Application Learning Model Mind Mapping for Increase The Creativity and Learning Outcomes

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Abstract
Learning model mind mapping in this research is an innovative learning technique to improve traditional record that requires students to make creativity mind mapping in heterogeneous small groups consisting of 4 to 5 students with work involves combining the right brain and left brain. Mind Mapping contains the main idea and the main image is written using keywords that are connected through the branches with different colors and interesting image. Mind Mapping is done in individual then presented. This Research was conducted in order to determine that the application of Mind Mapping learning model can improve creativity and student learning outcomes in economics subject in class X IPS 2 Brawijaya Smart School Malang. This Study used a qualitative descriptive approach to the type of classroom action research (PTK) so that the presence and role of research in the field are indispensable. The data from this study were collected through observation sheets, documentation, field notes, test questions. Based on the research that has been done in class X IPS second at Brawijaya Smart School Malang can be seen that: (1) Application of Mind Mapping learning model can improve student’s creativity on economic subjects; (2) Application of Mind Mapping learning model to improve student learning outcomes on economic subjects.

Keywords
Mind Mapping, Creativity, Learning Outcomes

How to Cite

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INTRODUCTION

Learning is a process of effort to create the learning conditions in developing the ability of students' interests and talents optimally so that the competencies and learning objectives can be achieved. In developing the ability of students' interests and talents optimally teachers design lesson plans. Lesson plans include a variety of things not just how the scenario should be done when teaching and learning activities take place. Learning implementation plan is designed to involve a variety of things that: (1) Identity; (2) Core Competencies; (3) Basic Competencies; (4) Learning objective; (5) Learning Material; (6) Learning resources; (7) Approaches and methods of learning; (8) Media and tools; (9) Learning steps; (10) Assessment (Evaluation of learning).

On the results of preliminary observations in the class X IPS 2 and teacher of economic subjects, tends to the teachers who are still using the method of lecture supported with power point as a medium. The use of the lecture method using media power point is due to the orientation of the teachers who teach mastery of the material without regard to mastery of the material at the students towards the subject matter. Teachers are still teacher-centered and the teacher is very fast in the lectures. While students listen, take notes and students are not obliged to have textbooks or LKS, school just provide in the library. This condition causes the students feel difficulty constructing, develop, and express his own ideas in remembering the material given by the teachers. They're trying to learn by memorizing the subject matter. And not understand the concepts contained in there. As a result of less understanding of the concept.

This is what makes the students very bored and less enthusiastic so that the boredom of the students in the learning process was expressed by the crowd and sleepy this is due to the less interesting models of learning are applied. Many students who do not master the material and cannot answer questions asked of the teacher, either orally at the time of the learning process or in writing at the time of daily tests. Hope the average score is above the score of KKM, that is 75, whereas in fact the score of the average obtained by the students of class X IPS 2 of 69.24 has not reached the KKM that has been set.

To overcome these problems, the applied learning model Mind Mapping because social science subjects especially in the subject of Economics that is synonymous with memorization. The process of memorizing the material also is not easy, they have to support with a note. Then with the learning model Mind Mapping is very appropriate because the learning model Mind Mapping make a noted creative is a map of the main concepts studied are all identified no stone is left unturned and crocheted functional clear, then narrated with the style of each language and familiarize the students to think quickly in developing the knowledge his own ideas through the concepts that exist in the brain. Concept map developed by someone student who will appear many ways of mapping different depending on the memory and level of knowledge.

Based on the background of the problems above, the writer is interested to conduct a research with the title "Implementation learning model mind mapping to improve creativity and learning outcomes of students of class X IPS 2 on economic subjects in SMA Brawijaya Smart School Malang Odd Semester of Academic Year 2016/2017".
Based on the description of the background of the problems described above, the formulation of the problem in this research is as follows: (1) whether the implementation learning model mind mapping can improve students' creativity on economic subjects on the material perpetrators of economic activity and the role of the perpetrators of the economic activity of the class X IPS 2 at SMA Brawijaya Smart School Malang Odd Semester of the Academic Year 2016/1017; (2) whether the implementation learning model mind mapping can improve student learning outcomes in the eyes of students of economics on the material perpetrators of economic activity and the role of the perpetrators of the economic activity of the class X IPS 2 at SMA Brawijaya Smart School Malang Odd Semester of the Academic Year 2016/2017.

Mind mapping is an alternative thinking the whole brain to thinking linear. (Buzzan, 2013:2). Mindmap reaches out in all directions and catches thoughts from any angle. Mind mapping is a technique to summarize the material need to be studied and projecting the problems faced in the form of a map or graph techniques so that it is easy to understand. Mind mapping is a creative exploration that is required by individuals about a concept as a whole, unfurled a subtopic-subtopics and ideas associated with the concept in a presentation of the whole on a piece of paper, through the depiction of symbols, words, lines, and arrows (Sugiarto, 2004:75-76).

Based on the explanation above can conclude that mind mapping learning model is a learning model which get used students to think fast to increase their knowledge by concept wich on the brain. Concept maps developed by students will appear many ways that mapping is different depends on memory and knowledge. Much good learning methods to practice one of them is mind mapping model really helps to increase memory and creativity as often use all this time even until now, we can write linearly. This makes mind mapping used other than language material also visual material. Visual material needs to review what has been write to really easy and better and quicker to increase recall.

According to Priantini (2013) mind mapping have many benefit which can help someone to increase their skill is: Mind mapping can help solve problems which we face both inside field of understanding, thiniking skills although memory, remember mind mapping have much excellence, both of them is (1) with mind mapping the idea of the problem identify clearly (2) mind mapping make we can mre concentrate on the problem which often we faced economic learning with use mind mapping model, expected on thingking skills and understanding of students memory on economic learning can increase therefore students study not only listen and teacher explain in front of class, However need student activity on expand subject matter of students on learning process.

Creativity is one of human ability to integrate broad stimulus with memory which has before become a new thing creativity is not impromptu result. But is the common result of logic, learning can measure from how far the learning result can get by students. Dimyati and Mudjiono (2006:250) learning process reached top on student learning result or to student work as a result, so to that work learning process stop for a while and there was an assessment with assessment which means is determination until something look valuable, quality and important measure of that valuable, quality, and important come from another people learning result assessment so determinant of learning success is teacher is
the key that learning. Teacher compile learning design does learning, and value learning result. Learning result also learning process result or learning process. From many expert opinions about learning result can concluded that learning result is action learning result and action teaching. Beside from the process learning result also can use to measuring process learning teaching and result is an ability which is owned someone after experiencing the learning process.

METHOD
This research uses qualitative descriptive approach type of this research is classroom action research. This research does to make the process of study in the class with problems arise still low creativity and study result student better research will do with collaboration and collaboration is researchers work together with economic teacher grade X IPS 2 SMA Brawijaya smart school Malang and two observers. While participation means author participate in learning activities which planned to be implementation learning with the type of mind mapping learning. The result of research including data about creativity and result study of the student after applied mind mapping model learning. Data needed just for know what is the mind mapping learning model that has been used in learning can help students creativity and students learning result for the economic lesson.

Physical, motivation, feeling and imagination which integrated to become a new idea. And then that new idea can implementation on scientific creation. That creation is varied according to the ability of each student to get knowledge (Shabib, 2003:61). Creativity is human ability to make new something, like an opinion or real creation, with characteristic aptitude or not aptitude, with a new creation or combination with things that already exist all of it are different with what is already there. Creativity also contributing to influence learning result (Yekti, 2008: 18). So learning creativity can mean students ability to make something on their learning, like the ability to develop formation from the teacher on learning process which is known so can make new combination on their learning.

As well as with learning experience which is fun, on creativity learning seen active and want to deepen the learning material. On learning process on creativity used to divergent thinking process (thinking process in many ways and produce many alternative compensations) with convergence thinking process (thinking process which searches one answer are correct) critical thinking. Opinion and creation result in which creative not only showed easy, to can make something important must need preparation. When children on school are a good time to prepare someone to get solve problems.

Besides meaning of evaluation result can know the first purpose to know the level of success that student reach after following learning, level of success made by a score an alphabet, word or symbol. If first purpose evaluation learning result is realized the result can functionalize and addressed to share needed. This is are what Sudjana said (2011:44) success process. The study was conducted on a research design (Trianto, 2011:72) where each cycle consisted of four steps consisting of: (1) action planning; (2) Implementation of action; (3) observation; and (4) reflection.

The location of this research took place in SMA Brawijaya Smart School Malang, exactly in Cipayung street No.10 Kota Malang. In this research subject of
social class X student 2 odd semester the academic year 2016/2017 in Brawijaya high school smart school Malang. Research is conducted by examining one class on the subjects of economy class X social 2 high school Brawijaya Smart School Malang. Students in this research class amounted to 25 people, consisting of 16 female students, and 9 male students. This class is chosen because of the observation that the students of class X less social and less active in teaching and learning activities and doing tasks resulting in less maximum learning outcomes obtained.

Sources of data in this study are primary and secondary data. Primary and secondary data sources. Primary data sources include students and teachers, in students of class X social -2 High School Brawijaya Smart School Malang, numbering 25 students who follow the process of teaching and learning (authors) who apply the application of learning model Mind Mapping. While, secondary data sources are school documents that include student name data, test questions, and observation sheets.

RESULT AND DISCUSSION

The student’s learning results of the cognitive domain are derived from the value of test questions

<table>
<thead>
<tr>
<th>Learning Results</th>
<th>Learning Completeness</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>Completeness Percentage</td>
<td></td>
</tr>
<tr>
<td>Cycle I</td>
<td>75.08</td>
<td>76</td>
</tr>
<tr>
<td>Cycle II</td>
<td>76.48</td>
<td>96</td>
</tr>
</tbody>
</table>

Source: processed by the author, 2017

In the table above is the result of the assessment of mastery of the material measured using test questions after being given an action. This shows that there is an increase from the action I to action II by 20%. Such circumstances show that there is an increase after giving action on cycle I and cycle II. The comparison seen from the value of the test question indicates how much improvement the achievement of an action performed. In addition, constraints faced by the author in improving student learning results lies in the readiness, the motivation of students to learn.

<table>
<thead>
<tr>
<th>No</th>
<th>An indicator of student’s creativity ability</th>
<th>Percentage Cycle I</th>
<th>Percentage Cycle II</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Problem Sensitivity</td>
<td>82.67</td>
<td>94.67</td>
<td>An increase of 12%</td>
</tr>
<tr>
<td>2</td>
<td>Idea fluency</td>
<td>77.33</td>
<td>90.67</td>
<td>An increase of 13.34%</td>
</tr>
<tr>
<td>3</td>
<td>Idea fleksibility</td>
<td>74.67</td>
<td>92</td>
<td>An increase of 17.33%</td>
</tr>
<tr>
<td>4</td>
<td>Originality</td>
<td>64</td>
<td>78.67</td>
<td>An increase of 14.67%</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>74.67</td>
<td>89.00</td>
<td>14.33%</td>
</tr>
</tbody>
</table>

Source: processed by the author, 2017

Table 2 shows that in the action of the cycle I and cycle II has enhancement of 14.33% which is the proof that the creativity of students of class X IPS 2 can be
honied and improved by using Mind Mapping learning model. Improved creativity and writing that is easy to understand and understand.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded as follows: (1) implementation of Mind Mapping Model for Social Economy Class X Social 2 SMA Brawijaya Smart School Malang can improve student's creativity in the form of recall and understanding on material Performer of economic activity and role of economic activity perpetrator. This is known from test problem in cycle I and cycles II, and in cycle II achievement of learning creativity is increasing; (2) application of Mind Mapping Learning Model can improve student learning outcomes on economic subjects. Student learning results address the improvement of the cycle I and cycle II. This is evident from the results of the analysis of learning achievement test questions.

REFERENCES


