

Implementation of the Mind Mapping Learning Model in Developing Students' Discipline Character at MAS Miftahussalam Medan

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Abstract

This study aims to determine how to implement mind mapping in learning activities and to determine the effect of mind mapping implementation in learning activities on students' character education. Mind mapping is a learning method that uses images, lines, colors, symbols, and simple words to maximize the use of the right and left brain. Mind mapping can help students understand concepts or materials comprehensively, improve memory, and facilitate the organization of various information. This study uses a qualitative method with data collection techniques in the form of interviews and observations. This study is expected to examine the implementation of mind mapping in learning activities and its effect on character education.

Keywords: Mind mapping, Character Education

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Introduction

Discipline is an important aspect of character education. However, the reality on the ground shows that student discipline remains low. Many students arrive late to school, fail to complete assignments on time, and disobey regulations. Therefore, innovative approaches to learning are needed to help students develop discipline. The Mind Mapping learning model is believed to make a positive contribution to developing students' discipline. Mind Mapping allows students to learn in a more structured, creative, and systematic way. Through the application of this model, it is hoped that students will improve their ability to organize information and their awareness of the importance of responsibility and discipline.

Teachers and lecturers must be able to encourage students to analyze, reason, experiment, and build networks. To achieve these goals, teachers need to master various methods capable of implementing character education. Berkowitz (in Majid, 2010) suggests that the method of character formation is by applying the four Ms, namely knowing, loving, wanting, and doing good. Meanwhile, Koesoema (in Majid, 2010) suggests five methods for schools, namely teaching, role modeling, determining priorities, priority practice, and reflection. This study aims to determine how to implement mind mapping in learning activities and to determine the effect of the implementation of mind mapping in learning activities on the character education of students at MAS Miftahussalam Medan school.

This study aims to determine how to implement mind mapping in learning activities and to determine its impact on students' character education. Mind mapping is a learning method that uses images, lines, colors, symbols, and simple words to maximize the use of the right and left brain. Mind mapping can help students understand concepts or material comprehensively, improve memory, and facilitate the organization of various information. This study used qualitative methods with data collection techniques such as interviews and observations.

Theoretical Review

A. Understanding Mind Mapping

Mind mapping is a learning method that uses images, lines, colors, symbols, and simple words to maximize the use of the right and left brain. Mind mapping can help students understand concepts or materials thoroughly, improve memory, and make it easier to organize various information. Character is the identity, personality, and nature that is inherent in a person. Character is always related to the physical and psychological dimensions of an individual. National character is the identity of a nation which is the accumulation of the characters of the citizens of a nation (Ghufron, 2010). The basic values of national character education include 18 character values, namely pious (religious), responsible, disciplined, honest, tolerant, hard work, creative, independent, curiosity, national spirit, respect, friendship, social care, love of peace, democracy, care for the environment, love of reading, love of the homeland (Fadillah, 2013).

In Indonesia, the development of national character has been pursued through character education both in schools/madrasahs and in universities and is known as character education (Saripudin, 2013). Research shows that the values of honesty, discipline, self-confidence, cooperation and responsibility of students at MAS Miftahussalam Medan are important skills that a worker must have to be successful in their work. Therefore, instilling these values is something important to do (Suprpto, 2013). Character education is a shared responsibility, both personally and academically and interpersonally. When guiding, an educator must position himself as someone to be respected and imitated, and this is where the importance of role models lies. When acting as a trainer, it is necessary to stimulate each student to maximize the potential of the right and left brain. When assessing, transparent evaluation formulas and concepts must be used and evaluation must be considered as part of the learning process. These roles are carried out simultaneously, continuously, and integrated with one another and are attempted as an effort to shape the character of students (Majid, 2010).

According to Buzan (2005), one learning technique that can maximize the potential of both hemispheres of the brain is mind mapping. Mind mapping is an expression of radiant thinking and therefore a natural function of the human mind. It is a powerful graphic technique that provides a universal key to unlocking the brain's potential. Mind mapping can be applied to every aspect of life where learning is enhanced and clear thinking will improve human performance (Buzan, 2005). Mind mapping is a technique that utilizes the whole brain by using visual imagery and other graphic infrastructure to form a deeper impression (DePorter, 2008). Solving problems (MacGregor, 2000), helping them recall information for tests or exams (Armstrong, 2003), exploring every possible opportunity open to solve problems, providing unlimited intellectual freedom, allowing for the assessment of priority ideas, providing a more complete understanding of concepts because it can create a stronger impression that is easier to memorize (Mustami, 2009). According to Nirmalasari (2011), the performance between the right brain and the left brain is not balanced. Aritionang, (2013) integrates learning strategies and learning media to form character and improve learning outcomes. Character that measured in this study are independence, hard work, and discipline.

B. Objective

The purpose of mind mapping is to help visualize, organize , and develop ideas or information in a more structured, creative, and efficient manner. Through mind mapping, students are expected to strengthen their memory , creativity, and discipline.

C. Mind Mapping Learning Efforts to Develop the Disciplined Character of Students at MAS Miftahussalam Medan

The Mind Mapping learning model can help develop the disciplined character of Mas Miftahussalam Medan students in several ways , namely:

a. Encourage Systematic Planning

In the process of creating mind maps, Mas Miftahussalam Medan students are taught to identify main ideas, organize sub-ideas, and organize information in a structured manner. This activity trains students to create clear plans and adhere to predetermined steps, which is part of discipline.

b. Manage time efficiently

Mind mapping requires good time management, from understanding the material to completing the concept map. By utilizing time efficiently during learning, MAS Miftahussalam students develop discipline in completing other tasks.

c. Increase consistency in learning

The process of creating mind maps can be done repeatedly on various learning materials. This habit helps students build routines and consistency in learning.

d. Training Accuracy

To produce effective mind maps, MAS Miftahussalam students need to pay attention to detailed information, select relevant keywords, and organize ideas logically. This thoroughness encourages students to be more focused and disciplined in understanding the material.

e. Provide a sense of satisfaction with the process and results

Seeing the results of an interesting and informative mind map can provide satisfaction to MAS Miftahussalam students so that they are encouraged to continue following the process with discipline.

D. Supporting and Inhibiting Factors in Developing Disciplined Character of Students at MAS Miftahussalam Medan

The following are supporting factors in developing the disciplined character of Mas Miftahussalam Medan students, namely:

a. Effective visualization

Mind mapping makes it easier for individuals to understand and organize information visually, so that it can improve focus and better planning for activities that require discipline for MAS Miftahussalam Medan students.

b. Availability of Facilities and Media

The availability of tools such as paper , markers, or digital devices to make it easier for MAS Miftahussalam Medan students to work on mind mapping.

c. Appropriate material

Conceptual and structured learning materials are very suitable for mind mapping lessons at MAS Miftahussalam Medan.

The inhibiting factors in developing the disciplined character of Mas Miftahussalam Medan students are:

1) Lack of understanding of Engineering

Students who are not used to or do not understand how to make Mind mapping properly can feel difficult to get started with.

2) Limited Facilities

Lack of access to supporting tools, such as special mind map books, device.

3) Lack of companions

Without direction from teachers, mentors , or facilitators, the use of mind mapping may not be optimal for developing the disciplined character of MAS Miftahussalam Medan students.

4) Lack of awareness of the importance of discipline

If students are not aware of the benefits of discipline , they may not use mind mapping consistently to build discipline habits.

Research Methodology

a) Place and Time of Research

This research was conducted at Madrasah Aliyah Miftahussalam Medan, Jl. Darussalam No. 26 ABC, Sei Sikambing sub-district, Medan Petisah district, on June 2, 2025.

b) Types of research

This study uses a descriptive qualitative approach to describe and understand mind mapping learning at MAS Miftahussalam Medan.

c) Data source

Primary and Secondary, Primary data sources are obtained from the principal and teachers; secondary from other teachers and educational staff.

d) Data collection technique

1. Observation: Conducted to observe the class in teaching and learning activities.
2. Interview: Interviews with the principal, students, and teachers to explore understanding of mind mapping learning.
3. Documentation: Documentation includes school records, extracurricular activities, and photos.

e) Data Validity Techniques

The validity of the data is tested through triangulation (comparing various data sources), member checks (asking for feedback from informants to ensure accuracy), and researcher accuracy.

Results

A brief history of the establishment of the Miftahussalam Medan Islamic Senior High School

MAS (Madrasah Aliyah) Miftahussalam Medan was founded in 1982 by the Miftahussalam Islamic Education Foundation. This foundation had previously established RA (Tarbiyatussalam) in 1967, MI (Miftahussalam 1 & Miftahussalam 2) in 1968, MADIN (Madrasah Diniyah) Miftahussalam, and MTs (Miftahussalam 1) in 1972, according to school history records. The establishment of this MA is part of the effort to develop Islamic education initiated by Mr. Drs. H. Munawar AM. This foundation is also supported by figures and elders, such as Mr. K. Qomarul Hadi, Mr. KH. Abdul Mugni, The number of students at MAS Miftahussalam Medan is 42 people in one class.

In-Class Learning

Learning in the classroom is teaching before learning to pray and read the Asmaul Husana how important it is for daily life. Prayer aims to ensure that the knowledge received can be well absorbed by each individual student, as well as an expression of gratitude for the gifts from Allah SWT.

School Program

These programs include Islamic religious studies, extracurricular activities such as arts and sports, and efforts to improve the quality of education through collaboration with various parties, including universities.

The following are some of the programs at MAS Miftahussalam Medan:

Academic:

Islamic Religious Learning:

The emphasis is on understanding and practicing Islamic religious values in everyday life, which are also adapted to developments in the digital era as discussed in a collaborative seminar with UNPAB.

Standard Curriculum:

Following the curriculum set by the Indonesian Ministry of Religion, with adjustments according to the needs of the madrasah.

Extracurricular Activities

Extracurricular activities are offered by schools as a means of developing students' interests and talents. Furthermore, most importantly, these activities contain character values that can help teachers shape good morals and personalities in students (Bakri, 2021). The extracurricular activities implemented by MAS Miftahussalam Medan include Quran memorization, scouting, dance, and sports.

This demonstrates the school's commitment to strengthening a sense of camaraderie among students, by offering extracurricular activities that foster social interaction and foster shared interests in groups. Teachers believe that developing each student's character is not a quick process; it requires consistent practice and habituation to achieve the ideal character for each individual.

Result

This study examines the implementation of the Mind Mapping cooperative learning model in improving students' understanding of Fiqh subjects in class X MIPA 2 Madrasah Aliyah Miftahussalam Medan Using a qualitative case study approach, this study involved 30

students and 2 PAI teachers. Data were collected through participant observation, in-depth interviews, and document analysis. The results of my study show that this learning model is effective in improving students' ability to interpret, conclude, and explain the material, as well as helping overcome learning difficulties after Distance Learning, and several active students who participated in the mind mapping method.

When it comes to comparing material, interviews show that most students still struggle. A teacher of Islamic Aqidah, Akhlak, and Fiqh stated, "Most students can't compare one material with another. Because each child's abilities are different." This was confirmed by statements from several students who admitted to having difficulty in this aspect. One student stated, "Comparing one material with another is difficult."

Discussion

This study found that MAS Miftahussalam Medan is a private school under the auspices of the Miftahussalam Islamic Education Foundation. This school is located at Jl. Darussalam No. 26 ABC, Medan Petisah District, Medan City. MAS (Madrasah Aliyah) Miftahussalam Medan was founded in 1982 by the Miftahussalam Islamic Education Foundation. This foundation had previously founded RA (Tarbiyatussalam) in 1967, MI (Miftahussalam 1 & Miftahussalam 2) in 1968, MADIN (Madrasah Diniyah) Miftahussalam, and MTs (Miftahussalam 1) in 1972, according to school history records. The establishment of this MA is part of the effort to develop Islamic education initiated by Mr. Drs. H. Munawar AM.

Since its inception, MAS MIFTAHUSSALAM has had a vision to become an educational institution that produces a superior, competitive, and high-integrity generation. The curriculum implemented not only meets national standards but is also complemented by various enrichment programs, such as character building, digital literacy, foreign languages, and career readiness. The teaching and educational staff at MAS MIFTAHUSSALAM consists of highly dedicated professionals who continuously undergo training and competency development. The learning process is facilitated by the latest educational technology, comfortable classrooms, and complete laboratories and practical facilities. In addition, students are also guided to be active in student organizations, academic and non-academic competitions, and social activities as part of character education. Habitual spiritual activities such as congregational prayer, regular study, and moral development are also important parts of forming a well-rounded personality. To date, MAS MIFTAHUSSALAM has produced graduates who have successfully continued on to leading universities, or who have directly entered the workforce with qualified skills. Its commitment to quality education and character building makes this school one of the most trusted secondary institutions in the Medan Petisah District.

Conclusion

The implementation of the mind mapping learning model at MAS Miftahussalam Medan has been carried out for a long time through theoretical and practical learning, including classroom learning, school activity programs, and teacher role models. The process begins with a prayer together in class and learning methods such as discussions, individual, or group. This study involved 30 students and 2 Islamic Religious Education teachers. Data were collected through participatory observation, in-depth interviews, and document analysis. The results of the study indicate that this learning model is effective in improving students' ability to interpret, conclude, and explain material, as well as helping overcome learning difficulties after Distance Learning.

The implementation of the mind mapping learning model has proven effective in helping to shape students' disciplined character. Mind mapping also encourages active involvement, independence, and good time management in completing assignments, which are important aspects of discipline. With consistent implementation and the support of creative teachers and a conducive learning environment, this learning model can improve student discipline both in academic contexts and in everyday life.

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