APPLICATION OF MIND MAPPING LEARNING METHODS TO IMPROVE ACTIVITIES AND RESULTS OF STUDENT LEARNING IN 2013 INTEGRATED THEMATIC CURRICULUM LEARNING IN CLASS IV SDN 11 AIR KALAM

*Nelli Herawani[1], Hadiyanto[2], and Yanti Fitria[3]

[1]Graduate Program of Primary Education
Faculty of Education Science, Universitas Negeri Padang
[2]PGSD Lecturer, FIP, Universitas Negeri Padang
[3]PGSD Lecturer, FIP, Universitas Negeri Padang
Email: nelliherawani@ymail.com

ABSTRACT

This study aims to describe the application of the Mind Mapping method to Increase student activity and student learning outcomes in 2013 curriculum integrated thematic learning in class IV SDN 11 Air Kalam. This research is a class action research, which is a study developed jointly for researchers and decision makers about variables that are manipulated and can be used to make improvements. Repairs are carried out with two cycles, namely cycle I and cycle II. Data from research results can be grouped into two, namely quantitative and qualitative data. Quantitative data, namely data in the form of numbers while qualitative data in the form of descriptive. As the subjects in this study were fourth grade students of SD Kalam 11 Air Kalam which amounted to 20. Based on the results of the study, the activities of students in the first cycle were 78.5% experiencing an increase in the second cycle of 86%. Thus, it has increased by 7.5%. While the student learning outcomes obtained in cycle 1 were 13 students who completed with a percentage of 65% and in cycle 2 as many as 16 students who completed a percentage of 80%. Thus, the activities and student learning outcomes with the application of mind mapping methods in class IV of SD Kalam 11 Air Kalam were stated to have increased.

Keywords: Mind Mapping Method, Student Activity, and Learning Outcomes

INTRODUCTION

Integrated thematic learning is expected to be able to answer students' questions about why they should learn to read and write, why they must learn mathematics, why they must interact, and communicate with friends and so on, with notes that teachers

and students have commitment and think positively that the learning patterns are towards achieving competency as outlined in the graduation standard. In integrated thematic learning students learn themes which in the theme have covered all subjects and competencies so that there is no discrepancy between subjects, but the assessment remains back on the subject. The integrated thematic learning function according to the Ministry of Education and Culture (2014) is to make it easy for students to understand and explore the material concepts incorporated in the theme so students are eager to learn because the material being studied is material that is real and meaningful to students.

Integrated thematic learning is believed to be one of the effective teaching models because it is able to accommodate and touch in an integrated emotional, physical, and academic dimension in the classroom or school environment. According to Hermon (2015); Irwantoro and Suryana (2016) thematic learning has been proven empirically to successfully accelerate and increase students' memory capacity for a long time. Based on the results of observations that researchers conducted on September 6 and 7 2018 in class IV SDN 11 Air Kalam, showed that the learning activities of fourth grade students of SDN 11 Air Kalam were very low. This can be seen from the involvement of students when the learning process is still very little. During the learning process, students only listen to the teacher's explanation without asking if they do not understand. Students record material that is being studied without being involved in finding facts (Hermon and Dalim, 2006), students keep quiet when given questions by the teacher and few respond (Hermon and Dalim, 2005). Meanwhile, the teacher's activity when teaching is begun by asking the material that has been studied before then the students are told to open the book and ask students to read for a moment.

The teacher explains the focus of the lesson and material content on that day and at the end of the lesson students work on the tasks in the book. This shows the learning process is still teacher-centered. Learning becomes less fun because it seems monotonous without any modifications in the learning process so students feel bored and unmotivated. The learning process carried out is not in accordance with what the government expects as stated in Permendikbud No. 22 of 2016 that the learning process in educational units is held in an interactive, inspirational, fun, challenging, motivating

student to actively participate, and provides sufficient space for initiatives, creativity, and independence in accordance with the talents, interests, and physical development and psychology of students. Based on the results of observations of the document the value of daily student evaluations on the theme of Beautiful Togetherness shows that student learning outcomes are still low. A total of 17 students (85%) out of 20 students have not yet reached the minimum completeness criteria (KKM), while 3 students (25%) have reached the KKM score. KKM social studies subjects are 70. According to these learning outcomes, teachers need improvement and guidance for students to get better grades.

The results of the analysis of the above problems are: (1) Teachers are only guided by teacher books and student books, (2) Teachers have not implemented integrated thematic learning in accordance with the characteristics of integrated thematic learning, because while teacher learning still emphasizes the separation between lessons is being carried out and has students work on assignments with the assignment book of each subject, (3) The teacher does not use any media lessons during the learning process, (4) The teacher is still the center of attention during the learning process, where students only listen to the teacher's explanation (5) Teachers lack the opportunity for students to try or construct their own knowledge.

The problems above cause several things including: (1) Students still do not understand the lesson holistically, because the teacher still confirms the separation between subjects, (2) Students cannot construct or build their own knowledge gained in the learning done, (3) Students feel bored during the learning process, so that the class becomes uneasy and some students are sleepy during learning, this is because the teacher does not use any media during the learning activities and only gives material based on the teacher's book and student books, (4) Students have not actively participated learning, and (5) student learning outcomes are still low.

METHOD

The type of research used is Classroom Action Research (CAR). According to Kunandar (2012) PTK is a form of self-reflection activities carried out by education

actors in an educational situation to improve rationality and justice about: (a) their educational practices, (b) their understanding of these practices, and (c) situations in which these practices are implemented. This research will be conducted in Lengayang Subdistrict, Pesisir Selatan Regency, precisely in the village of Air Kalam. The subjects of this study were all students of grade IV-A SDN 11 Air Kalam, Lengayang Subdistrict, Pesisir Selatan Regency.

RESULTS AND DISCUSSION

Cycle I

Planning thematic learning actions with mind mapping method is realized in the form of learning design with mind mapping method in the Learning Implementation Plan (RPP). Planning for the first cycle is arranged for two meetings with an allocation of 4 x 35 minutes. On theme 8 of My Place Area, Subtitles 1 My Neighborhood. The implementation of the first cycle was held two times. The first meeting is held on Monday, March 4, 2019 starting at 07:15 - 09:45 a.m. Tuesday March 5, 2019 starting at 07.15 - 09.45 WIB. Students present at this meeting amounted to 20 people. In carrying out the action, the researcher acts as a class teacher and colleague (grade IV teacher) as an observer to observe the actions taken by the teacher and students during the learning process. The learning process is carried out through 3 stages, namely the initial activity stage, core activities, and final activities.

Observation of this plan uses student activity observation sheets that are filled in simultaneously with the implementation. Based on the results of observation, the scores obtained Overall the activities of students in this first cycle are 76% with good criteria. Based on observers' observations of researchers as teachers in learning activities .. Based on student activities with a score of 112 out of 147. In cycle 1 meeting 1 student activity with a percentage of 76% and at the meeting 2 percentage 81%. With the average score percentage is 78.5% with good criteria. Learning outcomes in cycle 1 were 20 students who completed only 13 students with a percentage of 65% and those who did not complete 7 people with a percentage of 35%.

Reflections are carried out collaboratively between researchers and observers who have made observations during production technology learning using mind

mapping methods. Reflections on this first cycle include reflection on action planning, reflection on the implementation of actions, and reflection on learning assessment. Need to follow up on student activities to dare to present in front of the class.

Cycle II

Planning thematic learning actions with mind mapping method in the second cycle is again manifested in the Learning Implementation Plan (RPP). Planning for this second cycle is arranged for one meeting with a time allocation of 4 x 35 minutes. On the same theme and on the sub-theme 3 Proud of the area where I live.

The second cycle of learning is carried out on Tuesday 26 March 2019 starting at 07:15 - 09:45 a.m. Students present at this meeting amounted to 20 people. In carrying out the action, the researcher acts as a class teacher and colleague (grade IV teacher) as an observer who observes the actions taken by the teacher and students during the learning process. The learning process is carried out through 3 stages, namely the initial activity stage, core activities, and final activities.

Observation of this plan uses a learning activity observation sheet that is filled in simultaneously with the implementation. This is carried out intensively, objectively and systematically. Based on the results of observations of student activities in the second cycle in 1 meeting with a score of 126 from 147, the percentage was 86%. Overall the percentage of student activity with the criteria is Very Good. Learning Outcomes of 20 students who completed 16 students with a percentage of 80% and those who did not complete 4 students with a percentage of 20%.

Based on observers' observations of researchers as teachers in learning activities. Thus the percentage of student activity in the cycle increased 78.5% to 86%. This shows the activities of students during learning activities based on observations from good criteria to be very good criteria. Reflections are carried out collaboratively between researchers and observers who have made observations during the 8th theme learning with mind mapping methods. Reflections on the second cycle include reflection on action planning, reflection on the implementation of actions, and reflection on learning assessment. Based on the discussion that the researchers conducted with the observer through observations made during the implementation of the second cycle of action it

was concluded that the expected goals had been achieved but were in accordance with the expectations of the researchers.

CONCLUSION

The application of the Mind Mapping method can improve student learning activities in Integrated Thematic learning in grade IV of SD Kalam 11 Air Kalam. The application of the Mind Mapping method can improve student learning outcomes in Integrated Thematic learning in class IV of SD Kalam 11 Air Kalam.

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