

Achieving Spectacular Learning Outcomes: A Mind Mapping Breakthrough for Pancasila Values in Grade 7

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Abstract

This classroom action research (CAR) aimed to improve the learning outcomes of seventh-grade students on the material of Implementation of Pancasila Values through the Mind Mapping method. The research was conducted in two cycles at SMP Negeri 32 Bekasi during the odd semester of the 2025/2026 academic year, involving 40 students (20 male and 20 female). Data collection utilized a pre-test, post-test, classroom observation, and documentation, while the research instruments consisted of a 20-item multiple-choice test and an observation sheet. The data were analyzed using descriptive comparative techniques by comparing the mean score, percentage of completeness (mastery), and gain score. The results showed a significant improvement in student achievement. The mean score of the pre-test was 60.75, with only 5% of students achieving mastery. In Cycle I, the average increased to 73.25 with 33% mastery and a moderate gain score category (0.3). In Cycle II, the average rose to 82.75 with 85% mastery and a high gain score category (0.71). Student engagement also increased through active participation in discussions, mind map creation, and group presentations. Thus, the Mind Mapping method is proven effective in improving student learning outcomes, motivation, and participation in Civics Education (PPKn) lessons on the Implementation of Pancasila Values.

Keyword: Learning Outcomes, Pancasila Values, Mind Mapping

1 INTRODUCTION

Education holds a crucial role in improving the quality of human resources, both spiritually and intellectually, as well as in developing the skills necessary to face the challenges of future life. Law Number 20 of 2003 on the National Education System of the Republic of Indonesia, Article 1 Paragraph 1, explains that education is a conscious and planned effort to guide, teach, and train students to optimally fulfill their roles in the future (Utami et al., 2023).

Education is the key to creating a generation that is intelligent, creative, and competitive in the era of globalization. Students in Junior High School (SMP) are at a crucial stage of cognitive development where they learn to think abstractly and logically. However, the reality shows that students still struggle to understand subject matter, organize information, and recall important concepts taught at school. One example is the seventh-grade students at SMP Negeri 32 Bekasi. The main cause of students' difficulty in comprehending learning material is the conventional teaching methods used, which pay little attention to active student involvement, leading to boredom and a lack of interest in learning. This ultimately affects learning outcomes negatively (Putra, 2018). The solution to this problem is to implement a creative, engaging learning method that aligns with various learning styles, namely the mind mapping method.

The visual learning and note-taking technique known as mind mapping divides information into branches of ideas stemming from a main concept. This method enhances students comprehension, memory, and creativity by facilitating a deeper understanding. With the

mind mapping method, students find it easier to connect one concept with another, thereby improving their understanding and ability to recall the material they learn. Furthermore, this method encourages active student engagement in learning, as they are required to think creatively and present information more systematically. Thus, the implementation of the mind mapping method is expected to create a more engaging and interactive learning atmosphere, which will motivate students to better understand the Civics Education (*Pendidikan Pancasila dan Kewarganegaraan - PPKn*) subject matter. (Nurlelah et al., 2020) The strategic role of Civics Education (PPKn) is to shape the character and personality of students so that they become citizens who are faithful, devout, and of noble character, and who uphold national values. One of the main topics in PPKn is the implementation of values such as justice, humanity, unity, deliberation, and divinity, which must be instilled so that students can practice them in the school, family, and community environments. (Hayati et al., 2020)

As stated in Government Regulation Number 32 of 2013, First Paragraph explains that Civics Education aims to shape students into individuals who possess a sense of nationality and love for their homeland within the context of the moral values of Pancasila, constitutional awareness of the 1945 Constitution of the Republic of Indonesia, the values and spirit of *Bhinneka Tunggal Ika* (Unity in Diversity), and a commitment to the Unitary State of the Republic of Indonesia (NKRI).

Students' understanding of the material on the implementation of Pancasila values is still relatively low. Initial observations in Grade VII at SMP Negeri 32 Bekasi indicated that several students had a poor grasp of how to apply Pancasila values. Learning evaluations showed that students were not actively involved in the learning process and had not yet achieved minimum mastery. One contributing factor is the use of a predominantly conventional learning approach. This approach fails to actively involve students in enhancing their understanding. (Collins et al., 2021)

The dominant teaching model used involves lectures and assignments, where the learning process is more teacher-centered rather than focusing on active student engagement. This results in ineffective teacher-student interaction, consequently leading to low student learning outcomes. In such a situation, mind mapping is a learning strategy that can help students understand, organize, and improve their learning outcomes. Learning outcomes serve as a benchmark for the success of the learning process.

Learning outcomes are the abilities students acquire after undergoing a learning experience in the cognitive, affective, and psychomotor domains. Good learning outcomes indicate that students not only understand the lesson but can also utilize what they have learned. This is reflected in the high number of students whose scores are below the Minimum Mastery Criteria (KKM), indicating they have not properly understood the material presented. Meanwhile, the quality of education can be assessed by the quality of student learning outcomes.

Improving the quality of education depends on improving student learning outcomes. Better learning can be achieved through various means, such as the use of technology, improving teacher quality, employing innovative teaching methods like mind mapping, and creating a supportive learning environment. To integrate the material "Implementation of Pancasila Values" with the mind mapping method, students are encouraged to actively create their own mind maps. These mind maps reflect their understanding of the application of Pancasila values. Furthermore, mind mapping can help students employ an innovative, enjoyable teaching approach that is compatible with the visual learning style used by junior high school students. (Boy & Utami, 2020)

Based on the background above, the researcher is interested in conducting research on the effectiveness of the mind mapping method in improving student learning outcomes on the material "Implementation of Pancasila Values" in Grade VII at SMP Negeri 32 Bekasi. This study aims to provide deeper insight into the extent to which the mind mapping method can help improve students' understanding of PPKn material, thus serving as an alternative innovative, interactive teaching strategy that aligns with the characteristics of the students. In addition, the results of this research are also expected to contribute to the development of more effective teaching methods, not only in Civics Education but also in various other fields of study that require a deep understanding of concepts. Through innovation in teaching strategies, it is hoped that students will not only achieve better learning outcomes

but also have higher motivation to participate in the learning process. Ultimately, the right teaching method will help create a more conducive, engaging, and meaningful learning environment for students, thereby optimally achieving the primary goal of education in producing a high-quality generation. (Rozi et al., 2019)

The variables used in this study are learning outcomes and the mind mapping method.

Learning outcomes are defined as students' achievements from the learning process, which include knowledge, skills, and attitudes. Learning outcomes indicate the quality of the course material and the attainment of learning objectives. Learning outcomes are further defined as changes in student performance that affect their cognitive, affective, and psychomotor skills, resulting from their interaction with the learning environment over a specific period. These achievements are the results of significant learning experiences that support students' overall development. Student learning outcomes are the tangible results of the cognitive, affective, and psychomotor changes generated by the learning interaction. (Sinaga et al., 2019)

2 RESEARCH METHODS

This research uses a qualitative approach. The type of research employed in this study is Classroom Action Research (CAR). This research type uses a cyclical approach to continuously evaluate and improve learning. In CAR, there are distinct actions taken in each cycle. Each cycle consists of four components: planning, implementation (action), observation, and reflection. The cycles in CAR represent the repeated stages carried out to improve the learning process and outcomes. This Classroom Action Research was conducted in the odd semester of the 2025/2026 academic year, at SMP Negeri 32 Bekasi, East Bekasi District, Bekasi City. In this study, the data sources are divided into two types: primary data and secondary data. Primary data were obtained directly from the research subjects, namely the seventh-grade students at SMP Negeri 32 Bekasi, who served as informants. There were 40 students in total, with a composition of 20 female students and 20 male students. This data includes the results of the pre-test and post-test, as well as the results of observations on student activities during the learning process using the mind mapping method. Secondary data are supporting data obtained from various relevant documents and literature, such as the syllabus, Lesson Plans (RPP), student textbooks, previous achievement score documents, and other scientific references. The data analysis techniques in this research include: the data collection stage (in the form of test results and observations), data reduction (filtering and summarizing the data), data presentation (in the form of tables and graphs), data analysis, and data verification. The improvement in learning outcomes is categorized into several levels: high, medium, and low. This categorization is used to interpret the students' level of success in learning. The study introduces the concept of normalized gain to measure the effectiveness of the learning intervention. (Huda et al., 2020)

Classroom Action Research (CAR) is conducted for a minimum of two cycles, as a single cycle is often insufficient to produce significant improvements. The second cycle is carried out to refine or improve the actions from the previous cycle. Furthermore, it is used to test the consistency of the method's effectiveness and to clearly observe the progress in students' learning outcomes.

3 RESULT AND DISCUSSION

This research aims to determine the effectiveness of the mind mapping method in improving the learning outcomes of seventh-grade students on the material "Application of Pancasila Values" in the odd semester of the 2025/2026 academic year at SMP Negeri 32 Bekasi.

The Classroom Action Research was conducted from July to August 2025. The method used is Classroom Action Research employing observation, reflection, and testing techniques. The research data sources were taken from 40 students as informants and the teacher as a collaborator relevant to this study. The research consists of 2 cycles with 4 steps: planning, implementation (action), observation, and reflection.

3.1 Sub Hasil

This research aims to determine the effort to improve student learning outcomes in the Civics and Citizenship Education (PPKn) subject through the mind mapping method on the material of applying Pancasila values.

3.1.1 Sub dari Sub Hasil 1

Here is the English translation of the provided text: Based on the test results given after the learning intervention using the mind mapping method in Cycle I, the average score obtained was 73.25. The highest score was 90 and the lowest was 50. The number of students who achieved the Minimum Mastery Criteria. The gain score obtained was 0.3, which falls into the medium category. This indicates that the mind mapping method in Cycle I provided a significant improvement in student learning outcomes compared to the initial condition. However, the improvement achieved is still in the medium category, and learning mastery has only reached 33%. (Harti et al., 2021)

Therefore, an improvement of the action is required in Cycle II. Based on the item analysis, 12 questions (60%) were categorized as easy, 8 questions (40%) as medium, and 0 questions (0%) as difficult. Based on the analysis of the frequency distribution of the students' post-test scores (Cycle I) in Class VII of SMP Negeri 32 Bekasi, it is evident that the students' scores are concentrated in the 70-79 interval with a frequency of 19 students (47.5%). This leads to the conclusion that the students' final ability is in the medium category but still below the Minimum Mastery Criteria, which is 78. Thirteen students (32.5%) achieved scores above while 27 students (67.5%) still scored below the KKM. The highest score obtained by a student was 90, while the lowest score was 50. The class average score reached 73.25, indicating that student learning outcomes after using the mind mapping method improved from the pre-test results. However, this increase is still insufficient to meet the established mastery criteria.

3.1.2 Sub dari Sub Hasil

Based on the test results given after the learning intervention using the mind mapping method in Cycle II, the average score obtained was 83.75. The highest score was 100 and the lowest was 60. The number of students who achieved the Minimum Mastery Criteria KKM increased to 33 students (82.5%), while 7 students (17.5%) had not yet achieved mastery. (Purwani Puji Utami et al., 2018)

The gain score obtained was 0.6, which falls into the medium category. This indicates that the mind mapping method in Cycle II provided a significant increase in student learning outcomes compared to the initial condition. With a higher average achievement, mastery above 80%, and an increasing gain score, it can be concluded that the learning in Cycle II was successful and met the research success indicators. Therefore, the research can be terminated at Cycle II.

Based on the analysis of the test items, the results showed that 17 questions (85%) were categorized as easy, 3 questions (15%) as medium, and 0 questions (0%) as difficult.

The data from the frequency distribution of the Cycle II scores show that 33 students (82.5%) achieved scores above the KKM, and 7 students (17.5%) obtained scores below the KKM. (Yatha Yuni et al., 2024)

3.2 Sub Pembahasan

In Cycle I, the students' average score was 74.25 with a learning mastery of 62.5%. This result indicates that learning using mind mapping began to show a positive impact, but was not yet fully optimal. This is evident from the still-low level of student activeness in asking questions and expressing opinions (35%-43%). Furthermore, the frequency distribution shows that the majority of students scored within the 70-79 interval (32.5%), while some students were still below the Minimum Mastery Criteria (KKM). The gain score at this stage was in the low-medium category (0.3), indicating that the improvement in student learning outcomes was relatively low. A significant increase occurred in Cycle II. The students' average score increased to 83.75, with learning mastery reaching 82.5%.

This improvement is also shown by a gain score of 0.6, which falls into the medium-high category, indicating that student understanding experienced real development after the corrective actions were implemented. The frequency distribution of the Cycle II test results shows a positive shift, with the majority of students scoring in the 80-89 interval (45%) and 90-99 interval (37.5%). These results prove that the mind mapping method is effective in improving student learning outcomes. This finding is consistent with the research by Retawan (2020), which concluded that the use of the mind mapping method can effectively improve student learning achievement. Furthermore, the research conducted by Saifullah (2023) also concluded that the application of the mind mapping method can improve student learning outcomes. In Cycle I, students' average score was 73.25 with a learning mastery rate of 33%. This result shows that learning using mind mapping started to have a positive impact, but it was not yet fully optimal. This is evident from the still low level of student activeness in asking questions and expressing opinions (35%-43%). In addition, the frequency distribution showed that the majority of students obtained scores in the 70-79 interval (33%), while there were still students whose scores were below the Minimum Mastery Criteria (KKM) (≤ 78). The increase at this stage was in the low-to-medium category, where the increase in student learning outcomes was classified as low. (Utomo et al., 2020)

In Cycle II, a significant increase occurred. The students' average score increased to 83.75, with the learning mastery rate reaching 83%. This increase was also categorized as high, indicating that students' understanding experienced real development after the corrective action was taken. The frequency distribution of the Cycle II test results showed a shift for the better, with the majority of students in the score intervals of 80-89 (45%) and 90-99 (37.5%). This result proves that the mind mapping method is effective for improving student learning outcomes. This is in line with Retawan's research (2020), which concluded that the use of the mind mapping method can effectively increase student academic achievement.

3.3 Table

Table Recapitulation of Student Learning Outcomes

Recapitulation of Student Learning Outcomes			
Indicator	Pre-research	Cycle 1	Cycle 2
Total Score	2875	2930	3350
Average	71,875	73,25	83,75
Percentage of Mastery	33%	33%	83%
Category	-	0,3 (Low)	0,6 (Moderate)
Mastery Criteria	Not Yet Complete	Not Yet Complete	Complete

During Cycle I, the students' average score was 73.25 with a learning mastery of 33%. These results indicate that learning using mind mapping started to show a positive impact, but was not yet fully optimal. This is evident from the still low student engagement in asking questions and expressing opinions (35%-43%). In addition, the frequency distribution shows that most students achieved scores in the 70-79 interval (33%), while some students were still below the Minimum Completeness Criteria (KKM). The improvement at this stage was in the low-to-moderate category, where the improvement in student learning outcomes was considered low. (Lega, 2020)

In Cycle II, a significant improvement occurred. The students' average score increased to 83.75, with learning mastery reaching 83%. This improvement was also categorized as high, indicating that students' understanding underwent real development after the corrective actions were implemented. The frequency distribution of the Cycle II test results showed a shift for the better, with the majority of students scoring in the 80-89 interval (45%) and 90-99 (37.5%). These results prove that the mind mapping method is effective in improving student learning outcomes. This is in line with the research by Retawan (2020), which concluded that the effective use of the mind mapping method can improve student academic achievement. Furthermore, research conducted by Saifullah (2024)

concluded that the application of the mind mapping method can improve student learning outcomes.(Nurlelah et al., 2020)

4 CONCLUSION

Based on the results of the Classroom Action Research (CAR) conducted in Class VII of SMP Negeri 32 Bekasi, it can be concluded that the CAR implemented with the mind mapping learning method supports the research hypothesis proposed by the researcher. This implies that the mind mapping method can improve the learning outcomes of seventh-grade students at SMP Negeri 32 Bekasi on the material "Application of Pancasila Values." The increase in learning outcomes can be seen from the students' average scores, which rose from 60.75 (pre-test) to 74.25 (Cycle I) and further to 83.75 (Cycle II). Additionally, the level of student learning mastery increased significantly, from only 5% (pre-test) to 33% (Cycle I) and reaching 83% (Cycle II). Thus, the mastery criteria were successfully achieved in Cycle II. In addition to the increase in the average student learning outcomes, the activities of both the teacher and the students in the learning process improved from Cycle I to Cycle II. The teacher was able to implement the learning according to the plan, achieving an execution rate above 90%. Meanwhile, students showed an increase in activeness, understanding of the method, and the courage to ask questions and express opinions. The results of this study affirm that the mind mapping method can be used as a strategy to help improve students' understanding of the Civics and Citizenship Education (PPKn) material. Therefore, it can serve as an innovative, interactive, and learner-characteristic-appropriate alternative learning strategy. Consequently, the application of the mind mapping method is effective in improving student learning outcomes in the material "Application of Pancasila Values" within the PPKn subject.

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