



## **Improving Learning Outcomes of Students of Class VII A Social Studies Subjects Through Mind Mapping Media**

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### **Abstract**

The minimal use of media in learning activities can cause student learning outcomes to decline. This is because learning tends to use the lecture method, assignments depend on textbooks, are less interesting and learning feels boring. As a result, students become inactive and reluctant to listen to explanations of the material presented by the teacher, so that students do not understand the material being studied. This research method uses Classroom Action Research (PTK), each cycle consists of four stages, namely the planning stage, action implementation, observation and reflection. Data collection techniques include observation, tests, questionnaires, documentation, interviews, teacher observation sheets and student activity observation sheets. Based on research, it shows that mind mapping learning media can improve student learning outcomes. In cycle I the cognitive domain reached a percentage of 63.23 (poor category), the affective domain reached a percentage of 62.66 (good category) and the psychomotor domain reached a percentage 35.5 (very poor category) then in cycle II there was an increase, namely in the cognitive domain the percentage 78.43 (very good category), affective domain of 82 (very good category) and psychomotor domain 84.5 (very good category). Thus, it can be concluded that mind mapping learning media can improve the learning outcomes of class VII A students in social studies at SMP Negeri 8 Pamekasan.

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## **Introduction**

Education is the need of all people who are constantly changing, creating, and working in accordance with the times. In the learning cycle, the relationship or communication between teachers and students both have a relationship that generally has an impact on each other. This is because teaching is a change in knowledge, values and abilities of students in order to achieve previously agreed goals. In everyday life, one of the ways people seek information and increase knowledge as a provision for life towards the future, training cannot be separated from educational experiences (Munir Yusuf, 2018).

Media is the right tool to explain or illustrate material to be more concrete (Romadhon: 2020), straightforward because of its different forms so that students are more motivated to learn and make the learning atmosphere more fluctuating and can enliven the enthusiasm of students in educating and developing experience (Iis Aprinawati, 2018). School is one of the most important educational institutions after the family that is able to educate the younger generation to get sources of information that they have never obtained before in the family. At school, children are handed over by their parents to teachers in educating giving all their knowledge, skills, sacrifices and so on (Henni Sukmawati, 2013).

As from some data obtained by researchers both through observation and direct interviews from social studies teachers on Friday, September 15, 2023 at SMP Negeri 8 Pamekasan which explains that student learning outcomes are still low. So the effort to apply mind mapping learning media can overcome student difficulties when learning in class. In addition, this learning media is very feasible to use to determine the improvement of student learning outcomes on the material provided, and only focused on class VII A by considering the frequency of social studies subject hours and student understanding (Eka Soetristiana, 2023).

Based on the results of interviews with researchers with social studies teachers, especially teaching VII grade at SMP Negeri 8 Pamekasan said that: "I honestly say that actually learning in this school lacks learning media during the teaching and learning process in class, but the way of teaching does not apply learning media. Here I as a teacher still use the lecture method in the subject, namely Social Studies (IPS). To overcome students' learning difficulties and learning

outcomes, then the way for students to be more active, happy and easy to understand the material being taught I try to apply mind mapping learning media, to find out the extent of their insight into what is being contemplated. However, there are still several factors that affect student learning outcomes, including there are still students who constantly occupy themselves, tell stories when I am learning, upset their friends who are focused on learning so that they end up not focusing on what I explain, so that student learning outcomes become low, and cause the scores obtained by students to remain below the peak learning norm, where the standard score used is 75%. However, there were still 60% of students who took the exam because they scored below normal, which is (30-60). The number of students in class VII A is 30. From the daily test information, it is known that students whose scores have reached the 75% learning completeness standard are 8 students, while scores < 75% are 4 students, and scores below 60% are 18 students.” (Eka Soetristiana, 2023). Teachers still do not provide, use or apply learning media that is very suitable for the situation of students and cannot increase the participation of students to be active and enthusiastic when carrying out learning activities.

This media is also a form of optimization of social studies learning and innovation in social studies learning, it is necessary to create or apply learning media, namely mind mapping media (Romadhon, 2020). The application of mind mapping media aims to add to the diversity of media in understanding social studies learning and as an effort to increase motivation, interest, student understanding of social studies subjects.

The existence of this mind mapping media can facilitate understanding of the material, because students can learn while storing material in an imaginative way, so as to provide direct experience and memory of the material will be stronger (Romadhon, 2018). Related to the application of mind mapping media has also been done, according to Nurun Nadhiroh (2019), based on the research he did, he found that the mind mapping media was able to show students' memory, able to express opinions freely, be able to cooperate with friends, and the notes were more concise and clear. According to Tina Wahyuni (2022), based on the research she conducted, she found that students who used the mind mapping method with conventional learning methods had different understandings. Another research on the

application of mind mapping media was also conducted by Anggia Juwita Putri (2022), based on her research she found that students' understanding had increased through the use of the mind mapping method.

Of the three studies above, it is different from my research. My research focuses on “How the Learning Outcomes of Students of Class VII A SMP Negeri 8 Pamekasan in the Cognitive Domain by Using Mind Mapping Media in Social Studies Learning”, How the Learning Outcomes of Students of Class VII A SMP Negeri 8 Pamekasan in the Affective Domain by Using Mind Mapping Media in Social Studies Learning” and ‘How the Learning Outcomes of Students of Class VII A SMP Negeri 8 Pamekasan in the Psychomotor Domain by Using Mind Mapping Media in Social Studies Learning’.

## **Method**

The method used in this research is classroom action research (PTK). Classroom action research is an action research conducted by teachers who are also researching in their classrooms to improve real activities and professional development activities (Suharsimi Arikunto, 2011). The research design used in this study is the planning stage, action implementation, observation, and reflection (Suharsimi Arikunto, 2008). The data collection techniques used were observation, tests, questionnaires/surveys, documentation, interviews, teacher observation sheets and student activity observation sheets. Data analysis techniques are using cognitive assessment, affective assessment and psychomotor assessment.

## **Result and Discussion**

### **A. Description of Initial Condition**

This Classroom Action Research (PTK) was conducted at SMP Negeri 8 Pamekasan which is located at Jl. Jalmak 43 A Pamekasan, Jalmak, Kec. Pamekasan, Kab. Pamekasan. The school consists of 16 classrooms, 1 office and 1 library. SMP Negeri 8 Pamekasan has been awarded the title of independent adiwiyata school and obtained A accreditation. The principal is Mr. Abdul Qadimul Azal, M.Pd., with a total of 34 teachers, the facilities owned by this school are less complete, learning in the classroom using a class teacher in accordance with the mapel teacher system (subjects).

The social studies learning process in this school until now has been monotonous because the teacher always uses the lecture method and assignments in learning. Thus, researchers try to use Mind Mapping learning media to improve student learning outcomes on the material of Socialization in Society and Human Needs and Tools for Meeting Needs.

## **B. Research Results**

### **1. Pre-Action Stage**

Before the action was taken, first the pre-action stage was carried out in order to find out the problems with the social studies learning outcomes of students in class VII A before using mind mapping learning media. It is clear that when giving students an initial test consisting of ten questions on their first meeting.

Before entering cycle I and cycle II, researchers conducted a pre-test. This pre-test was carried out in order to know the level of understanding of students before implementing cycle I and cycle II. Students were given a multiple choice test of socialization material in society. In this section the researcher uses the following calculations.

The formula for calculating the value of individual learning outcomes:  $\text{Score} = (\text{score obtained}) / (\text{maximum score}) \times 100$  To find out the scores obtained by students during the pre-test, it can be seen from the following table:

**Table 1 Hasil Perolehan Nilai Siswa Pada Test Awal (Pre Test)**

No	Nama Siswa	Perolehan Skor	KKTP	Nilai	Keterangan
1	Ach Zainoer Rofiky	30	75	40	Not complete
2	Afifah	60	75	80	complete
3	Afiqotur Rizkiyah	30	75	40	Not complete
4	Ahmad Muammar Kadafi Maulana	10	75	13	Not complete
5	Akh. Solihan Pratama	50	75	66	Not complete
6	Alfaizi Subhan Adhima	50	75	66	Not complete
7	Alfarisi Afghani Hidayat	10	75	13	Not complete
8	Amirul Muktadin	20	75	26	Not complete

9	Anggraini Puji Astutik	50	75	66	Not complete
10	Aniyza Dinda Winata	30	75	40	Not complete
11	Deviana Yunita Sari	10	75	13	Not complete
12	Diana Rusdianti	50	75	66	Not complete
13	Dwi Andika Putra	30	75	40	Not complete
14	Dyah Moh Phaeris	20	75	26	Not complete
15	Gunawan Putra Da Villa	30	75	40	Not complete
16	Isnaini Putihah Nurfaiqoh	50	75	66	Not complete
17	Jamilah	50	75	66	Not complete
18	Kevin Dwi Firmansyah	50	75	66	Not complete
19	Lailatul Musyarofah	50	75	66	Not complete
20	Mafrohatul Hasanah	60	75	80	Complate
21	Malika Kanna Rosyida	60	75	80	Complate
22	Meylani Widianta	40	75	53	Not complete
23	Moh Alfareza	50	75	66	Not complete
24	Moh Furqon Ramadhani	20	75	26	Not complete
25	Putra Akbar Ramadhan	30	75	40	Not complete
26	Radit Aditya	20	75	26	Not complete
27	Rangga Putra Dinata	40	75	53	Not complete
28	Riza Putra Ramadani	10	75	13	Not complete
29	Sifatul Aulia	60	75	80	Complate
30	Tegar Pratama Hariyanto	30	75	40	Not complete
	<b>sum of values</b>			<b>1.456</b>	
	<b>average</b>			<b>48,53</b>	
	<b>Highest score</b>			<b>80</b>	
	<b>Lowest score</b>			<b>13</b>	

From the table, it can be seen that out of 30 students in the initial test (pre test), only 4 students completed it with a score range of 80-100 in the excellent category because students had the option to respond to questions accurately. There were 9 students who did not reach the completion score

because they still did not understand the question with a score of 66-79 for the good category. The score range was 56-65 with 0 students in the fair category. The score range of 40-55 is 9 students in the disadvantaged category because students have not been able to answer correctly. The score range of 0-39 is 8 students in the very poor category because students simply do not understand the material in the multiple choice questions. With a class average score of 48.53.

**Table 2 Score Result Study**

<b>Skor Penilaian</b>	<b>Jumlah Siswa</b>	<b>Kategori</b>
80-100	4	Very good
66-79	9	Good
56-65	0	Simply
40-55	9	Less
0-39	8	Very Less
Amount	30	100

From table 4.2 it tends to reason that the peak of student learning during the basic test (pre test) is 80%. Characterized by a very good category of 4 students because they were able to answer the questions correctly and had reached the stage of the specified indicators, while 26 students were still included in the indicator very less or still unable to understand the questions given by the researcher. especially KKTP 75 or 75%. Therefore, the activity stage will be carried out by researchers by utilizing cycle I to get an increase in student learning outcomes by using Mind Mapping learning media.

## **2. Cycle I Learning Outcomes**

### **a) Cognitive Domain**

Researchers get the value of student test results then the value is clarified based on the value range 80-100 totaling 9 students for the excellent category because students are able to answer questions given by researchers accurately and master socialization material in society. The score range 66-79 amounted to 9 students in the good category because

students were able to answer the questions asked. The score range of 56-65 amounted to 0 students for the sufficient category. The score range of 40-55 amounted to 11 students for the poor category because students have not mastered the material that has been explained and taught and have not been able to answer the questions correctly. The score range of 0-39 amounted to 1 student in the very poor category because students had not been able to understand the material at all during learning and were unable to answer every question. This happened because in cycle I many students were confused by learning activities so that their activities were not maximized. Cycle I data on student learning outcomes obtained the most common category, namely less with a percentage of 63.23.

#### **b) Affective Domain**

Obtained student data in the affective domain which is in the very good category totaling 0 students with a score of 80-100, the good category is 13 students with a score of 66-79 because students show an attitude of responsibility, cooperation, conscientiousness, creativity and discipline in completing the tasks given by the researcher. The sufficient category is 10 students with scores of 56-65, while the poor category is 7 students with scores of 40-55 because students have not shown an attitude of responsibility, cooperation, conscientiousness, creativity and discipline during the learning process. and the very poor category is 0 students. Thus, this research really needs to be continued to cycle II to get improved results in order to get an excellent assessment. The acquisition of student learning outcomes scores in the affective domain of the 2nd meeting that the most prominent category is good with a percentage of 62.66.

#### **c) Psychomotor Domain**

The data collected from students in the psychomotor domain shows that 0 students scored in the very good group, meaning that they were unable to follow the teacher's instructions and did not complete the LKS according to the instructions. There are no students in the very good category (score range 66-79), sufficient category (score range 56-65),



poor category totaling 8 students with (score range 40-55) and it is known that 22 students get a very poor category with a score range of (0-39) because students have not understood the learning activities carried out by the teacher, causing student attachment to the material to be below standard. Data on student learning outcomes in the psychomotor domain obtained the most superior category, namely very less with a percentage of 35.5.

It can be concluded that the results of teacher observations in cycle I, obtained a score of 54 with a maximum score of 68, so that the percentage of teacher observations in cycle I is 79.4%. It can also be seen that student activities in learning by using Mind Mapping media in cycle I show a less category. The results of student observations in cycle I, obtained a score of 36 with a maximum score of 68, so that the percentage of student observations in cycle I was 52.9%.

### **3. Cycle II Learning Outcomes**

#### **a) Cognitive Domain**

In cycle II, learning outcomes were categorized based on the score range of 80-100, totaling 22 students in the excellent category because students were able to master the material and answer questions correctly after the researcher received the results, from the students' individual learning tests. Five students were placed in the good category from scores 66-79 because students showed a high level of mastery of the material. In the sufficient category, 0 students were in the 56-65 score range. Three students were in the poor category from the score range of 40-55 because students were unable to understand the material being taught and were unable to understand the daily question questions. With scores between 0-39, no students were in the very poor category. The majority of students in cycle II obtained scores higher than the KKTP, this indicates that the data received met the established success indicators.

### **b) Affective Domain**

Cycle II always assesses social studies learning outcomes in the affective domain carried out by researchers. obtained data on students who fall into the very good category with a value range of 80-100 totaling 20 students, because students are able to show their attitude of responsibility, cooperation, conscientiousness, creativity and discipline in completing LKS tasks given by researchers. The good category with a score range of 66-79 amounted to 5 students, because students were able to show an attitude of responsibility, cooperation, conscientiousness, creativity and discipline in completing the assignments given and collecting them on time. As for the sufficient category with a score range of 56-65, there are 5 students, because students have not been able to show their attitude of responsibility, cooperation, conscientiousness, creativity and discipline. As for the categories of less and very less there are no students who get it. The findings of the assessment of student learning outcomes in cycle II show that the top category which occupies a percentage of 82 is very good.

### **c) Psychomotor Domain**

Obtained student data in the psychomotor domain in cycle II which obtained a very good category was 18 students with a score of 80-100 because students were very capable of mastering what the teacher ordered. The good category amounted to 12 students with a score of 66-79 because students were able to listen to instructions from the teacher and work on the LKS according to the correct instructions. As for the classification of sufficient, less, and very less, no students got it. At this stage of research and assessment in the psychomotor domain, it has reached the success indicator until there are those who get a score of 100. The data from the results of this psychomotor domain research shows that the research has reached the success indicator with a score of 66 and above students getting a good category psychomotor domain assessment. This happened because students in cycle II were accustomed to the

learning exercises they carried out, understood the explanation of the material and directions from the teacher so that students' training in developing experiences occurred in accordance with what was expected or could be said to be successful.

The acquisition of student learning outcomes scores in the psychomotor domain in cycle II shows that the most superior category is very good, namely 84.5. This shows that after developing experiences using mind planning media, the results obtained by students expanded from cycle I to cycle II by applying Mind Mapping media.

Student practice in learning using Mind Mapping media in cycle II showed an excellent category. The results of student observation in cycle II, obtained a score of 64 with a maximum score of 68, so that the percentage of student observation results in cycle II was 94.1%. While the results of teacher observation in cycle II, obtained a score of 65 with a maximum score of 68, so that the percentage of teacher observation results in cycle II is 95.5%.

#### **4. Discussion**

In the implementation of cycle I activities, student learning outcomes were still low, this was due to classroom conditioning that had not gone well, such as some students not listening to the teacher's explanation, chatting, joking with their friends, wandering around the classroom, even often asking permission to go to the bathroom. This causes the non-appearance of learning outcome indicators, the first indicator regarding learning outcomes occurs with the process of experiencing, in the implementation of cycle I there are still many students who are confused by the learning activities applied by researchers because Mind Mapping media is still new to students.

The second indicator of student learning outcomes is learning outcomes formed in active learning events, here it can be seen that students are still less dynamic in group conversation exercises, still often busy talking than helping their friends, afraid or not confident in presenting and explaining the results of their discussions to their friends.

The third indicator of learning outcomes is that learning outcomes occur through the most common way of overcoming problems so that a critical thinking process occurs, in this third indicator students still do not fully show involvement in solving problems about the material being studied and also students still do not express their ideas to solve problems.

## **Conclusion**

Based on the results of research on the results that have been researched with "Improving Learning Outcomes of Students of Class VII A Social Studies Subjects Through Mind Mapping Media at SMP Negeri 8 Pamekasan". Researchers can conclude some conclusions:

1. The use of mind mapping media can improve student learning outcomes in social studies learning. This can be seen from the acquisition of the percentage of student learning outcomes from cycle I to cycle II has increased. The results of the acquisition of the percentage of student learning in cycle I cognitive domain amounted to 63.23. And in cycle II it increased to 78.43.
2. The use of mind mapping media can improve student learning outcomes in social studies learning. This can be seen from the acquisition of the percentage of student learning outcomes from cycle I to cycle II megalami increased. The results of the acquisition of the percentage of student learning in cycle I affective domain amounted to 62.66. And in cycle II it increased to 82.
3. The use of mind mapping media can improve student learning outcomes in social studies learning. This can be seen from the acquisition of the percentage of student learning outcomes from cycle I to cycle II has increased. The results of the acquisition of the percentage of student learning in cycle I psychomotor domain amounted to 35.5. And in cycle II it increased to 84.

## **Suggestion**

Based on the above conclusions, the authors can put forward some suggestions as follows, namely:

1. For teachers, it is hoped that mind mapping media can be used as an alternative in the learning process so that it can improve student learning

outcomes because mind mapping media is easy to obtain and very practical in learning.

2. For students, it is hoped that students will be more active and creative in the learning process and more enthusiastic in learning with the aim of improving student learning outcomes.

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