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# APPLICATION OF MIND MAPPING TECHNIQUES IN CIVICS LEARNING TO INCREASE CREATIVITY OF ELEMENTARY SCHOOL STUDENTS

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**Abstract**

This study aims to determine the application of mind mapping techniques in Civics learning to increase the creativity of elementary school students. This type of research is classroom action research (CAR). The subjects of this study were the fifth grade students of SDN 2 Sambangan totaling 33 students. The data collection technique was carried out by using the creativity rubric for making mind maps. There are 4 categories that are assessed in making mind maps, namely keywords, branch level, color and image design, and completeness of the material. Data analysis was carried out in stages, namely data collection, data analysis, presentation, and conclusion/verification. The results showed that there was an increase in each cycle of student creativity in Civics learning with mind mapping techniques.

**Keywords:** mind mapping technique, creativity, civic learning

## INTRODUCTION

Education becomes a necessity to improve human resources. In the implementation of education, especially formal education, there are always learning activities that take place in the classroom. For this reason, in the implementation of learning in the classroom, the teacher is the main factor determining the success of student learning. Teachers are required to be able to design innovative learning in order to obtain mastery learning so as to produce quality resources.

Apart from being a facilitator, the task of a teacher is also to educate students, set a role model, and provide the needs of their students in gaining knowledge (Usman, 2002). A teacher has a big responsibility in producing the nation's next generation in accordance with their professional duties (Aeni, 2015). However, in reality there are still teachers who have not optimized the use of innovative learning models. Student learning outcomes will also be low with learning designs that are still conventional and teacher center in nature. Learning needs to be focused on students or student centers.

Teacher creativity in managing the class is needed in all subjects, one of which is Civics. Winataputra and Budimansyah (Khotimah et al., 2019) state that civics education is a learning that emphasizes values and behavior as well as learning experiences which later become a guide or guide in the life of society, nation and state. Dharma and Siregar (2015) convey that in achieving the learning objectives of Citizenship Education, it can be done through learning

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in schools. The cultivation of national character is highly emphasized in Civics learning, so that later students can become a generation that is not only highly competitive, but also has moral character and is based on Pancasila values (Pangalila, 2017).

Learning is still teacher center, so students lack direct involvement in learning. This can be seen in Civics learning. Based on the results of interviews with fifth grade teachers at elementary schools in Buleleng District, it was found that 1) So far Civics learning has only been in the form of explanations without using models or learning media; 2) Only a few students actively ask questions during learning; 3) Civics learning only slightly involves students being active in class. The results of these interviews indicate that there is a need for a strategy that can improve students' Civics learning outcomes.

Based on the results of these interviews, it is necessary to apply an innovative technique in Civics learning so that it will provide good Civics learning outcomes for students. One solution is to apply the Mind Mapping Technique. It can be better understood that mind mapping is an innovative and interesting way/technique of recording based on the ability of the human brain to process information. This Mind Mapping technique was discovered and developed by Tony Buzan. It provides a new innovation in note-taking because it is known that students usually make long linear notes which are less interesting to read. However, with the presence of a mind map that combines writing, images, shapes, and colors, it makes the material easier for students to understand and of course longer remembered because it is stored in students' long-term memory.

The Mind Mapping technique is a learning technique developed to stimulate students' creativity in compiling a main idea of a material so that it is easy for students to understand. The advantages of the Mind Mapping Technique according to Buzan (Darusman, 2014) are that it can increase enthusiasm for learning and provide more meaningful learning, so that students do not easily forget the material provided. According to Sugiarto (Darusman, 2014) a mind map is an activity to explore individual creativity in understanding a material concept as a whole, by making material in a certain sub-topic on a piece of paper that contains lines, symbols, words, sentences, and colors.

The successful application of the mind mapping technique is supported by the results of research conducted by Acesta (2020), namely the mind mapping technique has a positive influence on students' creative thinking abilities. Based on the problems raised above, it is important to discuss more deeply about the Mind Mapping Technique through an article entitled "Application of the Mind Mapping Technique in Civics Learning to Increase the Creativity of Elementary School Students".

## RESEARCH METHOD

This type of research is Classroom Action Research (CAR). PTK is an attempt to solve problems encountered by teachers during the learning process in class, so that it is hoped that later it can further improve the quality of learning and the quality of education (Widayati, 2008). The subjects in this study were 33 students at SDN 2 Sambangan. The data collection

The Seybold Report
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technique uses a creativity rubric using a Likert scale. There are 5 criteria that will be used, namely very less, less, enough, good, and very good. The criteria assessed in making a mind map are keywords, branch levels, color and image designs, and material completeness. Data analysis was carried out in stages, namely data collection, data analysis, presentation, and conclusion/verification.

## RESULT

### 1. Application of the Mind Map in Learning in Elementary Schools

Learning is carried out in 2 cycles. Each cycle consists of 2 meetings. Learning activities in each cycle are carried out with 3 stages of activity, namely the planning stage, the implementation of actions, evaluation, and reflection. At the planning stage, the teacher prepares learning scenarios and prepares mind map media as an example given to students. Then the action implementation stage is divided into 3 activities, namely initial activities, core activities, and final activities. In the initial activity the teacher greets, invites students to pray, conduct apperception, and convey learning objectives. Then proceed to the core activity, namely the use of a mind map. At the beginning of the core activities students are asked to look at the material in the book. Then students form groups and start discussing with the group about the material provided. After that the students were instructed to make a mind map according to the material that had been given with the group members. At this stage the teacher makes observations to find out how far the group's ability is in making an interesting mind map. The teacher also guides students in groups if they have problems in making mind maps. After the mind map is completed, students present the mind map and are then given input by the teacher or other groups. In the final activity, the teacher provides reinforcement for the work that has been made. Then the teacher and students pray together, then say closing greetings.

The next activity is evaluation in the form of assessing students' creativity in making a mind map based on the rubric that has been made. After that, a reflection of cycle I was carried out. Because the assessment of cycle I was still insufficient, it was continued with cycle II. The implementation of cycle II activities is the same as cycle I which consists of planning, action implementation, evaluation, and reflection stages. After reflecting on cycle II, the students' creativity score was fulfilled so that the research was stopped. The details of student scores will be discussed in the next sub-chapter.

### 2. Analysis of Elementary School Students' Creativity Scores in Making Mind Maps

The results of the research below will describe the results of the research that has been carried out for 3 cycles. The results of the research will show an increase in student creativity in each cycle. To be able to see in more detail, it can be seen in Figure 1.

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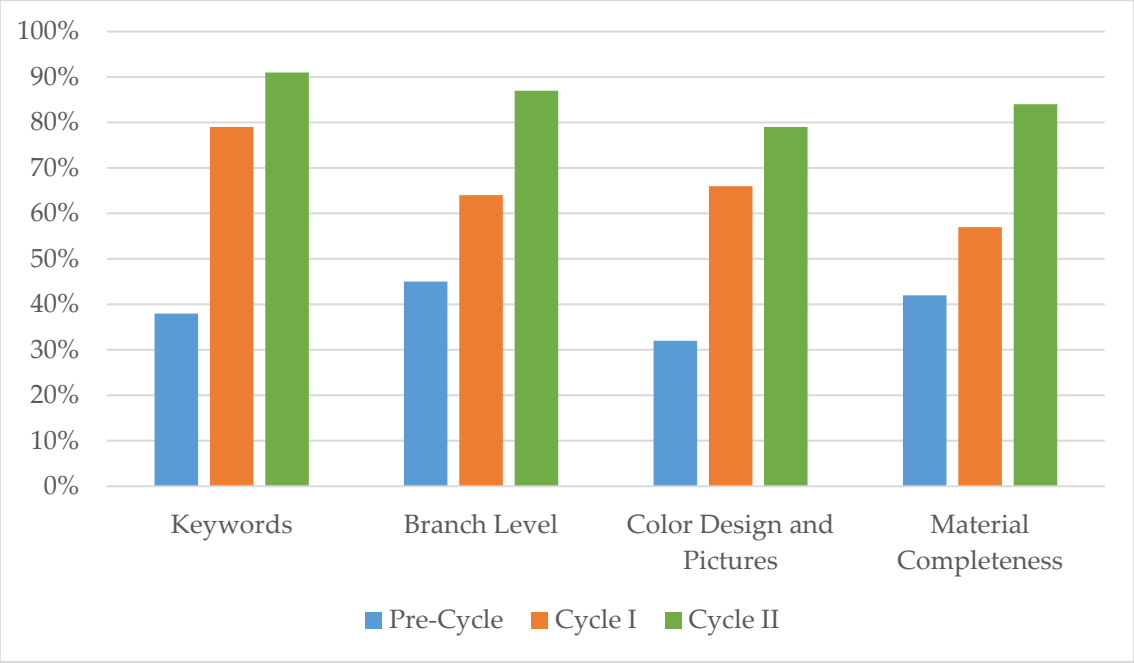


**Figure 1: Graph of Mind Map Creativity**

Based on Figure 1, it shows that the percentage of creative mastery from pre-cycle to cycle II on the four components of the assessment consistently shows an increase. If you look at the picture, it appears that the students' ability to design colors and images has the lowest score at the beginning and end of the cycle, compared to the other components. This shows that the ability of students to design a shape or give color still needs to be honed again. This can be done by providing examples of interesting mind maps, so that they can be used as references for students to be able to make attractive pictures or colors.

**Table 1: Results of Analysis of Student Creativity in Making Mind Maps in Cycles I and II**

| | Keywords | Branch Level | Color Design and Pictures | Material Completeness | Score Average |
|---|---|---|---|---|---|
| Pre-Cycle | 38% | 45% | 32% | 42% | 40% |
| Cycle I | 79% | 64% | 66% | 57% | 66,5% |
| Cycle II | 91% | 87% | 79% | 84% | 85,25% |

Based on table 1, it is known that overall student creativity in making mind maps, namely 40% in the pre-cycle, increased in cycle I to 66.5% and increased in cycle II to 85.25%. The results of this study are in accordance with the statement of Mas'adah and Supriyono (2014), namely, a continuous and continuous treatment of individuals will provide better behavior changes than only being given 1 time. Based on the presentation in the table, it shows an increase in student creativity when making mind maps.

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## DISCUSSION

Based on the results of this study, it is known that there is an increase in student creativity in each cycle in applying the mind mapping technique. This is in accordance with the opinion (Deporter, 2008) which states that the mind mapping technique can develop children's creativity, increase their imagination, hone problem-solving skills, and also help students remember information for a long time. This statement is in accordance with the opinion (Tenriawaru, 2014) that our brain is used to a central image. This helps focus the concentration of learning, as well as activate the balance of the child's brain. This is because the brain is happy with several things that are associated with each other. As in the mind map, there are links between branches that form a certain concept, which facilitates understanding.

Every individual is believed to have a creative side in him. We can see this potential in the extent to which children can explore everything in their environment. This emphasizes that there are no children who do not have creativity, only that the emergence of creativity depends on the way the development is carried out by the teacher. Student involvement in learning is certainly needed in honing their creativity. Therefore, the role of the teacher is very important to create greater student involvement in learning. This involvement will also provide better learning motivation to students. In honing children's creativity, it is very important to give them the freedom to express themselves. This freedom can be obtained when children are actively involved in learning (Syahidah, 2015).

Note-taking techniques with mind mapping can provide learning effectiveness, because a concept can be known as a whole only with a mind map image. This is in accordance with the opinion of Qondias et al. (2016) who said that mind mapping has uniqueness and advantages in helping students remember material better because the concept or material conveyed through a mind map starts with a big theme which then has smaller branches. In addition, the components in the mind map, such as pictures, keywords, colors, can maximize the potential of a child's brain, so that their creativity will increase. When making a mind map, in addition to having an active involvement, students can see the results of their interesting work, thereby arousing their passion for learning. In accordance with the results of Wahyuni's research (2013), namely that children's creativity can be developed through group guidance model learning using mind mapping techniques.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the Mind Mapping Technique was applied in 2 cycles, with 2 meetings in each cycle. Based on the results of data analysis, there was an increase in the creativity of elementary school students after the mind mapping technique was applied. This can be seen in the increase in the percentage of students' creativity scores in each cycle. So the Mind Mapping Technique is very effective for increasing the creativity of elementary school students.

The Seybold Report
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