

This research employs a descriptive qualitative approach,²⁵ aimed at exploring students' experiences and perceptions²⁶ of using mind mapping as an innovation in *qira'ah* (reading) and *kitabah* (writing) learning. A qualitative approach was chosen because it allows the researcher to delve deeper into the subjective experiences of students in understanding Arabic texts through the mind mapping method and to gain more comprehensive insights into the impact of this method on their reading and writing skills. Qualitative research also enables the researcher to uncover the social context and interactions that occur during the implementation of this method, which cannot be achieved through quantitative methods.

The subjects of this research are students of the Interdisciplinary Islamic Studies (IIS) program at University of Nahdlatul Ulama, Yogyakarta, who are enrolled in the *qira'ah* (reading) and *kitabah* (writing) courses during the odd semester of the 2024/2025 academic year. This research involves two classes: Class A, consisting of 56 students, and Class B, consisting of 46 students. These classes were selected based on their availability to participate in the study and their diverse academic backgrounds, which allow for a more in-depth analysis of the varying effects of the mind mapping method in *qira'ah* and *kitabah* learning. During the study, students were directly involved in discussions and text comprehension activities using the mind mapping method.

To gather in-depth data, the researcher employed interviews,²⁷ participatory observations,²⁸ and questionnaires. Interviews were

²⁵ Hardani et al., *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: CV. Pustaka Ilmu Group, 2020).

²⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE Publication, 2008.

²⁷ John W. Creswell, *Research Design: Pendekatan Kualitatif, Kuantitatif Dan Mixed*, Pustaka Pelajar (Yogyakarta, 2010).

²⁸ Salim and Syahrums, *Metodologi Penelitian Kualitatif* (Bandung: Citapustaka Media, 2012).

conducted with lecturers and several students deemed representative to provide a deeper understanding of their experiences using the mind mapping method. The purpose of these interviews was to determine how students perceive the effectiveness of mind mapping in helping them understand and analyze Arabic texts, as well as to capture the lecturers' perspectives on the differences in students' task outcomes with and without the use of the mind mapping method. The lecturer interviewed was the *qira'ah* and *kitabah* course instructor, Ms. NH, who has extensive experience teaching in the IIS program and is well-acquainted with the characteristics of the students.

Meanwhile, participatory observation was conducted to directly document how the method was implemented in the learning process, including student interactions, discussion processes, and how they integrated mind mapping into the assigned tasks. In this observation, the researcher also recorded students' reactions to the application of the mind mapping method in the classroom context. Observations were carried out over two class sessions for both Class A and Class B. As for the questionnaire, it was administered to students with the aim of assessing their perceptions of the effectiveness of mind mapping in helping them understand and compose Arabic texts. The questionnaire utilized a Likert scale to measure the extent to which students agreed with the use of mind mapping in their learning process.

To ensure the accuracy and consistency of the data collected, the validity and reliability of the data collection instruments are maintained through triangulation, by comparing the results from interviews, observations, and questionnaires.²⁹ The data obtained from these three techniques will complement each other, resulting in findings that are more reliable and objective. Additionally, the researcher also conducted a recheck of the observation results by confirming the key findings with the lecturers and students involved to ensure the accuracy of the observations. The data from observations, interviews, and questionnaires will be analyzed using two methods: thematic analysis and descriptive statistics. The results of the interviews and observations will be analyzed to identify key themes, such as how mind mapping aids students' understanding and writing skills. Meanwhile, data from the questionnaires using the Likert scale,³⁰ will be calculated in percentages

²⁹ Umar Sidiq and M Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: Nata Karya, 2019).

³⁰ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019).

to determine the extent to which students agree with the use of mind mapping. The results of this analysis will be linked to relevant learning theories to explain how mind mapping affects students' comprehension of Arabic texts and their Arabic writing skills.

Result and Discussion

Qira'ah & Kitabah Learning at UNU Yogyakarta

University of Nahdlatul Ulama (UNU) Yogyakarta is a private Islamic university established under the auspices of Nahdlatul Ulama.³¹ Although relatively new, UNU is strongly committed to producing outstanding professionals capable of competing in various sectors at both the national and international levels, in line with its vision of becoming a leading educational institution in the "Latecomer" category.³² One of the study programs at UNU Yogyakarta is Interdisciplinary Islamic Studies (IIS), designed to produce graduates with a deep understanding of Islam and sensitivity to contemporary societal issues. As such, the curriculum of this program is structured to integrate the three fundamental principles of Islam (*Iman/Faith, Islam, and Ihsan/Excellence*) with social and humanities sciences, providing a holistic approach. This study program is supported by experienced lecturers who are graduates of prestigious universities, both domestically and internationally. Additionally, the *pesantren* (Islamic boarding school) background of the lecturers further strengthens the academic competencies of the students.³³

The learning process in the Interdisciplinary Islamic Studies (IIS) program is designed to equip students with the ability to apply Arabic language skills, particularly in reading and understanding classical to modern Arabic texts.³⁴ To support this goal, *qira'ah* (reading) and *kitabah* (writing) classes are conducted over one semester, held weekly for 100 minutes (equivalent to 2 credits), with a total of three classes: A, B, and C. Observations reveal that students have not fully achieved the

³¹ "Universitas Nahdlatul Ulama," Wikipedia, accessed November 17, 2024, https://id.wikipedia.org/wiki/Universitas_Nahdlatul_Ulama_Yogyakarta.

³² "Visi & Misi UNU Yogyakarta," accessed November 17, 2024, <https://www.unu-jogja.ac.id/tentang-unu/>.

³³ "Fakultas Dirasah Islamiyah Universitas Nahdlatul Ulama Yogyakarta," accessed November 18, 2024, <https://www.unu-jogja.ac.id/fakultas-unit/fakultas-dirasah-islamiyah/>.

³⁴ "Program Studi S1 Studi Islam Interdisipliner," accessed November 18, 2024, <https://www.unu-jogja.ac.id/fakultas-unit/fakultas-dirasah-islamiyah/s1-studi-islam-interdisipliner/>.

learning objectives, especially in reading and writing Arabic texts proficiently. Differences in students' educational backgrounds significantly contribute to this issue, as not all students come from *pesantren* (Islamic boarding schools). Consequently, some students face challenges in reading and writing Arabic texts. To address this, students are grouped into small, diverse discussion groups based on their levels of understanding. This arrangement aims to facilitate collaborative and effective learning by enabling students with less comprehension to learn from their more proficient peers, fostering a supportive and interactive learning environment.

Based on interviews with the lecturers responsible for *qira'ah* and *kitabah* courses, the teaching of these two skills is carried out using various methods, incorporating the previously formed discussion groups. For *qira'ah* (reading), the learning process alternates between skimming and in-depth reading, both aloud (*jahr*) and silently, while paying attention to proper reading rules, including *harakat* (diacritical marks). For *kitabah* (writing), the learning activities typically involve students paraphrasing texts, summarizing content, and composing questions based on the texts they have read. In addition to these methods, the lecturers have introduced an innovative teaching approach by combining mind mapping with paraphrasing. This method is designed to help students read and comprehend Arabic texts more effectively while simultaneously enabling them to rewrite the main ideas from the texts they have studied.

Innovative Learning of *Qira'ah* & *Kitabah* Using the Mind Mapping Method

The use of the mind mapping method in *qira'ah* (reading) and *kitabah* (writing) learning is implemented only in Classes A and B of the Interdisciplinary Islamic Studies (IIS) program at UNU Yogyakarta. Research findings indicate that the application of mind mapping in these courses has a positive impact on students' understanding and skills in reading and writing Arabic texts. Observations show that classroom discussions become more structured, as mind mapping aids students in organizing the main ideas of the texts they read. This technique also helps students understand the relationships between key points and supporting details within the text.

From the researcher's observations, students begin the mind mapping process by writing the main idea in the center of the paper. They then develop relevant subthemes and supporting ideas around the central

idea. This approach enables them to see the connections between different parts of the text more systematically. Some students reported that this method made it easier for them to summarize information from the texts they read, thereby deepening their understanding of the content. Additionally, several students appeared more confident when submitting their assignments, as their work became clearer and easier to comprehend compared to when they were asked to summarize texts into a single paragraph. The use of mind mapping not only improved students' comprehension of the texts but also instilled a greater sense of satisfaction and confidence in completing their assignments.

Interviews with lecturers of the course revealed that mind mapping not only enhances students' concentration in understanding Arabic texts but also encourages their creativity in organizing the main ideas from the texts into more engaging formats. Additionally, this method helps lecturers monitor students' learning processes and ensures they do not rely on technology, such as AI (Artificial Intelligence), to complete their assignments. Furthermore, the lecturers plan to continue utilizing the mind mapping method in *qira'ah* (reading) and *kitabah* (writing) learning in the future, as it has proven effective in boosting student engagement.

From the students' perspective, although some of them were initially unfamiliar with the mind mapping method, they were enthusiastic when it was applied in their learning process. Students expressed enjoyment and interest, noting that the lessons became more exciting and challenging than before. In fact, most of them indicated a desire to try the mind mapping method in other learning contexts. This method was seen as helpful for understanding Arabic texts while also offering a fun and creative way to summarize material based on the texts they read. Students only needed to identify key points from the texts, making the process simpler compared to traditional text summaries, which require comprehension of the entire text. Moreover, they felt more confident about their assignments using mind mapping compared to previous summary tasks, as their work was more structured and easier to understand.



Figure 1. Diagram of Student Questionnaire Results

The data from the questionnaire indicates that 89.5% of students found mind mapping helpful in understanding Arabic texts. Meanwhile, in *kitabab* (writing) learning, 84.2% of students felt more confident in completing tasks that required rewriting the main ideas from the texts they read using the mind mapping method.



Figure 2. Diagram of Student Questionnaire Results

Overall, this innovation successfully created an interactive and enjoyable learning environment while addressing challenges in improving students' understanding of Arabic texts. It also helped them summarize and organize main ideas in a more structured way. This method effectively overcame the difficulties students faced in understanding and writing

Arabic texts, especially for those unfamiliar with unvocalized Arabic script (texts without *harakat*).

Discussion

The research findings reveal that the use of the mind mapping method in *qira'ah* and *kitabah* learning at UNU Yogyakarta successfully created an engaging, enjoyable, and more interactive learning environment. Students felt more interested and enthusiastic in understanding Arabic texts because mind mapping enabled them to more easily organize ideas and thoughts in a more attractive and structured way. This method has been proven to enhance students' understanding of Arabic texts, which were previously difficult to comprehend without the aid of mind mapping. This study aligns with the findings of several previous studies, such as those expressed by Muassomah,³⁵ who stated that *qira'ah* learning using mind mapping has a positive impact on students, enabling them to easily understand Arabic texts.

A similar finding was also observed in the research by Alkhazaleh,³⁶ which explained that the use of mind mapping enables students to more easily understand texts and express their own ideas. Another study conducted by Al Kamli,³⁷ mentioned that the use of the mind mapping method makes it easier for students to write better. Abdul Halik³⁸ also stated that mind mapping encourages students to be more creative in writing. Not only in reading and writing learning, but in vocabulary learning (*mufradat*), the mind mapping method has also been proven to help increase students' understanding and learning motivation,

³⁵ Muassomah Muassomah, Penny Respaty Yurisa, and Mohd Firdaus Bin Yahaya, "Mind Mapping: Reading Comprehension Technique of Arabic Texts for Students in Higher Education," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (2022): 438–55, <https://doi.org/10.24042/albayan.v14i2.14350>.

³⁶ Mahmoud Alkhazaleh and Ahmed Abu Sal, "Impact of Using Mind Maps to Improve Reading Comprehension Skills of Eighth Grade Students," *Eurasian Journal of Applied Linguistics* 10, no. 2 (2024): 262–273, <http://dx.doi.org/10.32601/ejal.10222>.

³⁷ Hadeel Mohammad Al Kamli, "The Effect of Using Mind Maps to Enhance EFL Learners' Writing Achievement and Students' Attitudes Towards Writing at Taif University," *Arab World English Journal*, no. 232 (2019): 1–92, <https://dx.doi.org/10.24093/awej/th.232> Arab.

³⁸ A.F Abdul Halik, "Use of Mind Mapping Technique to Improve the Writing Skills of ESL Learners in Sri Lanka," in *Proceeding of Eight International Symposium*, 2021, 648–664.

enabling them to memorize and recall Arabic vocabulary more quickly.³⁹ Furthermore, in learning *sharf*, the mind mapping method has been shown to stimulate motivation in studying *sharf* material.⁴⁰

Although this method shows positive results, challenges still exist. One of the main challenges faced is the initial difficulty in implementing mind mapping by some students who are not accustomed to this method. Some students expressed confusion in designing the appropriate scheme at the beginning of its implementation, with some even only writing the main ideas per paragraph in a numbered list. A longer adaptation process is required for them to understand and optimize the use of the mind mapping method, so providing further guidance in the early stages is crucial in introducing and training students to use this method.

In addition, although the majority of students showed improvement in understanding texts and increased confidence in their tasks, there is a possibility that other factors, such as their previous educational background, could influence the level of success in applying this method. Some students with a *pesantren* (Islamic boarding school) background reported fewer difficulties in understanding Arabic texts compared to those without such a background. Therefore, variables such as students' Arabic language proficiency levels before and after the implementation of this method need to be considered to provide a clearer picture of the effectiveness of using mind mapping in *qira'ah* and *kitabah* learning. Further research involving other variables, such as learning motivation and active student engagement, could offer deeper insights into the success of this method's application.

The application of the mind mapping method has great potential to be used as an innovation in Arabic language learning, particularly in the courses of *qira'ah* and *kitabah*. This method not only makes it easier for students to understand Arabic texts but also encourages them to be more creative and confident in composing their writing. These findings

³⁹ Shofwatul Fu'adah, "Tathbiq Tiknulujiya (Istiratijiyyah Al-Kharithah Al-Dzihniyyah) Li Hilli Musykilah Ta'lim Mufradat Al-Lughah Al-'Arabiyyah Lada Thullab Al-Fashl Al-Sabi' Fi Al-Madrasah Al-Tsanawiyah 'Nurul Jadid Banyuputih-Situbondo,'" *Alibbaa': Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2020): 197–209, <https://doi.org/10.19105/alb.v1i2.3572>.

⁴⁰ Muhammad Al Farobi Al Farobi et al., "Implementation of Istiqraiyah Method Through Mind Map in Shorof Learning," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 3 (2024): 293–306, <https://doi.org/10.22219/jiz.v6i3.25866>.

provide a strong foundation for expanding the use of the mind mapping method in Arabic language learning at other educational institutions.

Conclusion

The innovation in *qira'ah* and *kitabah* learning by utilizing the mind mapping method at the University of Nahdlatul Ulama Yogyakarta received positive feedback from students, both in terms of understanding Arabic texts and in increasing learning motivation. With this method, students not only find it easier to understand the text but are also encouraged to think creatively in conveying the main ideas of the text they read. In addition, mind mapping creates a more engaging and enjoyable learning environment, thus overcoming the challenge of low student interest in text-based learning.

However, the success of this method is also accompanied by challenges, particularly in the initial stages of implementation for students who are not yet familiar with this method. Therefore, intensive guidance in the early stages is necessary for this method to be applied more effectively. To support the sustainability of using mind mapping in *qira'ah* and *kitabah* learning, it is recommended that the teaching be conducted gradually. In the initial stages, lecturers can provide simple mind mapping examples and involve students in joint practice. The use of digital tools that support mind mapping creation can also be considered, so that students will be able to easily develop this skill independently. Furthermore, students should be given the opportunity to collaborate and discuss the mind maps they create to further enhance their understanding and creativity.

This study concludes that the mind mapping method has the potential to be applied in Arabic language learning, not only limited to *qira'ah* and *kitabah* but also in other fields, such as the analysis of *balaghah* texts. In the future, further research is also needed to evaluate the effectiveness of this method comprehensively, considering factors such as students' backgrounds and Arabic language proficiency. This is important to ensure that the mind mapping method can become a sustainable innovation in Arabic language learning.

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