

Improvement of Moral Faith Learning Performance Material on the Story of the Prophet's Example through the Application of Mind Mapping Strategy in Grade 5 Students at MIN 1 Banjarnegara

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Abstract. This class action research aims to improve the achievement of learning moral beliefs in the material of the Prophet's exemplary story through the application of mind mapping strategies in 5th grade students of MIN 1 Banjarnegara totaling 30 children. The research was carried out in two cycles, each consisting of planning, action, observation, and reflection stages. The research instruments are in the form of learning outcome tests, observation sheets, and documentation. The results of the study showed that there was an increase in the average student score from the pre-cycle by 65, the first cycle increased to 74, and in the second cycle reached an average of 85. Student learning completeness also increased from 46.6% in the pre-cycle to 73.3% in the first cycle, and reached 90% in the second cycle. Thus, the application of the mind mapping strategy has proven to be effective in improving the learning achievement of the moral beliefs of 5th grade students of MIN 1 Banjarnegara.

Keywords: Learning Achievement, Moral Faith, Mind Mapping, Prophet's Story, PTK

INTRODUCTION

Islamic Religious Education (PAI) is one of the main subjects that has a fundamental role in shaping the personality, attitude, and morals of students. One of the important aspects of PAI is the learning of moral beliefs. Moral creed functions to instill the basis of faith, understanding moral values, and form Islamic behavior that students can apply in daily life (Majid, 2014). Thus, the learning of moral beliefs is not only oriented to cognitive aspects, but also affective and psychomotor, so that students are expected to have a noble character in accordance with the guidance of the Qur'an and the sunnah of the Prophet.

One of the main materials in moral creed at the elementary school/madrasah ibtidaiyah level is the story of the Prophet's example. This material aims to provide students with an understanding of the noble values contained in the lives of the Prophets and Apostles, which can be used as examples in attitudes, words, and deeds. The story of the Prophet's example is believed to be able to touch children's hearts and emotions, making it easier for teachers to instill moral values and form positive characters (Ministry of National Education, 2006). Therefore, the success of teachers in delivering this material is one of the important indicators of achieving the learning goals of moral beliefs.

However, facts in the field show that student learning outcomes in this material are still low. Based on initial observations made at MIN 1 Banjarnegara, out of 30 5th grade students, only 14 people (46.6%) were able to achieve the Minimum Completeness Criteria (KKM) set, which was 70. This data indicates that most students have not fully understood the content of the Prophet's exemplary story. The low achievement of learning achievement is certainly a serious problem, considering that the purpose of learning moral beliefs is to form individuals with Islamic character who are able to emulate the noble morals of the Prophets.

According to Sanjaya (2011), one of the causes of low student learning achievement is learning methods that are less varied and still conventional. Teachers tend to use lecture methods in delivering material, so students become passive and less motivated to learn. This is in line with the opinion of

Hamalik (2011) who stated that the use of monotonous learning methods can reduce students' interest and participation in learning activities. Learning moral beliefs that are only centered on teachers does not provide wide opportunities for students to develop their ability to think, create, and express their understanding.

In line with the development of modern education theory, teachers are required to use learning strategies that are innovative, creative, and in accordance with the characteristics of students. Elementary school-age children basically have high curiosity, are happy with pictures, colors, and activities that involve creativity (Piaget, 2008). Therefore, teachers need to present learning strategies that are able to accommodate these characteristics, so that students feel happy, motivated, and easily understand the material.

One of the relevant learning strategies to be applied in learning moral beliefs is mind mapping. Mind mapping is a creative recording technique introduced by Tony Buzan in the 1970s. This technique utilizes keywords, branches, images, and colors to help the brain work more optimally in storing and remembering information (Buzan, 2013). With mind mapping, information can be arranged visually so that it is easier for students to understand the relationship between concepts and recall the material studied.

Mind mapping has been shown to be effective in various studies. According to DePorter & Hernacki (2012), mind mapping can improve students' memory, creativity, and critical thinking skills. In addition, this method is able to involve both hemispheres of the brain (the left brain for logic and language, and the right brain for color and imagination), so that learning becomes more fun and meaningful. Suyatno (2009) also emphasized that the mind mapping strategy is in accordance with the characteristics of elementary school students who like to learn through pictures, colors, and creative activities.

In the context of learning moral beliefs, the use of mind mapping can be a solution to improve student learning outcomes. The story of the Prophet's example which is usually conveyed in a narrative manner can be transformed into a mind map that contains the essence of the story, exemplary values, and its relationship with daily life. In this way, students not only listen to the teacher's explanations, but also actively organize and visualize their understanding. This is in accordance with the theory of constructivism which emphasizes that learning is an active process of building knowledge based on experience (Vygotsky, 1978).

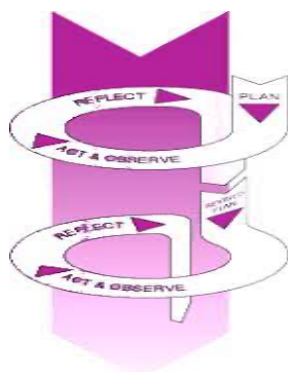
The results of previous research also show that the application of mind mapping can improve student learning achievement. Yuliana (2018), for example, found that the use of mind mapping in Islamic Religious Education learning can significantly increase the understanding of elementary school students' concepts. A similar study by Kurniasih & Sani (2017) states that mind mapping helps students in organizing information, making it easier to achieve learning completeness.

Based on this background, the researcher considers it necessary to conduct a class action study with the title: "Improving Learning Achievement of Moral Beliefs Material of the Prophet's Exemplary Story through the Application of Mind Mapping Strategy in Grade 5 Students at MIN 1 Banjarnegara."

RESEARCH METHOD

This study uses the Classroom Action Research (PTK) approach. PTK was chosen because it aims to improve the learning process in the classroom directly and continuously. According to Kemmis & McTaggart (1988), PTK is a form of reflective study by the perpetrator (teacher) to increase the rationality and fairness of the educational practices carried out, as well as to deepen the understanding of the practice. The research was carried out at MIN 1 Banjarnegara in the even semester of the 2024/2025 academic year. The subjects of the study were grade 5 students totaling 30 children with heterogeneous characteristics, both in terms of academic ability and social background.

This study uses the spiral PTK model from Kemmis & McTaggart which consists of four main components according to the following figure: Planning, Action, Observation, Reflection



1. Planning
2. Action
3. Observation
4. Refelction

Model Kemmis And Taggart

1. Planning

At this stage, the researcher and the teacher develop a learning plan, including:

- a. Prepare a Learning Implementation Plan (RPP) with a mind mapping strategy.
- b. Prepare material on the example story of the Prophet.
- c. Prepare research instruments (observation sheets, test questions, documentation guidelines).
- d. Develop criteria for the success of the action ($\geq 85\%$ of students achieve KKM 70).

2. Action

The implementation of actions is in accordance with the RPP that has been prepared. Teachers carry out learning by applying a mind mapping strategy.

3. Observation

Researchers and teachers observe the learning process, especially student activities, responses to mind mapping, and student involvement during learning. Observation data is recorded in the observation sheet.

4. Reflection

The teacher and the researcher analyzed test results, observation notes, and obstacles that arose during learning. The reflection results are used to correct actions in the next cycle.

This cycle is carried out repeatedly until the success indicators are achieved.

RESULT AND ANALYSIS

This class action research is carried out in two cycles, each cycle consists of the planning stage, implementation of actions, observation, and reflection. The following are the results of the research obtained:

1. Pre-Cycle Conditions

Before the action, the teacher uses the lecture and question and answer method in conveying the material of the Prophet's exemplary story. Observations showed that students were less enthusiastic, mostly passive, and only listened to the teacher's explanations.

The results of the initial test (pre-cycle) showed that out of 30 students, only 14 students (46.6%) achieved the Minimum Completeness Criteria (KKM) of 70, while the other 16 students (53.4%) had not completed. The average grade of the class is 65.

Table 1. Pre-Cycle Learning Outcomes

Category	Number of Students	Percentage
Complete (≥ 70)	14	46,6%
Incomplete (< 70)	16	53,4%
Average	65	-

2. Results of Cycle I

a. Implementation

In the first cycle, teachers apply *the mind mapping strategy*. The teacher explained the story of the Prophet's example with the help of a simple mind map on the board, then students were asked to make an individual mind map.

b. Observation

- 1) Some students seemed enthusiastic about trying to make a mind map with colors and pictures.
- 2) However, there are still students who are confused about placing the main idea and branches of the mind map.
- 3) Discussions between students have begun to be active, although they are not evenly distributed.

c. Cycle I Test Results

After the action of cycle I, the average student score increased to **74**. The number of students who have reached the KKM is 22 students (73.3%), while there are still 8 students (26.7%) who have not completed it.

Table 2. Learning Outcomes of Cycle I

Category	Number of Students	Percentage
Complete (≥ 70)	22	73,3%
Incomplete (< 70)	8	26,7%
Average	74	-

d. Reflection

- 1) The mind mapping strategy has been proven to improve learning outcomes, but some students still have difficulty developing concept map branches.
- 2) Teachers need to set a simpler example and more intensive guidance.
- 3) Group activities need to be strengthened so that weak students are helped by their friends.

3. Results of Cycle II

a. Implementation

In cycle II, teachers make improvements by:

- 1) Provide a simpler example of a mind map.
- 2) Divide students into small groups.
- 3) Provide intensive guidance to students who are struggling.
- 4) Invite students to present their mind map in front of the class.

b. Observation

- 1) Student learning activities have increased significantly; Almost all students are actively involved.
- 2) The group discussion went well, students were more courageous to ask questions and answer.
- 3) The results of the students' mind maps are neater, colorful, and in accordance with the material of the Prophet's example.

c. Cycle II Test Results

After improvements in cycle II, the average score of students increased to **85**. The

number of students who reached the KKM was 27 students (90%), while only 3 students (10%) had not completed.

Table 3. Cycle II Learning Outcomes

Category	Number of Students	Percentage
Complete (≥ 70)	27	90%
Incomplete (< 70)	3	10%
Average	85	-

d. Reflection

- 1) The mind mapping strategy has proven to be effective in increasing students' understanding of the material of the Prophet's exemplary story.
- 2) Students' learning activities increase, shown by active involvement in discussions and mind mapping.
- 3) Learning completeness increased in accordance with the target of research success indicators, which is at least 85% of students achieve KKM.

Recapitulation of Research Results

Overall, there was an increase in student learning achievement from pre-cycle to cycle II, both in terms of average grades and the percentage of learning completion.

Table 4. Recapitulation of Learning Outcomes Improvement

Phase	Grade Point Average	Complete Amount	Completion Percentage
Pre-Cycle	65	14 students	46,6%
Cycle I	74	22 students	73,3%
Cycle II	85	27 students	90%

From the table above, there is a significant increase in both the average score and the number of students who have completed. Thus, it can be concluded that the application of *the mind mapping strategy* has succeeded in increasing the achievement of learning moral beliefs in the material of the Prophet's exemplary story in grade 5 MIN 1 Banjarnegara.

Discussion

The results of this study show that there is a significant increase in the learning achievement of Akidah Akhlak students in grade 5 MIN 1 Banjarnegara in the material of the Prophet's exemplary story through the application of *the mind mapping strategy*. This is evidenced by the increase in the average score of students from **65 in the pre-cycle**, to **74 in the first cycle**, and increased again to **85 in the second cycle**. The percentage of learning completeness also increased from **46.6% (pre-cycle)** to **73.3% (cycle I)**, and finally reached **90% (cycle II)**.

1. Improved Learning Outcomes

This increase is in line with the theory put forward by Hamalik (2011) that the use of innovative learning methods can increase student motivation and learning outcomes. The *mind mapping strategy* encourages students to be more active in organizing information, so that the material learned is easier to understand and remember. According to Buzan (2013), mind mapping utilizes right and left brain skills in a balanced manner by combining images, colors, and keywords, so as to strengthen students' memory.

2. Students' Active Involvement in Learning

Observations during cycles I and II showed that student involvement in learning increased. In the pre-cycle, students tend to passively only listen to the teacher's lectures, while in the second cycle students actively make a mind map, discuss in groups, and dare to present the results of their work. This is in accordance with the opinion of Suyatno (2009) who emphasized that elementary school students have learning characteristics that prefer visual, creative, and collaborative activities.

With the existence of a mind map, students not only memorize the story of the Prophet's example, but are also able to construct their own understanding structure through

branches of ideas. This strategy also supports constructivism-based learning, where students build their knowledge independently with the guidance of the teacher.

3. Relevance to the Purpose of Moral Faith Education

Learning Akidah Akhlak aims to form the character and commendable behavior of students. The application of *mind mapping strategies* in the story of the Prophet's example not only improves the cognitive aspect (material understanding), but also has an impact on the affective aspect. Students become more interested in imitating the Prophet's behavior because learning is packaged more interesting and meaningful. This is in accordance with the function of Islamic religious education according to the Ministry of National Education (2006), which is to form noble morals, faith, and piety.

4. Comparison with Previous Research

The results of this study also reinforce the findings of other studies. For example:

- 1) Research by Kurniasih (2015) shows that the application of *mind mapping* can improve the learning outcomes of Islamic Religious Education in elementary schools.
- 2) Research by Lestari (2017) revealed that the mind mapping strategy not only improves the understanding of concepts, but also students' critical thinking skills.
- 3) Recent research by Wulandari (2020) states that mind mapping makes learning more enjoyable and encourages students to be active in group discussions.

Thus, this study is consistent with previous findings and further strengthens the evidence that *mind mapping* is an effective strategy to improve student learning achievement, especially in learning Akidah Akhlak in madrasahs.

5. Research Implications

Based on the results of the research, the application of *mind mapping* has important implications in learning Akidah Akhlak:

- 1) Teachers can use mind mapping as a variation of learning strategies to improve student motivation and learning outcomes.
- 2) Students gain a more meaningful learning experience through creative, visual, and collaborative activities.
- 3) Madrasahs can integrate this strategy in other subjects, such as Fiqh, Islamic Cultural History, and the Qur'an Hadith.

Conclusion

Based on the results of the class action research conducted in grade 5 MIN 1 Banjarnegara with a total of 30 students, it can be concluded that:

1. The application of *the mind mapping strategy* can increase the achievement of learning the Moral Faith in the material of the Prophet's exemplary story. This is evidenced by an increase in the average score from **65 in the pre-cycle**, to **74 in the first cycle**, and **85 in the second cycle**.
2. The percentage of student learning completeness has also increased significantly, from **46.6% in the pre-cycle**, to **73.3% in the first cycle**, and reaching **90% in the second cycle**.
3. Student learning activities increase from passive to active, creative, and collaborative. Students are more enthusiastic in making mind maps, discussing, and presenting the results.
4. Learning with *the mind mapping strategy* not only improves the cognitive aspect, but also supports character formation through the appreciation of the Prophet's exemplary values.

Thus, *the mind mapping strategy* has proven to be effective and suitable for use in learning the Moral Creed, especially in the material of the Prophet's exemplary story.

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