

THE EFFECTIVENESS OF THE MIND MAPPING METHOD ON STUDENTS' LEARNING MOTIVATION IN THE SUBJECT OF ISLAMIC CULTURAL HISTORY (SKI) AT ISLAMIC ELEMENTARY SCHOOL (MI)

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ABSTRAK

This study aims to analyse the effectiveness of the mind mapping method in enhancing students' motivation to learn in the subject of Islamic Cultural History (SKI) at Madrasah Ibtidaiyah. This study employs a literature review approach, examining various academic sources such as journals, books, and relevant previous research findings. The findings indicate that the mind mapping method has a positive influence on improving students' learning motivation, as evidenced by increased student activity, interest, and engagement in the learning process. Furthermore, this method assists students in understanding narrative and chronological material through systematic visual presentation. The use of colours, images, and keywords in mind mapping creates a more engaging and enjoyable learning environment. Consequently, the mind mapping method can serve as an innovative and effective. alternative learning strategy to enhance students' learning motivation in the Islamic Cultural History subject at Madrasah Ibtidaiyah.

Kata kunci : mind mapping, learning motivation, Islamic Cultural History, Madrasah Ibtidaiyah

ABSTRACT

This study aims to analyse the effectiveness of the mind mapping method in enhancing students' motivation to learn in the subject of Islamic Cultural History (SKI) at Madrasah Ibtidaiyah. This study employs a literature review approach, examining various academic sources such as journals, books, and relevant previous research findings. The findings indicate that the mind mapping method has a positive influence on improving students' learning motivation, as evidenced by increased student activity, interest, and engagement in the learning process. Furthermore, this method assists students in understanding narrative and chronological material through systematic visual presentation. The

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Keywords: *mind mapping, learning motivation, Islamic Cultural History, Madrasah Ibtidaiyah*

INTRODUCTION

Elementary education in Indonesia, particularly at the Madrasah Ibtidaiyah (MI) level, serves as the primary foundation for shaping students' character and knowledge. An effective learning process is essential to ensure that students can gain a deep understanding of the material, develop critical thinking skills, and cultivate a lasting interest in learning. According to Law No. 20 of 2003 on the National Education System, education must focus on the holistic development of students' potential, including cognitive, affective, and psychomotor aspects.

The Islamic Cultural History (SKI) course in elementary Islamic schools plays a crucial role in developing students' understanding of Islamic civilization, yet it often faces the challenge of low student motivation. According to data from the Indonesian Ministry of Religious Affairs (2022), approximately 35% of MI students experience a decline in interest in religious studies due to conventional teaching methods such as monotonous and unengaging lectures (Kemenag, 2022). This impacts the achievement of core competencies, as students tend to be passive and struggle to connect historical concepts with their daily lives.

Modern education requires innovative learning approaches to boost student motivation. One promising approach is the mind mapping method, developed by Tony Buzan. Mind mapping is a learning method that develops students' knowledge through the creative activity of organizing key ideas into easy-to-understand mind maps. This technique helps organize information visually through mind maps, making it easier for students to understand and remember the subject matter. (Pratiwi, B; Abas, K;, 2025)

The use of mind mapping has been shown in various studies to increase student motivation. Research findings indicate that the use of mind mapping can boost student motivation and learning outcomes by creating a more engaging and

interactive learning experience. (Tunny, C A; Azis, A; Rismawati;, 2025). Additionally, other researchers have noted that the mind mapping method has a significant impact on improving students' learning motivation across various subjects, including religious education (Akbar, M A; Safitri , I; Rusydiyah, E F;, 2024). In fact, recent studies indicate that mind mapping not only boosts students' motivation but also strengthens their conceptual understanding and cognitive abilities. (Rahayu , C A;, 2025).

The application of mind-mapping-based media or strategies has also been proven to increase students' interest and motivation to learn through more engaging and easily understandable visualizations of the material. (Arisma, P; Irawan, L Y;, 2025). Thus, this method is highly relevant for application in SKI instruction, which requires an understanding of the sequence of events and the interconnections of historical concepts.

Based on the above discussion, it can be concluded that the mind mapping method has great potential for enhancing students' learning motivation. However, its application in Islamic Cultural History instruction at the Madrasah Ibtidaiyah level still requires further study. Therefore, this study aims to analyze the effectiveness of the mind mapping method on students' learning motivation in the Islamic Cultural History subject at the Madrasah Ibtidaiyah level.

METHOD

The literature review method is generally used to strengthen the validity of a study, making this approach highly popular among researchers. A literature review is a component of scientific research that involves a discussion of previous studies and various scientific references relevant to the topic examined in an article. Literature research itself consists of two types: conceptual literature and research literature. First, conceptual literature covers concepts and theories derived from books and scientific articles that serve as a foundation for the researcher. Second, research literature includes published research results, whether in the form of books or scientific journals. Therefore, this study employs a conceptual literature approach to facilitate the researcher's access to and understanding of various relevant research findings.

DISCUSSION

Based on the analysis of various literature sources, it was found that the mind mapping method has a significant role in increasing students' learning motivation. This can be seen from the improvement in students' activeness, interest, and involvement in the learning process, especially in the subject of Islamic Cultural History at Madrasah Ibtidaiyah.

Initial Condition of Students' Learning Motivation

Before the implementation of the mind mapping method, students' learning motivation in the subject of Islamic Cultural History (SKI) was still relatively low. This was evident from the lack of student participation during the learning process, such as minimal involvement in asking or answering questions given by the teacher. In addition, students tended to be passive and only received the material without active engagement in the learning process.

This condition was influenced by the use of conventional teaching methods, such as lectures, which made the learning process monotonous and less engaging. As a result, students easily felt bored and had little interest in the material being presented. These findings are in line with research stating that teacher-centered and less varied learning approaches can lead to low student motivation and limited involvement in the learning process (Tunny, C A; Azis, A; Rismawati;, 2025). Moreover, in SKI learning, the dominance of lecture methods also makes it difficult for students to understand the material and tends to cause boredom.

Furthermore, the low learning motivation of students is also influenced by various difficulties in understanding SKI material, which is narrative and historical in nature. Students tend to have difficulty understanding the chronology of events, recognizing important figures, and relating the material to everyday life (Suseno, 2025). These difficulties lead students to rely more on memorization without truly understanding the meaning of the material being studied, resulting in less meaningful learning.

In addition, learning that is still dominated by the lecture method, along with the limited use of interactive learning media, causes students to quickly feel bored and less interested in participating in the learning process (Suseno, 2025). The lack

of visual media and technology also worsens students' understanding of abstract and historical material. This has an impact on the low level of students' active participation in the classroom, such as limited involvement in discussions and question-and-answer activities.

These findings are supported by other studies which show that the low level of students' learning motivation prior to the implementation of the mind mapping method is caused by the lack of variation in teaching methods and minimal student involvement in the learning process. Learning that does not involve visual activities and creativity tends to make students passive and easily lose focus during lessons (Anita Handayani, 2025).

Thus, this initial condition indicates that SKI learning which is less varied, not contextual, and lacks the use of engaging learning media can reduce students' learning motivation. Therefore, innovation in teaching methods is needed to enhance students' active involvement. One alternative that can be used is the mind mapping method, which is able to integrate visual elements, creativity, and active student participation in the learning process (Anita Handayani, 2025).

Analysis of the Effectiveness of the Mind Mapping Method

The Mind Mapping method is a learning technique that emphasizes the visualization of ideas in the form of interconnected branches. This method utilizes the brain's ability to process information through images, colors, symbols, and keywords, making it easier for students to understand learning materials.

In the context of SKI (Islamic Cultural History) learning in Islamic elementary schools (MI), the material is generally presented in the form of events or historical narratives. Therefore, the Mind Mapping method is highly relevant because it can present sequences of events in a systematic and structured visual format.

The Mind Mapping method is suitable to be applied because it offers several advantages, such as its visual style that enhances students' memory, encourages creativity through the use of colors, shapes, and images, and actively involves students in the learning process due to its interactive nature.

Based on the literature review conducted, several key findings were obtained:

1. An increase in students' learning motivation after the implementation of the Mind Mapping method.
2. Students became more active in the learning process, as evidenced by their participation in discussions and assignments.
3. Students found it easier to understand and remember SKI material, especially those related to historical sequences.
4. The learning atmosphere in SKI classes became more enjoyable and was no longer limited to passive listening.

The effectiveness of the Mind Mapping method in improving students' learning motivation can be explained through several aspects:

1. **Visual Aspect**

In SKI learning using the Mind Mapping method, text is usually combined with images and colors, which aligns well with the visual learning style of MI students. This helps students better understand and remember historical content.

2. **Creativity Aspect**

Students are given the freedom to develop ideas in the form of branches in a mind map. The process of drawing stimulates creativity and makes learning more engaging.

3. **Interactive and Participatory Aspect**

SKI learning no longer relies on teacher-centered lecture methods but instead actively involves students in the learning process.

The Relationship Between Research Findings, Theory, and Previous Studies

Theoretically, the Mind Mapping method is based on constructivist theory, which states that students build their own knowledge through learning experiences. In this context, students actively construct concepts through mind maps.

In addition, the Mind Mapping method aligns with meaningful learning theory (Ausubel), which emphasizes the importance of connecting new historical information with students' prior knowledge.

The findings of this study are supported by several previous studies, including:

1. According to Jamaloh in the journal article titled “Improving Motivation and Learning Outcomes in Islamic Education through the Mind Mapping Method,” the Mind Mapping method can enhance both motivation and learning outcomes through more active and creative learning.
2. Another study by Noorliana titled “The Effectiveness of the Mind Mapping Model in Improving Motivation and Understanding of Indonesian Language among Grade X MIPA Students at MAN 1 Hulu Sungai Utara” states that the use of Mind Mapping positively influences student engagement in learning.

The relationship between the research findings, theory, and previous studies indicates that the Mind Mapping method is not only effective in practice but also has a strong theoretical foundation. The increase in students’ learning motivation occurs because the method provides an enjoyable and meaningful learning experience. The consistency of findings across previous studies further strengthens the validity that Mind Mapping is an appropriate method for SKI learning in MI.

Therefore, it can be concluded that the Mind Mapping method has a significant positive impact on students’ learning motivation and is worthy of implementation as an innovative learning strategy in elementary schools/MI.

The Impact of Mind Mapping on the Learning Process

a. Enhancing Learning Motivation

The use of mind mapping has been shown to reduce boredom in science education, which is often perceived as monotonous. Students become more engaged because the learning process is more visual and creative (Rofi’ah, 2021).

b. Improving Student Learning Outcomes

Research indicates that the implementation of mind mapping can improve student learning outcomes, as it helps them understand and retain material in a more structured manner (Syafi’aturrosyidah & Sulistiawati, 2022).

c. Increasing Student Activity and Participation

This method encourages students to be active in the learning process because they are directly involved in creating concept maps (Rofi'ah, 2021).

d. Developing Critical and Creative Thinking

Mind mapping helps students develop higher-order thinking skills (HOTS), such as analyzing, evaluating, and creating (Mufarrohah & Khoeroni, 2025).

e. Increasing Interest in Learning

The use of colors, images, and idea branches in mind mapping makes learning more engaging, thereby increasing students' interest in learning (Siswanto et al., 2024).

CONCLUSION

Based on the results of the literature review, it can be concluded that the mind mapping method is an effective learning strategy for enhancing students' motivation in the Islamic Cultural History (SKI) course at the Madrasah Ibtidaiyah level. The application of the mind mapping method creates a more engaging, interactive, and enjoyable learning environment through the use of visual aids such as concept maps, which help students more easily grasp the connections between topics. Furthermore, the mind mapping method also encourages students to be more active in the learning process, increases their interest in learning, and helps them understand narrative and chronological material such as Islamic Cultural History.

The results of this study indicate that the use of innovative and varied learning methods plays a significant role in improving the quality of the learning process, particularly in the SKI subject, which has often been perceived as monotonous due to its continued reliance on lecture-based methods. With the implementation of the mind mapping method, students do not merely act as recipients of information but are also actively involved in developing their own understanding through creative and meaningful learning activities. This aligns with the constructivist learning approach, which emphasizes the importance of students' active engagement in constructing knowledge through learning experiences.

Theoretically, the results of this study reinforce the findings of previous research indicating that the mind mapping method has a positive impact on

improving student motivation and learning outcomes. Thus, this study contributes to the development of research on innovative learning strategies that can serve as alternative solutions for enhancing student motivation in SKI lessons at Madrasah Ibtidaiyah. Additionally, this study is also expected to serve as a reference for teachers in selecting learning methods that align with the characteristics of the subject matter and the needs of students at the elementary school level.

However, this study also has limitations because it uses a literature review approach and thus does not involve direct data collection in the field. Therefore, the results of this study are still conceptual and require validation through empirical research conducted directly in a school setting. Another limitation is the limited literature sources used, so a broader review of the latest research related to the application of the mind mapping method in SKI learning is still needed.

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