

# Application of Mind Mapping Learning Method to Improve Students' Creativity in Citizenship Education Learning

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## Abstract

The purpose of this study was to determine how the application of the mind mapping method to improve creativity in learning Citizenship Education. The study used a literature study method whose review was conducted descriptively with supporting materials obtained from various literatures and the discussion focused on research topics related to Citizenship Education. The results of the study showed that the Mind mapping method can improve students' creativity in learning Pancasila and Citizenship Education. The use of mind mapping in improving learning outcomes is certainly chosen by teachers as an alternative. According to Dimyanti and Mudjiono (2009): (200) learning outcomes are a level of success marked by a value. Learning outcomes are not a learning activity marked by a value, learning outcomes are not a mastery of training results but rather a change in behavior (Hamalik, 2008:27) Based on the results of data analysis and discussion, the conclusion that can be drawn from this study is that the application of the mind mapping method can improve student learning outcomes. The teaching and learning process is an activity that takes place by involving various components that interact with each other to achieve goals, one of which is student creativity. Mind mapping is also one of the learning methods where students are able to be creative in producing an idea or thought. This is also in accordance with the nature of physics that involves creative activities and imagination and discoveries that can encourage students to develop divergent, original thinking, make predictions and experiment Creativity is indeed not the main factor in education but good education is education that is able to stimulate students to develop their creativity. Creativity is a characteristic of human courage that echoes who they are and what humans become in the future. In learning activities, the process of implementing mind mapping can increase student creativity because basically the way mind mapping works involves the basic workings of the brain which are arranged in more branches like a tree. The results of the study showed that the Mind mapping method can increase student creativity in learning Pancasila and Citizenship Education.

**Keyword:** Mind Mapping, Creativity, Citizenship Education

## 1. INTRODUCTION

Through the Ministry of Education and Culture, the Indonesian government is trying to make improvements in terms of the quality of education. According to Wulandari, et al. (2019) a curriculum that applies in Indonesia is the 2013 Curriculum, where the curriculum replaces the previous curriculum, namely the 2006 Curriculum or KTSP (Education Unit Level Curriculum). The implementation of the 2013 Curriculum (K13) is a policy taken by the Ministry of Education and Culture which applies in 2014/2015, especially at the Elementary School to High School levels. The 2013 Curriculum currently being implemented in Indonesia emphasizes the implementation of learning more on the process of developing creative student cognitive, besides that students are also required to think critically. Mulyasa (2013), said that character education especially at the elementary level which is a foundation for the next level is a characteristic of the 2013 Curriculum. Through the development of the 2013 Curriculum based on character and competence, we have the hope that we can become an advanced and dignified nation where the people

have added value and selling value that we can offer to others, so that we can compete with other nations in the global arena. Productive, creative, innovative and character are the results of the implementation of the 2013 Curriculum. Mind mapping is a learning method where students are able to be creative in producing an idea or thought, noting what to learn. This method emphasizes more on the combination of colors and shapes that will make students more interested and enthusiastic in the learning process, so that the material absorbed can be easily understood. Mind mapping is a method that can be used to develop students' learning creativity. Darusman (2014) stated that the mind mapping learning method is a learning method designed to develop students to creatively organize the main ideas of a concept into a mind map that is easy for students to understand.

The important role of education in the development of a nation is to create a generation that is intelligent, broad-minded, qualified, skilled, competent in all fields and can make changes for the nation for the better. The use of various methods, models and varied learning media will have a positive impact on increasing students' understanding of something being learned. Mind mapping is an active learning model that makes students more actively involved in the learning process. In the Mind mapping learning model, students are asked to create a mind map. Fauziah (2017) said that learning is an effort to change knowledge, attitudes, and skills to learn something from not knowing to knowing. In addition, the learning process must have positive interactions between teachers and students, the position of students is not only to receive knowledge, but students must also be able to build their own knowledge while learning. According to Prastyo (2016) one of the ways used in delivering learning is the method. The obstacle to not achieving a learning goal depends on the use of a method that is not in accordance with the goal. A teacher is required to make the learning process interesting by using a method that will make students involved in learning and creative. The selection of methods must be adjusted to the material being taught, school conditions, and student conditions and other adjustments. Because if we choose the wrong method that is not appropriate, it will have an impact on less than optimal results. Involving students actively in organizing and discovering knowledge information during learning will result in increased knowledge and improved thinking skills.

This is also in accordance with the nature of physics that involves creative and imaginative activities and discoveries that can encourage students to develop divergent, original thinking, make predictions and experiment. Learning to ask questions and solve problems is the basis of students' creative attitudes which show that students have the ability to create and create creative works (Eggen and Kauchac in Siswono, 1999). Creativity can develop well if it starts with home education. Parents must provide opportunities for children to develop their imagination and stimulate them to ask questions, show the wonders of the world and the greatness of nature (Benyamin Setiawan in ten figures of creativity, 2001). At school they are given the opportunity to experiment, the world around them. Children are accustomed to looking for literature from encyclopedias and the internet, so that from a young age they are accustomed to having the initiative to solve problems that they will face during their lives. Students are given the opportunity to learn to think independently and solve problems using logic. Civic Education (PKn) in elementary schools has an important meaning for students in the formation of citizens who understand and are able to carry out the rights and obligations to become intelligent, skilled and characterful Indonesian citizens as mandated in Pancasila and the 1945 Constitution (Ministry of National Education, 2006:97-104).

## 2. RESEARCH METHODOLOGY

This study uses a literature study method that discusses the mind mapping method to improve students' creativity in Citizenship education. Literature study research is a study whose review is conducted descriptively with supporting materials obtained from various literatures and the discussion focuses on the research topic. Data were collected by accessing various literatures, in the form of academic books, scientific journals, proceedings, and various articles that are relevant to the research topic related to Pancasila education. Data were analyzed reductively with a narrative approach so that this article can explain clearly the application of the mind mapping learning method to improve students' creativity in citizenship education learning. The focus of literature research is to find various theories, laws, propositions, principles, or ideas used to analyze and solve the formulated research questions.

### 3. RESULT AND DISCUSSION

#### *Mind mapping learning*

Mind mapping is a learning method designed to develop students' knowledge with creative activities to organize the main ideas of a concept into a mind map that is easily understood by students. While learning outcomes are one of the indicators that can be used to measure a person's learning success. According to Maisaroh and Rostrieningsih, 2010: there are many factors that influence the achievement of student learning outcomes, both from within the student (internal) and from the external environment (external). Internal factors are related to student discipline, response and motivation, while external factors come from the learning environment, creativity in selecting learning media by teachers and learning methods. Mind Mapping or mind maps are a method of studying concepts discovered by Tony Buzan, the head of the Brain Foundation in 1970. This concept is based on how our brains store information or can be called a recording technique based on research into how the brain actually works. Mind mapping according to Buzan (2006: 16) states that the mind mapping strategy is the easiest way to enter information into the brain and to retrieve information from the brain. This method is the most creative and effective way to make notes so that it can be said that mind mapping really maps the mind of the person who makes it. The Mind Mapping learning method is a learning method designed to develop students' knowledge through creative activities of arranging the main ideas of a concept into a mind map that is easy for students to understand. The following are instructions or steps for making a mind map as put forward by Tony Buzan (Wikipedia, 2011):

1. Start by writing the main topic in the center of the paper,
2. Use picture illustrations, symbols, codes throughout the mind map,
3. Select keywords for each branch that is developed,
4. Each word/image must stand alone on each line/branch,
5. The branches created should be related to the main topic in the middle of the paper.
6. Make lines/branches the same length as the words,
7. Use colors in mind maps, at least three colors, according to taste,
8. Develop a mind map format that suits your individual style or creativity.
9. Leave room for the addition of subsequent themes.

Each learning method or technique certainly has its own advantages. The advantages or benefits of using the mind mapping method according to Tony Buzan (Tapantoko, 2011: 6) The Mind Mapping method will increase students' memorization and strong learning motivation, and students will become more creative.

#### *The Process of Applying the Mind Mapping Method to Improve Student Creativity*

Syam and Ramlah (2015) explained that mind mapping provides several advantages, namely: 1) It can make it easier to remember something; 2) Makes it easier to remember and memorize faster; 3) Brain work is maximized; 4) Increases creativity, simpler, and very easy to do; 5) Makes it easier to get information, ideas, and concepts to be explained. The weaknesses of the mind mapping method according to Shoimin (2016), namely: 1) Only active students are involved; 2) Only some students are studying; 3) The amount of detailed information cannot be entered. In learning activities, the process of applying mind mapping can increase student creativity because basically the way mind mapping works involves the basic way the brain works which is arranged in more branches like a tree. This pattern can facilitate the process of remembering everything that is learned. Students can be interested in making pictures or colors on mind mapping to make it look better and more attractive. In the learning process in class, students are very enthusiastic about following the learning process using the mind mapping method, because they are freer to be creative in doing the tasks given by the teacher and it is easier to solve the problems given by the teacher.

According to Swardarma (2013) states that: "Mind Map is a technique of utilizing the whole brain by using visual images and other graphic infrastructure to form an impression". While Olivia (2013) states that: "Mind Map is one way to balance the left and right brain hemispheres". While Windura (2013:) defines Mind Map as follows: (a) a learning and thinking system that uses both sides of the brain, (b) a learning and thinking system that uses the brain according to scientific methods, (c) a learning and thinking system that brings out the full potential and capacity of the user's brain that is still hidden, (d) a learning and thinking system that reflects what happens internally in our brains when learning and thinking, (e) a learning and thinking system that visually reflects what happens to your brain when learning and thinking. In learning activities, the process of implementing mind mapping can increase student creativity because basically the

way mind mapping works involves the basic way the brain works which is arranged in more branches like a tree. This pattern can facilitate the process of remembering everything that is learned. Students can be interested in making pictures or colors on mind mapping to make it look better and more attractive. In the learning process in class, students are very enthusiastic about following the learning process. using the mind mapping method, because they are freer to be creative in doing the tasks given by the teacher and it is easier to solve the problems given by the teacher.

#### *Civic education*

The objectives of Citizenship Education include: Thinking critically, rationally, and creatively in dealing with citizenship issues; Participating in a quality and responsible manner, and acting intelligently in community, national, and state activities; Developing positively and democratically to shape oneself based on the characters of society (PSBB). This policy has an impact on various fields, especially education in Indonesia. According to Kemp and Dayton in his book Azhar Arsyad (2011: 9) states that learning media can fulfill three main functions if the media is used for individuals, groups, or large groups of listeners, namely (a) more lively, not monotonous and not boring; d. The learning process becomes more interactive. With media, there will be active two-way communication, while without media, teachers tend to speak one way. Soemantri (2001) stated that PKn subjects are educational programs that are based on political democracy that is expanded with other sources of knowledge, positive influences from school education, society and parents, all of which are processed to train students to think critically, analytically, behave and act democratically in preparing for a democratic life based on Pancasila and the 1945 Constitution. In line with this, Azis Wahab, PKn is a teaching medium that Indonesianizes students consciously, intelligently, and responsibly. Therefore, the PKn program contains general concepts of state administration, politics and state law, as well as other general theories that are suitable for the target (Cholisin, 2013).

#### **4. CONCLUSION**

The achievement of students' creative thinking skills, whose learning uses mind mapping is better than the conventional way. The achievement of students who receive learning using the mind mapping approach and the usual way, both are classified into the sufficient category. The suggestion that can be put forward based on the results of this study is that speaking learning should be carried out by creating active interactions, both from teachers and students. Active interactions can be realized through the methods used by teachers. Thus, speaking learning can activate students, foster motivation, and students' courage so that teachers can more easily convey speaking learning materials.

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