

THE EFFECT OF THE MIND MAPPING METHOD ON LEARNING OUTCOMES IN INDONESIAN SHORT WRITING SKILLS

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Abstract

It is hoped that this research can prove the effect of the mind mapping method on short story writing skills among students taught using the mind mapping method compared to students before being given an experiment. This research was conducted in class IV even semester 2022/2023 SDN Cilangkap 01 Pagi. This study used a quantitative method with the type of one group pretest – posttest (experiment). Based on the calculations, it was found that the average student learning outcomes in the pretest had an average of 69.93, a median of 69, a mode of 68.75 and a standard deviation of 11.629. Furthermore, the learning outcomes of students taught through problem-solving methods have an average of 86.13, a median of 84, a mode of 100 and a standard deviation of 10.529. This is enough to show a significant difference.

Keywords: Learning outcomes, Short Story Writing Skills and Mind Mapping Method

1 INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state. Education cannot be separated from the word learning.

Learning outcomes are familiar things in the world of education. where the assessment aims to see students' learning progress in terms of mastery of the learning material they have studied in accordance with the objectives set. In the teaching and learning process the teacher has the duty to encourage, guide, and provide learning facilities for students to achieve goals. the teacher has the responsibility to see everything that happens in the classroom to help the student's development process. The delivery of lesson material is only one of various activities in learning as a dynamic process in all phases and processes of student development.

Learning Indonesian language and literature, students are expected to have language skills consisting of listening, speaking, reading, and writing. The four skills are basically interrelated and form a single unit. If students do not have language skills, students cannot express thoughts, cannot express feelings, and cannot understand thoughts, feelings, ideas, and facts. Writing is a way to operate the brain as a whole which also includes the body, fingers and hands and even equipment. This process activates the body's material and non-material devices. Writing means getting used to operating the brain with thoughts. Because writing is a thinking process, it cannot be denied that writing is neutral in learning. One of the writing skills that involves ideas, notions and especially feelings is writing short stories.

A short story is a story about events based on reality or fiction experienced by someone that is full of conflict, moving or enjoyable. Based on this, the difficulty experienced by someone in writing short stories is that it is difficult to organize thoughts, ideas, opinions and experiences into a series of written language that is orderly, systematic and logical. Even students' interest and motivation to write is very low. Students think writing is very difficult and less interesting.

Based on the results of the researchers' observations, in writing activities in Indonesian lessons, especially writing short stories, students had difficulty expressing their ideas and imagination in written form. When the teacher asks students to write, students are confused about how to start writing. But the main cause is because students are less able to have an idea about the main things they will write in the story, students often feel confused about how to start the story, what will be written next and how it will end. In addition, students are less able to connect the ideas they have, various obstacles that students experience, one of which is due to the selection of learning methods that are not appropriate, namely the teacher still determines the lecture method in learning to write short stories without being accompanied by innovative media.

2 RESEARCH METHODS

The type of research method used is a quantitative research method, the method used is an experimental method. Experimental research is research on behavior that arises as a result of treatment given intentionally by researchers. In this study, researchers manipulated to find out the effect of the manipulation on the observed individual behavior

This research uses a type of experimental method *quasi experimental design* based on the division of experimental methods, this form of experimental design is a development of true experimental design which is difficult to implement. This design has a control group, but does not fully function to control external variables that affect the implementation of the experiment. There are two forms of quasi-experimental design, namely time series design and nonequivalent control group design

The design used in this research is *nonequivalent control group design*, with two groups, namely the control group and the experimental group, the control group is the group that was given the lecture method treatment. The experimental group is the group that was given the treatment method, namely learning with the mind mapping method. Initially, students were given a pretest in the form of questions to the two groups to find out the initial situation, whether there were differences between the control and experimental groups

3 RESULTS AND DISCUSSION

3.1 Research Results

1. Test the validity and reliability of the instrument

a). Validity test

Validity is a research instrument with the aim of proving validity. It is said to be valid if the instrument can be used to measure something to be measured. The research instrument used in this study was a test instrument consisting of 1 description item. These questions were tested on class IV C students at SDN Cilangkap 01 Pagi with a total of 30 students. A data will be said to be valid if the result of r_{count} is greater than r_{table} . Calculations in this study use product moment correlation with a significant level of 0.05 two-tailed test and a total of $n = 30$ where the r_{table} is 0.361. The test results show that all questions are valid (very significant/significant). This is in accordance with the validity criteria, namely $r_{table} > 0.361$ using a significance level of $\alpha = 0.05$

b). Reliability Test

Test Reliability in this study uses the Cronbach alpha statistical test with SPSS 27 calculations. An instrument is considered reliable when the Cronbach alpha test value is >

0.70. The reliability test from the SPSS results obtained the values shown in the table below:

Table 3.5. Instrument Reliability Test	
<i>Reliability Statistics</i>	
Cronbach's Alpha	N of items
0.901	8

Based on the Cronbach's Alpha value in the statistical reliability table, a value of 0.901 is obtained where this value is interpreted with the following

criteria: $r_{11} \leq 0.20$: very low reliability

$0.20 < r_{11} \leq 0.40$: low reliability

$0.40 < r_{11} \leq 0.70$: medium reliability

$0.70 < r_{11} \leq 0.90$: high reliability

$0.90 < r_{11} \leq 1.00$: very high reliability

A data normality test is needed to determine the test. Normal distribution data conditions are a requirement for testing hypotheses using parametric statistics. The normality test uses Kolmogorov-Smirnov from the SPSS 27 (Statistical product and service solution) application with a significance level of 5%. It can be seen that for variable While testing on the Y variable also obtained rcount 0.193 < rtable 0.05, so the data also has a normal distribution. significance value (Sig) for the Kolmogorov-Smirnov test data > 0.05, it can be concluded that the research data is NORMAL. Because the research data is normally distributed. Then we can use parametric statistics (paired sample t-test and independent sample t-test) to analyze the research data.

Test Homogeneity aims to determine whether the two sample classes have homogeneous variances or not. This test was carried out using the Levene's test statistical test which was processed using SPSS 27 with a significance level of 5% (0.05). it is known that the Based On Mean Significant value (Sig) obtained is 0.95 > 0.05, so it can be concluded that the variance of the experimental class Post-test data and the control class Post-test data is the same or HOMOGEN. Thus, one of the conditions (not absolute) of the independent sample t-test has been fulfilled.

Once it is known that the research data contributes normally, the next step is testing the hypothesis. Hypothesis testing is calculated using the independent sample test statistical test contained in the SPSS 27 program. An explanation of the results obtained from using this statistical test is presented in the following discussion:

Table 4.1 Hypothesis Testing

Class		N	Mean	Std. Deviation	Std. Error Mean
Indonesian Language Learning Results	Post-Test Experiment (Mind Mapping)	30	86.13	8,241	1,505
	2 Post-Test Controls (Conventional)	30	69.93	11,629	2.123

In the table above, the average value of the experimental class post-test is greater than the average value of the control class ($86.13 > 69.93$). This shows that there are differences between the control class and the experimental class.

3.2 Sub Discussion

Learning is the acquisition of knowledge as a result of learning activities. Or in other words, learning is an activity carried out by someone where the activity makes him gain knowledge. Learning is an activity carried out by each individual in the entire educational process to obtain changes in behavior in the form of knowledge, skills and attitudes. a very fundamental element in the implementation of the type and level of education.

Learning outcomes according to Muhibbin Syah are achievements that are achieved after students complete a number of subject matter. learning achievement is the result of learning the ideal learning outcomes include all psychological domains that change as a result of experiences and student learning processes.

Writing skills can develop the talent that everyone has in expressing all their ideas, thoughts, experiences and views. Therefore, one of the language skills that must be mastered in communication is writing. According to Suharianto, a short story is a medium that is usually used by the author to present only a small part of the life of the character that most attracts the author's attention.

According to Siberman, mind mapping is a creative way for each lesson to generate ideas, record what is learned, or plan new assignments.

4 CONCLUSION

Based on the results of testing the hypothesis, it produces a statement that the hypothesis proposed by the researcher or the alternative hypothesis (H1) is accepted and (Ho) is rejected and it can be concluded that there is a significant effect of the mind mapping method on the results of learning Indonesian on short story writing skills for class IV at SDN Cilangkap 01 AM.

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