

**Improving the Learning Outcomes of Students in Fiqh Subject Class V through
the Mind Mapping Method at Madrasah Ibtidaiyah Nurus Salam Palengaan Laok
Palengaan Pamekasan**

Fadilah

Institut Agama Islam Al-Khairat Pamekasan

Email: fadila34@gmail.com

Corresponding Author: Fadilah

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Abstract

There are three problems that are the focus of this research, namely how to apply the mind mapping method to fifth grade fiqh subjects at Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan? How to increase student learning outcomes after applying the mind mapping method to class V fiqh subjects at Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan? What are the supporting and inhibiting factors for the application of the mind mapping method in improving student learning outcomes in fiqh class V at Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan? This research is a type of descriptive research using a qualitative approach. The data sources are ustadz/teachers and students of Madrasah Ibtidaiyah Nurus Salam. Data was collected through interviews, observations, and documentation. Then analyzed with descriptive-qualitative analysis.

Keywords: Mind Mapping Method, Increasing Student Learning Outcomes.

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INTRODUCTION

Teaching is the creation of an environmental system that allows the process of KBM (teaching and learning activities) to occur. This environmental system consists of components that influence each other, namely the instructional goals to be achieved, the materials taught, teachers and students, the types of activities carried out, and the available facilities and infrastructure¹. In the implementation of teaching and learning, teachers are required to have various skills related to the answer to a question, namely how to organize teaching that can lead students to achieve the planned goals². Teachers convey messages or materials to students through methods so that students get additional material in the form of information about theories, symptoms, facts or events, then the information is processed by students in their memories. According to Dimyati and Mudjiono, message processing can be done deductively and inductively. Deductive processing begins by presenting generalizations, explanations related to concepts, and data searches carried out by students³.

The processing of messages is very closely related to the way students think or students' memory. According to Ahmad Fauzi, memory will always be associated with acquiring and storing words, symbols (symbols) and conscious experiences⁴. There are several ways to recall things that were previously known, namely: recollection, memory renewal, recall of memories, recognition, and relearning⁵. There are several ways to remember the lessons delivered by the teacher, including taking notes. The purpose of this material recording activity is to remember the information stored in memory without re-recording and repeating the information, students are only able to remember a small part of the material that has been learned. Generally, students record material traditionally in the form of long linear writing that covers the entire content of the subject matter, so that the notes look very monotonous and boring, making it difficult for students to remember their lessons and resulting in low learning outcomes for students.

Based on observations and interviews conducted, this happened to students and students of Madrasah Ibtidaiyah (MI) Nurus Salam Palengaan Laok Palengaan Pamekasan. With the lecture method used by teachers, students tend to be bored with the lessons learned, making it difficult for students to remember and understand. One of the proofs that their memory and understanding of subject matter is very weak is that the competency standards of students have not been achieved. Based on the results of the report card in the odd semester of the 2020/2021 school year, it is known that the increase in student learning outcomes in certain materials is very low, including in religious materials such as fiqh, moral beliefs, and so on.

¹ J.J. Hasibuan and Moedjiono, *The Teaching and Learning Process* (Bandung: Remaja Rosdakarya, 2010), 3.

² Muhammad Ali, *Teachers and Students in the Teaching and Learning Process* (Bandung: Remaja Rosdakarya, 2008), 7.

³ Dimyati and Moedjiono, *Learning and Learning* (Jakarta: Rineka Cipta, 2013), 180.

⁴ Ahmad Fauzi, *General Psychology* (Bandung: Pustaka Setia, 2004), 51.

⁵ *Ibid*, 52

Student learning outcomes in fiqh subjects from grade 1 to grade 6 are very low, especially in class V Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan, students in this class can almost be said to have failed in achieving the targets and learning goals that have been set. Evidently, out of 25 students, only 10 students were able to achieve the learning target, so they had to take remedial classes. This means that around 70% of students fail to understand fiqh lessons. A solution to this condition must be found, especially by teachers as classroom managers. Among them is applying the technique of recording concept mapping *models* (concept mapping or *mind mapping*), which is the easiest way to enter information into the brain and retrieve information from the brain. The *Mind map* method is a learning that takes the form of verbal visuals into images, so that it is easy to see, record, recall information imagined, explored, shared with others, presented and discussed together so as to unlock the potential of students⁶ brains.

According to Buzan, *Mind Map* is a way of taking notes that is creative, effective, and will literally map our thoughts⁷. Meanwhile, according to Swardarma stated that: "*Mind Map* is a technique for utilizing the entire brain by using visual images and other graphic infrastructure to form ⁸impressions. *Mind mapping* aims to make the subject matter visually and graphically patterned which can ultimately help record, reinforce, and recall the information that has been learned. Therefore, with the application of this *mind mapping* method, students will easily remember and understand the subject matter, especially fiqh subject matter because fiqh is a material that is very easy to use as a concept map so that it makes it easier for students to understand the lesson and improve the results obtained from before.

This mind mapping *method* is applied at Madrasah (MI) Nurus Salam Palengaan Laok Palengaan Pamekasan as an action to improve the quality of student learning so that teachers can improve student learning outcomes. Learning using *mind mapping* is one of the strategies in realizing a student-centered learning so that students are more active and do not depend on the teacher in understanding a lesson. *Mind mapping* learning is actually easy to apply, and is very suitable, especially for low/lower level education that is still in the process of introducing facts and phenomena. Therefore, based on the above problems, the author is interested in conducting research on: "Improving the Learning Outcomes of Class V Fiqh Students through the *Mind Mapping Method* at Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan"

Based on the theoretical studies carried out, the following is a previous study, conducted by Ni Putu Styah Prahita, et al, entitled "The Effect of the Application of *Mind Mapping Learning Model* on Science Learning Outcomes in Grade IV Students of the 2013/2014 Academic Year". In his research, it can be concluded that the Mind Mapping learning model can improve science learning outcomes in Grade IV students for the 2013/2014 academic year. This can be seen from the significant difference in science

⁶Bobbi de porter andhernacki, *quantum learning: Getting used to Comfortable and Fun*. (Bandung: Kaifa, 1999), 152.

⁷Buzan, T, *Mind Map Smart Book*. (Jakarta, Gramedia Pustaka Utama Cipta, 2005), 24.

⁸Swadarma, D, *Mind Mapping in the Learning Curriculum*. (Jakarta: Elek Media Komputindo.2013), 24.

learning outcomes between students who take part in learning with *the Mind Mapping model* and students who take part in learning with the conventional model, where the comparison of the calculation of science learning outcomes of students who take part in learning with *the Mind Mapping* model is in the high category with an average of 13.70 and students who take part in learning with the conventional model in the medium category with the average is 10.42.⁹

The differences in the research are; The place of the research was carried out at SDN 7 Yahembang Mendoyo, while this research was carried out at MI Nurus Salam. The research was conducted in class IV, while this research was conducted in class V

METHOD

This study uses a qualitative approach, which is a research used to research the natural condition of objects, where the researcher is the key instrument, the data collection technique is triangulation (combined), the data analysis is inductive/qualitative, and the research results emphasize "meaning" rather than "generalization"¹⁰. With this qualitative approach, researchers can find out the phenomena that develop as a whole whole, which are not bound by a certain variable or hypothesis; It can also make it easier for researchers to get close to the subject and be more sensitive to the influence of various phenomena in the field.

While the type of research used is "descriptive research". Descriptive research is a type of research method that seeks to describe and interpret objects as they are. This descriptive research is also often called non-experimental, because in this study the researcher did not control and manipulate the research variables¹¹. Descriptive research is also a research where data is collected to test questions related to current circumstances and events. The main purpose of descriptive research is to systematically describe the facts and characteristics of the objects and subjects being studied appropriately. Researchers use this descriptive research method for two reasons. First, from empirical observations, it is obtained that most of the research reports are carried out in descriptive form. Second, the descriptive method is very useful to obtain a variety of problems related to the field of education and human behavior. In qualitative research, researchers are the main data collection tools¹². Therefore, in this study, researchers must be present and involved in the field directly in order to be able to obtain a set of data or information needed in accordance with the research objectives. The presence of researchers in the field is very important to obtain data from the field. In this study, the researcher has the status of an observer only.

The researcher was present at the research location (Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan) to conduct a preliminary study. Then after

⁹ Ni Putu Styah Prahita, et al., "The Effect of the Application of the Mind Mapping Learning Model on Science Learning Outcomes in Grade IV Students". *e-Journal MIMBAR PGSD Universitas Pendidikan Ganesha Department of PGSD*, Vol. 2 No. 1 (2014).

¹⁰ Sugiyono, *Quantitative, Qualitative, and R&D Research Methods* (Bandung: Alfabeta, 2009), 9.

¹¹ *Ibid*, 32.

¹² Lexy J. Moleong, *Qualitative Research Methods* (Bandung: Remaja Rosdakarya, 2000), 4.

the researcher has a research permit, the researcher comes to the research site to collect documentary data. After that, he came again to the location to conduct a direct interview with the informant, and there was a final visit where the researcher said goodbye and asked for a certificate at Madrasah Ibtidaiyah Nurul Salam Palengaan Laok Palengaan Pamekasan

RESULTS AND DISCUSSION

A. Application of *Mind Mapping* Method in Fiqh Subjects at Madrasah Ibtidaiyah Nurul Salam Palengaan Laok Palengaan Pamekasan.

Based on the findings of the researcher in the previous chapter that the application of *the Mind Mapping* method at Madrasah Ibtidaiyah Nurul Salam Palengaan Laok Palengaan Pamekasan is carried out as follows: first I determine the topic of discussion or title to be delivered. After that, I described the branches around it by using symbols or colors to attract students more while explaining related to the title. After that, I told students to read texts related to the topic at hand. Then the student is asked to make a formulation of the conclusion problem or sentence concept in several paragraphs as an important conclusion, or in the form of a map, scheme, chart, which can be used to explain the conclusion of the content of the reading of the text. In making the mind mapping formula, students add their own symbols and illustrations, use capital letters, images, various colors, underline the words in bold, and so on.

In addition, in applying *the mind mapping* method, teachers often use props or media to explain or show the relationship between several concepts contained in a lesson, and most often by describing concepts on the board through certain charts or schemes. For example, in explaining the concept of zakat, I made a certain scheme or chart that describes zakat and its parts.

The application of *the mind mapping method in fiqh subjects at Madrasah Ibtidaiyah Nurul Salam Palengaan Laok Palengaan Pamekasan turns out to be in accordance with the existing theory. The mind mapping learning method is a learning method that utilizes teaching aids to show the relationship between several concepts. The relationship between concepts can be detailed in the form of statements;*¹³ Or it can be interpreted as a way used by educators with the intention of asking students to make concepts or keywords from a subject matter as the core formulation of the lesson¹⁴. *Mind mapping is a technique for verbal visualization into images. Mind maps are very useful for understanding material, especially material that is given verbally. Mind maps aim to make the subject matter visually and graphically patterned which*

¹³Supriono, "Application of Concept Map Learning Model to Improve Student Motivation and Learning Outcomes", Journal of Innovative Education, Volume.03, Number. 02 (March 2015), 89

¹⁴A. Fatah Yasin, *Dimensions of Islamic Education* (Malang: Uin-Malang Press, 2017), 187.

can ultimately help record, reinforce, and recall the information that has been learned.¹⁵

The *mind mapping* created by students can vary from day to day. This is due to the different emotions and feelings contained in students every day. The fun atmosphere that students get when they are in the classroom during the learning process will affect the creation of concept maps. The teacher's task in the learning process is to create an atmosphere that can support the learning conditions of students, especially in the process of making concept maps. In making the *mind mapping* formula, students can add their own symbols and illustrations, capital letters, write important ideas with larger letters, underline the words with bold letters, use random shapes to show points or ideas, and so on.

B. Improvement of Student Learning Outcomes on Fiqh Materials After the Application of the Mind Mapping Method at Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan.

Based on the findings of the research in the previous chapter, it is known that the use of the *mind mapping* Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan can make teaching more attractive to students so that it can foster learning motivation. In addition, the teaching material will have a clearer meaning so that it can be better understood by students and allow them to master and achieve teaching goals. This method is more challenging for students, not solely verbal communication through the teacher's words, so that students are not bored and teachers do not run out of energy, especially if the teacher teaches every lesson. The most important thing is that students can do more student activities in the classroom, because they not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, exhibiting and others. The use of this method is very helpful in achieving the expected learning outcomes. This means that students' understanding of fiqh material increases when this method is used so that the results they obtain have reached the target of KKM (Minimum Completeness Standard).

Learning outcomes are the abilities that students have after they experience their learning experiences. Learning outcomes are used by teachers to be used as benchmarks or criteria in achieving an educational goal. This can be achieved if students have understood learning accompanied by better behavior changes. Good learning outcomes are a dream for every student and teacher.¹⁶ Therefore, learning outcomes can be used as a benchmark or benchmark to develop skills in the learning process¹⁷

¹⁵Eric Jansen and Karen Makowitz, *The Brain of a Million Gygabites: A Smart Book to Build Super Memory* (Bandung: Kaifa, 2016), 95.

¹⁶Kunandar, *Aautentik Assessment (Assessment of Student Learning Outcomes Based on the 2013 Curriculum)* (Jakarta: Rajawali Pers, 2014), 62.

¹⁷M. Yusuf T and Mutmainnah Amin, "The Influence of Mind Map and Learning Style on Students' Mathematics Learning Outcomes". *Tadris: Journal of Teacher Training and Tarbiyah Science* , Vol. 1 No. 1 (June 2016), 86.

C. Supporting and Inhibiting Factors for the Application of *Mind Mapping* Method in Improving Student Learning Outcomes in Fiqh Subjects at Madrasah Itidaiyah Nurul Salam Palengaan Laok Palengaan Pamekasan.

Based on the findings of the research in the previous chapter, it is known that the supporting factors for the use of *the mind mapping method of* madrasah ibtidaiyah nurul salam palengaan laok palengaan pamekasan are: First, this method is easy to see and easy to remember. Students have a concrete picture of the teacher's information that is still abstract, can increase students' enthusiasm in the learning process, can arouse students' imagination, and can increase student activities in learning so that they are directly involved in the learning process. Second, students can express themselves according to their thoughts, the important thing is that they themselves can understand what has been symbolized. Students are more creative in making pictures or charts of fiqh subject matter.

Meanwhile, the factors that hinder the application of *the mind mapping* method in an effort to improve student outcomes are: First, there are some students who do not understand the meaning of the chart or picture that I wrote on the board. Instead of understanding, on the contrary, they are even more confused. This may be because he happens to be not the type of child who thinks concretely, but abstractly. This type difference greatly affects the success of *the mind mapping* method. Second, when the teacher instructs students to make *mind mapping on the subject matter that has been explained, sometimes I lose my idea. The causes are many. Among them was because I had difficulty concentrating at that time so I didn't have any idea about the subject matter.*

As is known, concept maps are one of the note-taking techniques that develop visual learning styles. *Mind mapping combines and develops the working potential of the brain contained in a person. With the involvement of both hemispheres of the brain, it will make it easier for a person to organize and remember all forms of information, both in writing and verbally. The combination of colors, symbols, shapes, etc. makes it easier for the brain to absorb the information received.*

If students can process the information received by the teacher relatively quickly, it means that the teacher does not need a long time to deliver the subject matter, then the effectiveness of learning itself can be said to have been achieved.

The use of appropriate learning methods will greatly determine the success of student learning. With appropriate learning methods, students can achieve high learning achievement and can develop the potential stored in them. The concept map learning strategy is a very appropriate way to achieve the desired learning outcomes and for the development of student understanding. The learning process of students is greatly influenced by the emotions in them, emotions can affect the achievement of learning outcomes whether the results are good or bad. The mind mapping learning method tries to combine the two hemispheres of the brain, namely the left brain which is related to logical things (such as learning) and the right brain which is related to skills (creative activities).

Mind mapping can connect new and unique ideas with existing ideas, resulting in specific actions taken by students. The use of warn and dancing symbols will create a new and different mapping of the mind. Mind mapping is one of the creative products produced by students in learning activities. Students tend to make defects in the form of linear and long so that students have difficulty finding the main points or points of the subject matter that have been studied. In conventional methods, students are not much uninvolved both in terms of thinking and acting. Students only receive information that has been provided by the teacher without any involvement in their psychomoral activities.

In the learning process, students want the subject matter received to be a long-term memory so that when the material is needed again, students can remember it. *The neocortex* hemisphere also has a pennant role in strengthening memory. The left hemisphere of the brain is related to words, numbers, logic, sequences, and details (cademic activity). The right hemisphere of the brain is related to color, image, imagination, and space or referred to as creative activity. If these two hemispheres *of the neocortex* are combined together, the information (memory) received can persist into long-term memory. *Mind mapping* is a note-taking technique that combines both hemispheres of the brain. For example, the defects of the subject matter that students have can be expressed through pictures, symbols and colors.

CONCLUSION

Application of the method *mind mapping* At MI Nurus Salam Palengaan Laok Palengaan Pamekasan is carried out by: First of all, the teacher determines the topic of discussion or title to be delivered. After that, the teacher describes the branches around him by using symbols or colors to attract students more while explaining related to the title. After that, I told students to read texts related to the topic at hand. Then the student is asked to make a formulation of the conclusion problem or sentence concept in several paragraphs as an important conclusion, or in the form of a map, scheme, chart, which can be used to explain the conclusion of the content of the reading of the text. In making the mind mapping formula, students add their own symbols and illustrations, use capital letters, images, various colors, underline the words in bold, and so on. Teachers often use teaching aids or media to explain or show the relationship between several concepts contained in a lessons, and most often by describing concepts on the board through specific charts or schemes. For example, in explaining the concept of zakat, I made a certain scheme or chart that describes zakat and its parts.

Improvement of Student Learning Outcomes in Fiqh Materials After the Application of the Mind Mapping Method at Madrasah Ibtidaiyah Nurus Salam Palengaan Laok Palengaan Pamekasan. The use of the mind mapping method can make teaching more attractive to students so that it can foster learning motivation. In addition, the teaching material will have a clearer meaning so that it can be better understood by students and allow them to master and achieve teaching goals. This method is more

against students, not solely verbal communication through the teacher's words, so that students are not bored and the teacher does not run out of energy, especially if the teacher teaches every lesson, so that students can do more learning activities in the classroom, because not only listening to the teacher's description, but also other activities such as observing, doing, demonstrating, exhibiting and others. The use of this method is very helpful in achieving the expected learning outcomes. This means that students' understanding of fiqh material is increasing, such as in the odd semester yesterday, students' understanding of fiqh material is really in line with expectations and satisfactory, because the results they have obtained have reached the KKM target.

Supporting and Inhibiting Factors for the Application of *the Mind Mapping Method* in Improving Student Learning Outcomes in Fiqh Subjects at Madrasah Ibtidaiyah Nurul Salam Palengaan Laok Palengaan Pamekasan is that this method is easy to see and easy to remember. Students have a concrete picture of the teacher's information that is still abstract, can increase students' enthusiasm in the learning process, can arouse students' imagination, and can increase student activities in learning so that they are directly involved in the learning process. Students can express themselves according to their thoughts, the important thing is that they themselves can understand what has been symbolized. Students are getting more creative in making pictures or charts of fiqh subject matter. Meanwhile, the factors that hinder the application of *the mind mapping method* in an effort to improve student learning outcomes in fiqh material at Madrasah Ibtidaiyah Palengaan Laok Palengaan Pamekasan are: the existence of students' thinking types so that they do not understand the meaning of the charts or pictures written by the teacher on the blackboard. In addition, when students are instructed to do mind mapping, there are students who lose their ideas. The causes are many. Among them was because it was difficult for students to concentrate at that time so I didn't have any idea about the subject matter.

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