

The Influence of Mind Mapping Method to Increase Learning Motivation of VI Grade Students in Citizenship Lessons in Al-Munaya Integrated Islamic Elementary School Academic Year 2021-2022

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ABSTRACT

This study aims to determine the effect of the mind mapping method on increasing the learning motivation of grade VI students of elementary school Islamic al - Munaya for the academic year 2021-2022. The population in this study were all sixth grade students of sdit al-munaya consisting of VIA and VIB for the 2021-2022 academic year. Based on the data obtained by the researcher, there are 60 students of class VI at elementary school Islamic al - Munaya consisting of class VIA and VIB, and the sample in this study is the entire population of 60 students who will be used as samples. randomly selected from each class. The technique used in this research is a quantitative method. From the results of the study, it is known that there is a significant influence between the mind mapping method on the learning motivation of grade VI students of elementary school Islamic al - Munaya (0.590) with a t-test of count >ie (6,465).

Introduction

One of the goals of education is to produce students who have the enthusiasm to continue learning for life, full of curiosity and desire to increase knowledge, even though their formal education has ended and a key to realizing all of that is the existence of a strong and maintained motivation in the participants. students to learn, learning is defined as a change in behavior in individuals, thanks to the interaction between individuals and individuals with their environment. The basic education level is a very important role in developing the physical, intellectual, religious, moral, social, emotional, knowledge and experience aspects of students through basic education. quite difficult because the life of a global society that is always changing and civic education is one of the basic lessons that students must master since elementary school (Afandi, et al., 2013). In this case, Indonesia has Pancasila as a national ideology which is a unifying force and the development of the nation's character, one of which is the spirit of nationalism or the spirit of multicultural unity in Bhinneka Tunggal Ika, citizenship education is very important in building the spirit of nationality by fostering democratic values of humanity, social justice, love for the homeland, have legal awareness and the ability to defend the country and in this case the need for elementary school students to be instilled values about citizenship that will make them the nation's generation in the next era.

Therefore we as elementary school teachers teach the value of citizenship, of course in the school environment and in everyday life so that it is embedded in them as a rule to maintain a harmony of life in order to realize moral and legal awareness by teaching citizenship education will strengthen national identity and commitment (Ananda, 2019). to realize love for the homeland, awareness of defending the country and national unity in an atmosphere of mutual respect for national unity in an atmosphere of mutual respect for the unity of cultural diversity and customs which is a tradition through civic education learning.

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Awareness of defending the country and national unity in an atmosphere of mutual respect for national unity in an atmosphere of mutual respect for the unity of cultural diversity and customs which is a tradition through civic education learning. awareness of defending the country and national unity in an atmosphere of mutual respect for national unity in an atmosphere of mutual respect for the unity of cultural diversity and customs which is a tradition through civic education learning (Coal et al., 2018). With thematic learning, of course, various kinds of subjects are discussed into one book by the way the teacher provides explanations relating to one material to another so that students are less focused in listening and exploring the lessons given, unlike the case with previous learning using the Educator Unit Level Curriculum (Education Unit Level Curriculum). KTSP) as a teaching guide for students is more focused in exploring their role in learning and the teacher also provides explanations separately so that the lessons become deep and imagined in the minds of students, besides that most teachers currently teaching in elementary schools are said to have a fairly high age and that happens. because they are more focused on their income in receiving government funds, namely certification,so they pay less attention to these elementary school students (Adriani & Rasto, 2019).

In addition, according to Dahnia, teachers are one of the main factors for the creation of a quality next generation of the nation, not only in terms of intellectuality but also from the procedures for behaving in society (Dahnia, 2020). In this case, there are things that need to be considered starting from the teacher developing a learning strategy, as well as the method that will be used before entering the class, as well as the teacher being required to be as creative as possible in choosing and preparing a media that will be used later in delivering material to students, and it will make the learning process real and fun if the teacher chooses the right strategies, methods and media before the teaching and learning process begins. So the duties and responsibilities of the teacher are not only transferring knowledge to students but also the obligation to form students who are characterized by students who believe, have noble character, are able to be independent, are useful for religion and the nation as expressed in their journals (Dahnia, 2017). Learning is an attempt to change knowledge, attitudes and skills to learn something from not knowing to knowing. The learning model is a plan or a pattern that is used as a guide in planning learning in the classroom or learning in a tutorial that the learning model refers to the learning approach to be used, including teaching objectives, stages in learning activities, learning environment and classroom management , understood by the teacher so that learning models can be implemented successfully (Elfrianto, 2020). We need to know that, in the 2013 curriculum, it has been determined that students should be more involved in attending lessons, not only teachers who are required to be active in preparing lessons but also managing all processes to start lessons, but students must be active with more involvement.

Most of the time when the learning process takes place to start it, there is a great need for a way in which the teacher must provoke or invite students to be involved by relating lessons to their daily lives. That way they will be motivated to think and respond to the teacher's questions with spontaneous answers, where the answers do not need them to memorize, but they feel and it will make the learning process real (Hidayat et al, 2020). Based on the results of pre-research observations on September 16, 2021, it turns out that most of the SDIT Al-Munaya teachers carry out the teaching and learning process for civics subjects, especially in the sixth grade, which are still focused on teachers and less emphasis on teaching than learning. The teacher's task is to make the learning process in students take place actively, effectively, creatively, interestingly and funly so that the increased motivation to learn in students can increase. At the sdit al-munaya school, Pancur Batu sub-district, Deli Serdang district right in class VI, learning activities, especially civics lessons are still carried out using methods that have not varied, namely the lecture method and teachers still rarely use varied methods in learning so that learning activities are less effective, this is due to the complex nature of learning so that it makes students' learning motivation in the learning decrease and this becomes a reason for students to become bored and cause inactive behavior.

Likewise, stated by Batubara that most human motivation is generated through cognitive. Individuals motivate encourage themselves and direct action through the previous stages of thinking. Self-confidence can affect motivation in several ways, namely determining the goals that have been determined by individuals, how much effort is made, how resilient they are in facing difficulties and their resilience in the face of failure. As is known, the motivation to learn in students is not as strong, there are students whose motivation is intrinsic where the willingness to learn is stronger and does not depend on factors outside of themselves, in contrast to students whose learning motivation is extrinsic, the willingness to learn is highly dependent on external conditions. However, this phenomenon of extrinsic motivation often occurs, especially in elementary school-level children in the learning process. Motivation comes from the word motive, which is a condition in the individual that encourages individuals to carry out exclusive activities both consciously and also to achieve certain goals.

Therefore, in order for learning to achieve maximum results in increasing student learning motivation, it is necessary to use a variety of methods, one of which is the Mind mapping method, the mind mapping method is a varied learning method, where students are invited to think creatively with the material. discussed and this can increase students' motivation in boring learning, and in using this method the teacher uses a mind map media in the form of a picture that has been determined by drawing the title and made into a mind map form, with the addition of

the desired images. the student according to what he thinks. And this is different from the learning process that has been discussed above.

Research Methodology

In addition, the method is a set of steps that must be done, which are systematically arranged, the learning method can be interpreted as a method used to express a plan that has been arranged in the form of real and practical activities, to achieve learning objectives, there are several learning methods that can be used. used to apply the art of management. Mind Mapps a whole-brain alternative to linear thinking. The Mind Map reaches out in all directions and captures thoughts from all angles. Mind Maps are the easiest way to put information into the brain and take information out of the brain, mind maps are a creative, effective way of taking notes that will literally map our thoughts. As well as learning is a change in behavior with a series of activities, for example by reading, observing, listening, imitating and so on. Learning will be more meaningful if the subject of learning experiences or does the learning activities themselves. While the learning method is a method used to achieve the goals that have been set. in teaching and learning activities and methods are expected by the teacher so that their use varies according to what they want to achieve at the end of teaching, examples of learning methods can be defined that the learning model is a systematic mechanism or pattern that is used as a guide to achieve learning objectives in which there are tactics, techniques, methods, materials, media and learning evaluation senses. The learning method is the method or stage used in the interaction between students and educators to achieve the learning objectives that have been determined in accordance with the material and procedures of the learning method (Wulandari et al., 2019).

This research was conducted at sdit al-munaya, where in this study the researcher wanted to find out how much student motivation was in learning citizenship in Pancasila material. In this case the researchers did this by conducting experiments on two groups, namely the control group and the experimental group, in the experimental group the researchers would conduct an experiment without the mind mapping method and in the experimental group using the mind mapping method. By distributing questionnaires assisted by tests, researchers will find out how students' learning motivation is after treatment or without treatment. The results of the research from the t-test can be concluded that the t-count X1 is 6.465 with a significance value of 0.000 and a t-table value of 2.045. Because the tcount > ttable value and the significance value is less than 0.05, the regression model can be used to predict decisions or it can be concluded that the X variable affects the Y variable. 0.602. And when the experiment was carried out after receiving treatment there was a correlation of 0.774 with this it can be seen that the mind mapping method had an effect on the learning motivation of class VI students at sdit al-munaya. Quasi Experimental Design is a research design that is carried out by conducting experiments on experimental groups, each experimental group is given certain treatment with controllable conditions. So, the requirement that must be met in experimental research is that there are other groups that are not subject to experimentation and participate in getting observations. With the existence of other groups or comparison groups, it can be known with certainty the consequences obtained from the groups that received treatment and those who did not receive treatment. Based on the explanation above, the research design can be described as follows:

Table 1 Research Design (Sugiyono, 2016)

E		0 ₁
K	X	0 ¹
Information:		
E	Experiment Class	
K	Control Class	
X	Treatment	
O ¹	Effect of Mind Mapping method treatment in learning	
O ²	Effect of lecture method treatment in learning	

In the design above, there are two groups selected, namely the experimental group (E) which is class 6B and the control group (K) which is class 6A. The experimental group was treated with the mind mapping method (X), while the control class was not given treatment or continued to use the lecture method. The effect of treatment or treatment is O1, O2 . by going through the control class that applies the lecture method, it can be seen the influence of the mind mapping method on students' learning motivation in civics lessons. At the beginning and end of the teaching and learning process, both classes were given a post-test and a pretest as well as a questionnaire to find out the results of civics learning using the mind mapping method related to the material that had been given, A study requires a complete data. This is intended so that the data collected really has a fairly high validity and reliability

value. The data collection technique used in this study is to use tests carried out before the test (pretest) and after the test (post test) on the influence of the Mind Mapping method which will be experimented with approximately 1 week continuously, and researchers also use a questionnaire to find out whether learning to use the mind mapping method can increase student motivation, and this questionnaire is distributed after the teaching and learning process is complete or at the end of the learning activity (Aditya, 2016). The test is one way to collect data, this test is carried out to measure the effect of learning using the Mind Mapping method of research subjects. The test in this study was compiled by the researcher based on the student learning guidebook, namely from the thematic book theme 6 I, especially in citizenship lessons and this research was conducted twice, namely before treatment (pretest) and after being given treatment (post test).

Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer, a questionnaire is an efficient data collection technique if the researcher knows for sure the variables to be measured and knows what to expect from the respondent, besides that the questionnaire is also suitable used when the number of respondents is large enough and spread over a wide area and the questionnaire can be in the form of closed or open questions or statements. For alternative answers in this questionnaire, a score is assigned for each choice using a modified Likert scale. Thus in this study respondents in answering questions there are 5 categories including strongly agree (SS), agree (S), disagree (KS), disagree (TS), strongly disagree (STS).

Table 2 Likert Scale

Answer Options	Score
Strongly Agree	5
Disagree	4
Don't Agree	3
Strongly Disagree	1

After the researchers finished with collecting data from the results of the questionnaire and also tests where the two measuring instruments were used to see the results of student learning motivation in the control and experimental groups, if the data had been collected, the researchers would test the validity and reliability of the questionnaire results and also the results of The test contains multiple choice questions that have been compiled by researchers from student learning books according to the themes and materials taught in citizenship learning in thematic books. For testing the validity and reliability will be done with SPSS as well as excel where from these tests we can find out whether the questionnaire and the test are said to be valid or feasible and reliable to use (Lestari, 2020). As for the provisions that have been determined in the results to be tested later, that is, if the validity test is the one where the result of rcount must be greater than rtable 0.30. and also a reliability test that already has a stipulation that tcount must be greater than ttable, namely 0.60. In this test, the researcher will test a questionnaire from the control group and the experimental group or the control group as the group that has not received the mind mapping method and the experimental group that has received the mind mapping method. The following is the data for the control and experimental groups:

Table 3 Research Sample

No	Treatment	Class	Amount
1	Control Group	VI A	30 People
2	Experiment Group	VI B	30 People
	Amount		60 People

This research was conducted at sdit al-munaya, where in this study the researcher wanted to find out how much student motivation was in learning citizenship in Pancasila material. In this case the researchers did this by conducting experiments on two groups, namely the control group and the experimental group, in the experimental group the researchers would conduct an experiment without the mind mapping method and in the experimental group using the mind mapping method. By distributing questionnaires assisted by tests, researchers will find out how students' learning motivation is after treatment or without treatment. The results of the research above from the results of the questionnaire on the variable X mind mapping method that were distributed, namely in the control group that there were 14 students in the control group who obtained scores ranging from 59 to 48, and 16 students who obtained scores ranging from 60 to 69 from the questionnaires distributed before receiving treatment. With the results of the questionnaire, of course the researchers also distributed tests to the control group before getting treatment to find out how the influence of student learning before using mind mapping was.

Results and Discussion

From the score table of the test results that have been carried out in the control group, that is, before receiving the mind mapping method, there are 30 samples of which 1 sample obtained a score of 75 and the other 29 samples obtained a score of 74 from the test that was carried out. given before receiving treatment.

Table 4 Learning outcomes before learning post-test

Score	Category	Frequency	Percentage
≥ 75	Complete	1	3 %
≤ 74	Not Complete	29	97%
Amount		30	100%

Based on the table above, it appears that of the 30 students as the research sample in the control class, there was 1 student (3.%) who completed and 29 (97%) did not complete individually. This means, students in class VI A sdit al-munaya do not achieve classical completeness, where classical completeness is achieved if at least 80% of students in the class have achieved the minimum completeness score set by the school. After the researchers finished testing the X variable, namely questionnaires and tests conducted on the control group, the researchers also conducted a test of the X variable which was carried out on the experimental group after students received treatment, this aims to determine whether there are different influences in learning before and after using mind mapping method. From the results of the questionnaire on the variable X in the experimental group on the influence of the mind mapping method, we can see that there are 12 students in the experimental group who get scores ranging from 59 to 48, and 18 students who get scores ranging from 60 to 69 from the questionnaire distributed after receiving treatment. After the researchers saw that there was an effect on the results of the questionnaire after using the mind mapping method, the researchers also conducted a test distribution to determine the effect of the mind mapping method on learning carried out in the experimental group, here are the test results:

Table 5 Complete of learning outcomes before learning pre-test

Score	Category	Frequency	Percentage
≥ 75	Complete	28	3 %
≤ 74	Not Complete	2	97%
Amount		30	100%

Based on the table above, it appears that of the 30 students as the research sample in the experimental class, there were 28 students (93%) who completed and 2 (7%) who did not finish individually. This means, students in class VI B sdit al-munaya achieve classical completeness, where classical mastery is achieved at least 80% of students in the class have achieved the minimum completeness score set by the school. After the researchers finished distributing the questionnaires and testing the X variable in the control and experimental groups. Furthermore, the researchers also distributed questionnaires and tests for the Y variable in the experimental group or after treatment or after using the mind mapping method. The results of the questionnaire and test of the Y variable of student learning motivation distributed by researchers in the experimental group, namely the Y variable questionnaire of student learning motivation above, we can know that there are 28 students in the control group who get scores ranging from 29 to 19, and 2 students who get scores 33 of the questionnaires distributed before receiving treatment. The results of the student learning motivation questionnaire are also accompanied by the learning outcomes of students who have not received treatment, here are the test results of the control group students, From the score table the test results above have been carried out in the control group, namely before getting the mind mapping method treatment.

Table 6 Complete of learning outcomes before learning post-test

Score	Category	Frequency	Percentage
≥ 75	Complete	28	3 %
≤ 74	Not Complete	2	97%
Amount		30	100%

Based on the table above, it appears that of the 30 students as the research sample in the experimental class, there were 28 students (93%) who completed and 2 (7%) did not complete individually. This means, students in class VI B sdit al-munaya achieve classical completeness, where classical mastery is achieved at least 80% of students in the class have achieved the minimum completeness score set by the school. After the questionnaire and test

distribution stages were completed, the researcher also tested the validity of the questionnaire and tested each variable, namely X and Y.

a. Validity Test

Validity test is used to measure whether or not a questionnaire is valid. A questionnaire can be said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire. Validity was tested by using the magnitude of the correlation between variables. The correlation coefficient is expressed by r , then the significance between r is tested. The correlation technique used is corrected item total correlation. The condition of validity is if r count r table. The significance test is carried out by comparing the calculated r value with r table for degree of freedom (df) = $n-2$, in this case n is the number of samples.

Table 7 The results of the validity of the variable X before treatment (control group)

Variable X Mind Mapping Method			
Statement	r-count	r-table	Information
X1	0.795	0.30	Valid
X2	0.424	0.30	Valid
X3	0.416	0.30	Valid
X4	0.560	0.30	Valid
X5	0.348	0.30	Valid
X6	0.463	0.30	Valid
X7	0.568	0.30	Valid
X8	0.452	0.30	Valid
X9	0.554	0.30	Valid
X10	0.558	0.30	Valid
X11	0.495	0.30	Valid
X12	0.694	0.30	Valid
X13	0.768	0.30	Valid
X14	0.380	0.30	Valid
X15	0.699	0.30	Valid
X16	0.530	0.30	Valid
X17	0.694	0.30	Valid
X18	0.768	0.30	Valid

Based on data processing through SPSS and processing through Microsoft excel, it was found that for each item the variable X before treatment was entirely valid because r -count was above r -table.

Table 8 The results of the validity of the variable X after treatment (experimental group)

Variable X Mind Mapping Method			
Statement	r-count	r-table	Information
X1	0.574	0.30	Valid
X2	0.360	0.30	Valid
X3	0.380	0.30	Valid
X4	0.538	0.30	Valid
X5	0.479	0.30	Valid
X6	0.418	0.30	Valid
X7	0.486	0.30	Valid
X8	0.483	0.30	Valid
X9	0.586	0.30	Valid
X10	0.550	0.30	Valid
X11	0.455	0.30	Valid
X12	0.693	0.30	Valid
X13	0.712	0.30	Valid
X14	0.423	0.30	Valid

X15	0.692	0.30	Valid
X16	0.512	0.30	Valid
X17	0.694	0.30	Valid
X18	0.736	0.30	Valid

Based on data processing through SPSS and processing through Microsoft excel, it was found that for each item the variable X after treatment was entirely valid because rcount was above rtable. The validity test conducted by the researcher on the Y variable is as follows:

Table 9 The results of the validity of the Y variable before treatment (control group)

Variable Y Students Learning Motivation			
Statement	r-count	r-table	Information
Y1	0.303	0.30	Valid
Y2	0.415	0.30	Valid
Y3	0.629	0.30	Valid
Y4	0.602	0.30	Valid
Y5	0.515	0.30	Valid
Y6	0.691	0.30	Valid
Y7	0.454	0.30	Valid
Y8	0.478	0.30	Valid
Y9	0.382	0.30	Valid
Y10	0.420	0.30	Valid

Based on data processing through SPSS and processing through Microsoft excel, it was found that for each item the Y variable before treatment was entirely valid because r-count was above r-table.

Table 10 The results of the validity of the Y variable after treatment (experimental group)

Variable Y Students Learning Motivation			
Statement	r-count	r-table	Information
Y1	0.517	0.30	Valid
Y2	0.663	0.30	Valid
Y3	0.704	0.30	Valid
Y4	0.759	0.30	Valid
Y5	0.596	0.30	Valid
Y6	0.318	0.30	Valid
Y7	0.623	0.30	Valid
Y8	0.514	0.30	Valid
Y9	0.643	0.30	Valid
Y10	0.743	0.30	Valid

Based on data processing through SPSS and processing through Microsoft excel, it was found that for each item the Y variable after treatment was entirely valid because r-count was above r-table.

b. Reliability Test

Reliability test aims to determine the extent to which a measurement result is relatively consistent if the measurement is repeated two or more times. The instrument is said to be reliable if there are similarities in data at different times. A questionnaire is said to be reliable or consistent even though it has been tested many times. If the results of the Cronbach Alpha test > 0.60 then the data has a high reliability.

Table 11 The results of the questionnaire reliability variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.847	18

Based on data processing using spss, Cronbach's Alpha value obtained is more than 0.847, greater than 0.60, so it can be said that the instrument variable X is reliable.

Table 12 The results of the questionnaire reliability variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.650	10

Based on data processing using SPSS, Cronbrach's Alpha value obtained is more than 0.650, greater than 0.60, so it can be said that the Y variable instrument is reliable.

c. Partial Test (t-test)

Table 13 t-test results

		Coefficients				
Model	(Constant) X	Unstandardized	Coefficients	Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	X	2,725	5,004		.545	.590
		.526	.081	.774	6.465	.000

a. Dependent Variable Y

Based on the table above, it can be concluded that the t-count X1 is 6.465 with a significance value of 0.590 and a t-table value of 2.045. Because the tcount > ttable value and the significance value is greater than 0.05, the regression model can be used to predict decisions or it can be concluded that the X variable affects the Y variable. spss then obtained the following data:

Table 14 Correlation results before treatment

Correlations			
X	Pearson Correlation	X	Y Before
	Sig. (2-tailed)	1	.602**
	N	30	.000
			30
Y_Before	Pearson Correlation	.602**	1
	Sig. (2-tailed)	.000	
	N	30	30

**Correlation is significant at the 0.01 level (2-tailed)

Table 15 Correlation results after treatment

Correlations			
X	Pearson Correlation	X	Y Before
	Sig. (2-tailed)	1	.774**
	N	30	.000
			30
Y_Before	Pearson Correlation	.774**	1
	Sig. (2-tailed)	.000	
	N	30	30

**Correlation is significant at the 0.01 level (2-tailed)

The Effect of X on Y (Before Using the Mind Mapping Method)

After processing the questionnaire data that has been distributed, the correlation number of variable X with variable Y is 0.602. Thus it can be seen that between variable X to variable Y there is a very significant correlation.

Effect of X on Y (After Using Mind Mapping Method)

After processing the questionnaire data that has been distributed, the correlation number of variable X with variable Y is 0.774. Thus, it can be seen that between variable X and variable Y, there is a very strong correlation.

1. Mind mapping

Susanti, (2016: 36) states that "mind mapping is a mind map in a very good learning method used by teachers to increase students' memorization and understanding of powerful students' concepts, students can also increase creativity through freedom of imagination. "Mind mapping is also stated to help children to: (1) Practice remembering things, (2) Improve understanding and concentration, (3) Remember and memorize faster. Mind mapping itself helps students and teachers in the learning process in the classroom by summarizing teaching materials that are so many into few and interesting to read, this method can simplify very complex things into simple ones, mind mapping can also cause passive students to become active".

2. Motivation

Learning motivation is a factor that causes success in educational programs. one of the original objectives of this research is to convey how much students' learning motivation is in participating in the learning process on civics subjects, the aspects seen in learning motivation, namely: students' interest and attention to lessons, students' enthusiasm for carrying out tasks learning, the responsibility of students in doing their learning tasks, the reactions shown by students to the stimulus given by the teacher, as well as a sense of pleasure and satisfaction in doing the tasks given (Romadhoni et al, 2019:31).

3. Learning

Hidayat et al, (2020:39) say that learning is a struggle for changes in knowledge, behavior, and skills to learn something from what initially does not know to know, besides that the learning process must have a positive relationship between teachers and students The position of students is not only getting knowledge, but students are also required to be able to build their own knowledge when learning, a teacher in the learning process has the task of choosing the right example or learning method to deliver a learning material.

With the theory expressed by the experts that the researchers applied in this study starting from the mind mapping method that can affect students' learning motivation so there are the results of the research conducted by researchers using experimental techniques by control and experimental groups at sdit al-munaya, that there is an influence in increasing learning motivation as measured by validity, reliability and personality tests or T test.

Conclusion

In the above research it can be concluded that using the mind mapping method in civics lessons in class VI can affect students' learning motivation, which in the t test results can be concluded that the tcount X1 is 6,465 with a significance value of 0.000 and the ttable value is 2,045. Because the tcount > ttable value and the significance value is less than 0.05, the regression model can be used to predict decisions or it can be concluded that the X variable has an effect on the Y variable. In this study that there is a correlation before the application of the mind mapping method is 0.602 and the correlation results generated after using the mind mapping method is 0, 774 produced by the distribution of the questionnaire was also a test in student learning before and after using the mind mapping method. So it can be concluded that the mind mapping method has an effect on students' learning motivation.

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