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## ***UTILIZATION OF MIND MAPPING MEDIA TO IMPROVE STUDENT'S SOCIAL INTELLIGENCE IN INTEGRATED SOCIAL STUDIES LEARNING AT JUNIOR HIGH SCHOOL 1 LUMAR BENGKAYAANG REGENCY***

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**Abstract.** The learning process for Integrated Social Studies subjects at the Junior High School level still requires innovation in the development and the use of learning media in delivering the ideas. The purpose of this study was to determine the activities of teachers and students in the learning process using Mind Mapping learning media. This research used action research method with 3 cycles. Description of students' social intelligence after the learning process for Integrated Social Studies subjects using Mind Mapping for each action that goes well according to plan. Teacher and student activities during the implementation of the action can run well, the results of observations show an increase, namely the score in the first cycle of action is 54, and in the second cycle of action is 60, there is an increase of 11.11% and in the third cycle of action it is 64, an increase of 6.67% compared to the implementation of the action cycle 2. This means that there is a significant increase in the activities of teachers and students when implementing the Integrated Social Studies learning process using Mind Mapping media at Junior High School 1 Lumar, Bengkayang Regency.

**Keywords:** Mind mapping; integrated social studies; action research

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### I. INTRODUCTION

The learning process for Integrated Social Studies subjects at the Junior High School level is quite good, but in terms of teacher innovation in the development and use of learning media, the delivery of ideas and ideas is still lacking in this case is Mind Mapping (Boerma et al., 2022; Gavens et al., 2020; Kartal et al., 2015). A concept map is a schematic chart containing learning material that can describe a person's conceptual understanding in a series of statements or propositions (Buzan, 2010; Muhimmaty, 2014).

Learning with Mind Mapping puts more emphasis on student activity and creative activities, will increase students' strong memorization and understanding of concepts (Liu et al., 2018), and students become more creative. Mind Mapping is a very good learning method used by teachers to improve student memorization (Ananda, 2019), strong student concept understanding, increase student creativity through freedom of imagination, so that they will be smarter in expressing opinions (Suyono, 2007).

Integrated learning is a learning system that starts from a problem or project, which is studied/solved by students both individually and in groups, can be active to seek (Muhimmaty, 2014), explore and discover scientific concepts and principles in a holistic (Syah, 2004), meaningful and authentic way with the guidance of the teacher (Hamalik,

2017; Meesuk et al., 2020; Polat & Aydın, 2020; Suyono, 2007; Trianto, 2011).

Based on the results of observations and surveys conducted on partner teachers who teach Integrated Social Studies subjects, information is obtained that in the learning process of Integrated Social Studies subjects so far have not used learning media, even though Integrated Social Sciences material is quite complete and many varieties are packaged in these subjects (Bangun, 2018; Huck, 2018). These experiences and problems make researchers feel the need for interesting learning media for students to be developed so that there is an increase in students' social intelligence, understanding and ability to learn Integrated Social Studies subjects which include Geography, Sociology, Economics (Albrecht, 2006) and History material.

The results of initial observations in the field, obtained information from partner teachers that especially Geography and history material, is classified as material that is difficult for students (Budi, 1990; Buzan, 2010) to understand because the scope of the material is quite large and wide. Therefore, researchers plan to take action on the field of study that causes problems in the learning process so far (Barnawi et al., 2019), with the hope that the acquisition of learning outcomes and students' social intelligence by utilizing Mind Mapping is getting better (Goleman, 2007; Hamruni, 2011).

Social intelligence is "Feeling, understanding, understanding in communicating with others (David, 2008; Gavens et al., 2020). Another opinion also stated that one aspect of social intelligence shows an ability to be able to understand other people and be able to act wisely in human relations, in this case fellow students (Goleman, 2007).

The results of interviews with partner teachers showed that the evaluation carried out at Junior High School 1 Lumar, Bengkulu Regency consisted of Daily Assessment Per Chapter, Mid Semester Examination, Final Semester Assessment and Semester Assessment in accordance with the evaluation carried out by the 2013 curriculum (Fathurrohman & Sulistyarni, 2012; Rusman, 2011; Slameto, 2010).

Based on the reality that happened, the researchers felt it was necessary and important to conduct *action research* in utilizing Mind Mapping to improve students' social intelligence in Integrated Social Studies subjects (Astriani et al., 2020) and involving 3 students in economic education study programs who are still active, researchers will collaborate with partner teachers and principals at Junior High School 1 Lumar, Bengkulu Regency to collaborate in the utilization of media Mind Mapping.

## II. METHODS

The form of this research is action research with a qualitative approach and is carried out by collaborating with partner teachers who teach Integrated Social Studies subjects at Junior High School 1 Lumar, Bengkulu Regency and assisted by 3 economic education students who are still active. According to Elliot (1991) namely, "Action Research is a study that emphasizes a social practice in the field of education with the aim of improving the learning process and the quality of action in the learning process".

The implementation of each action carried out is based on each planned cycle with the following procedures: a) preparation/planning, b) action implementation, c) observation, d) evaluation and e) reflection. The research stages consist of 5 (five) stages, namely 1) Preparation, 2) Initial data identification, 3) data search and analysis, 4) action implementation, and 5) Data analysis.

The number of classes and 8th grade students academic year consists of 3 classes with a total of 84 students, each study group for each class is 28 students. The Daily Per-Chapter Assessment obtained purely for completeness is only obtained from 60 to 75% of the number of students, so it is felt that it is not maximal as expected. still low or less (Sugiyono, 2015).

Data collection techniques in this study used direct observation techniques, indirect communication techniques, measurement techniques and documentary study techniques. The data obtained through interviews, observations and questionnaires after the implementation of the action were analyzed qualitatively with an interactive model, while the quantitative data was to see the percentage of teacher and student activities in the use of Mind Mapping.

## III. RESULTS AND DISCUSSION

Based on research conducted in the 1st to 3rd cycles through questionnaires from students and data from interviews with Integrated Social Studies subject teachers at Junior High School 1 Lumar, Bengkulu Regency, obtained data about the level of social awareness of students in Integrated Social Studies learning in class VIII for the 2020/2021 school year using Mind Mapping. Social awareness in practice is emphasized on how we feel about other people, social awareness refers to a spectrum that stretches from instantly feeling the inner state of others to understanding feelings, therefore we have to act friendly with others, and think to get into complicated situations. . Social intelligence in this study includes social awareness which includes basic empathy, alignment, empathy accuracy and social cognition. The data can be seen in the following table:

TABLE 1  
 QUESTIONNAIRE RESULTS RELATED TO SOCIAL INTELLIGENCE

Aspects Assessed	Before using Mind Mapping	Cycle 1	Cycle 2	Cycle 3
Basic empathy	58.57%	60.89%	67.5%	67.86%
Alignment	63.39%	66.43%	68.75 %	70.36%
Empathy Compliance	61.96%	65.18%	68.04%	68.93%
Social Cognition	63.39%	67.63%	68.75%	69.64
Average	61.76%	67.63 %	68.26%	68.45

The results of the tabulation on social awareness include basic empathy by 58.57%, alignment aspect 63.39%, Empathy Accuracy Aspect 61.96%, and Social Cognition Aspect 63.39% with an average of 61.76%. After carrying out learning with Mind Mapping in the first cycle, the results for the basic empathy aspect were 60.89%, the alignment aspect was 66.43%, the Empathy Accuracy Aspect was 65.18%, and the Social Cognition Aspect was 67.63% with an average of 65.03 %. In the second cycle, the results for the basic empathy aspect were 67.5%, the alignment aspect was 68.75 %, the Empathy Accuracy Aspect 68.04 % and the Social Cognition Aspect 68.75 % with an average of 68.26%. After carrying out the learning with Mind Mapping in the third cycle, the results for the basic empathy aspect were 67.86%, the alignment aspect was 70.36%, the Empathy Accuracy Aspect was 68.93%, and the Social Cognition Aspect was 69.64% with an average of 68, 45%

### Social Facilities Social

facilities are a follow-up to what students then do with social awareness. Social facilities are based on smooth and effective interactions. social facilities include synchrony, self-presentation, influence and concern in Integrated Social

Studies learning by utilizing Mind Mapping media (Widia et al., 2020). The data can be seen in the following table:

TABLE 2  
 QUESTIONNAIRE RESULTS RELATED

to Social Facilities Aspects Assessed	Before using Mind Mapping	Cycle 1	Cycle 2	Cycle 3
Synchrony	62%	65.63%	69.20%	69.20%
Presentation	59.29%	62.86%	64.64%	67, 86%
Influence	58.48%	63.17%	65.63%	67.19%
Concern	56.47%	60.94%	64.02%	67.86%
Average	59.06%	63.15%	65.87 %	68.03%

The results of the tabulation on social facilities include synchrony of 62%, presentation of 59.29%, influence of 58.48 %, and care of 56.47% with an average of 59.06%. After carrying out learning with Mind Mapping in the first cycle, the results for synchrony were 65.63%, presentation was 62.86%, influence was 63.17% and caring was 60.94% with an average of 63.15%.

After carrying out learning with Mind Mapping in the second cycle, the results for synchrony were 69.20%, presentation was 64.64%, influence was 65.63% and concern was 64.02% with an average of 65.87%. In the third cycle, the results for synchrony were 69.20%, presentation was 67.86%, influence was 67.19% and concern was 67.86% with an average of 68.03%.

Based on interviews conducted by researchers and teachers at schools, the basic empathy carried out by teachers during the Integrated Social Studies learning process was good and led to positive results (Wu & Chen, 2017). Students and teachers can know each other's character so that they can work together in solving problems related to discussing financial accounting questions or problems. Teachers also always try to increase students' interest in learning and get used to using good and correct language. In addition, students can share with each other in understanding subject matter, because students' understanding is different, so they can better understand material that is not understood or poorly understood (Miarso, 2007; Yulia, 2017; Zuber-Skemitt, 2005).

In the aspect of alignment, it is known that in Integrated Social Studies learning students can be responsible for their learning outcomes. During the discussion the students took it seriously and discussed something they did not understand. By applying Mind Mapping in the learning process, students can complete the assigned tasks well, increase learning motivation, and help improve student comprehension (Wulandari et al., 2019). However, in the implementation of learning still needs supervision because students have a high curiosity.

What teachers do to empathize with students is to respond or overcome related to understanding the Integrated Social Studies material. Beginning with apperception to the learning process, always motivating and learning in groups. Provide various understandings by solving several financial accounting cases and explaining how to solve them, and always correcting the results of the assignments given. In addition, the teacher responded positively and continued to provide reinforcement and deepening of the material. Respond positively and always support what they do to understand. The teacher does not need to be taken too seriously, if outside the material, new understanding is given and given a warning.

In social cognition, the teacher pays attention to students to ensure the extent to which students understand the material and the extent to which they are interested in the material being taught. How to communicate material so that it will be easier for students to understand which material has been understood and which has not been understood. the delivery method among students will be easier to understand. because the ability of students is different

### Social Facilities

Synchronization with students and with teachers has been done honestly, especially on material that is not yet understood (Mudjisuusastyo et al., 2023; Tatipang et al., 2021). For communication between teachers and students has also been done honestly but it is possible in communication there are honest or not in doing so, for this reason this is a serious concern for teachers. In the implementation of learning, there are still many students who are embarrassed to communicate and ask questions.

Regarding self-presentation, the teacher felt that the material that had been delivered was fully understood by the students (Hartshorne et al., 2019). However, there are still some students who do not understand well. This is indicated by the silence of students after the explanation of the material presented.

In conducting interpersonal or interpersonal communication about material that students have not understood, the teacher has done it in accordance with good rules and norms and students can distinguish the style of language used, how when talking to the teacher or with other students.

The attitude of the teacher's concern for students is carried out by overcoming problems that arise related to the lack of understanding of the subject matter by students and providing solutions. The solution that is always given regarding students' understanding of the material being taught is to provide practice questions and assignments.

The media used by teachers in teaching mostly use visual media in delivering subject matter media Mind Mapping can make it easier for students to understand the material conceptually and include learning media that makes it easier and more efficient for teachers to carry out the learning process The, teaches honesty and integrity and teaches problem solving

## Discussion of Research Results

This action research lasted for 3 cycles with the following stages:

### 1. Planning Stage

At this planning stage, it was made based on the findings of facts obtained when observing the level of social intelligence of students based on filling out questionnaires before taking action. Based on the results of these observations discussed with the principal and subject teachers and the results are stated as a plan for action interventions. Planning includes; a) preparation of lesson plans with learning materials "The Influence of Social Interaction on National Social Life and "The advantages and limitations of inter-space influences on economic, social, cultural activities in Indonesia and Asean, b) Develop learning scenarios, c) Prepare materials using Mind Mapping, d) Prepare observation sheets for student activities in the learning process, and prepare questionnaires for students.

### 2. Action Implementation Stage

At the action implementation stage when the action is carried out by collaborators, namely partner teachers who teach Integrated Social Studies subjects which are carried out in 3 stages or 3 cycles of action, each cycle is carried out 1 meeting. Conditions in the field and the covid 19 situation made the time for implementing the action to shift from the planned schedule, because schools were closed and many students were exposed to covid 19. The steps for implementing actions using Mind Mapping were at the beginning by: a) Distribution of materials that had been made with the form of Mind Mapping, b) Explaining the material using the media in question, c) Questions and answers, giving quizzes and scoring

### 3. Observation Phase

During the learning process, the researcher acts as a participatory observer by monitoring the learning process. The researcher is also assisted by students who act as observers to observe the learning process using the instruments that have been prepared. In this observation activity the researcher was assisted by students, notes in the field as a result of observations showed that the activities of teachers and students in the learning process by using Mind Mapping went well according to the plan, at the first meeting it was still felt the need for adjustment was felt, because Mind Mapping media Mapping has never been used in Integrated Social Studies learning.

The results of observations on teacher and student activities in Integrated Social Studies learning with the use of Mind Mapping can be explained that in the first cycle of action, the average score of student activity is 3.18, in the second cycle of action the average score of student activity is 3.53, The results of the implementation of the action cycle 2 showed an increase of 11.11% from the results of the implementation of the action cycle 1.

In the action cycle 3 obtained a score of 64, with an average score of 3.76 there was an increase in the score of student learning activities of 18.5% % compared to the first

cycle of action and an increase of 6.67% when compared to the results of the second cycle

. of action advantages and limitations between spheres of influence on economic activities, social ie, culture in Indonesia and ASEAN.

### 4. Evaluation

Stage The evaluation stage is carried out after the implementation stage of the action is carried out by the teacher giving a quiz that has been previously designed with the researcher. This stage aims to determine the level of student mastery of the learning material through the actions given.

At the end of implementing the actions of each cycle, the researcher and collaborators conduct an evaluation related to increasing social intelligence by providing social intelligence instruments that have been prepared and have been previously validated. The aim is to determine the increase in students' social intelligence before the implementation of the action and after the implementation of the action in each cycle.

Individual scores are the results of quizzes and the results of filling out the social intelligence scale given to students for each action. The results of the quizzes and scores for filling out the social intelligence scale are notified by the teacher at the beginning of the learning meeting during the implementation of the actions of each cycle.

### 5. Action Reflection Stage

At the reflection stage, the researcher and partner teachers or collaborators reflect back on the entire series of implementation actions that have been carried out based on monitoring through observation or observation. In this activity, the researcher and partner teachers interpret and analyze the results that have been achieved regarding efforts to increase students' social intelligence through learning actions using Mind Mapping in class VIII. Looking at the results found, it turns out that there was an increase in the achievement of students' social intelligence from before the implementation of the action cycle 1 to after the implementation of the action cycle 3 for the "Social Awareness" component which includes:

a) Aspects of basic empathy, before the implementation of the action the results obtained 58.57%, then after the implementation of the action cycle 1 increased to 60.89%, increased by, after the implementation of the action cycle 2 increased to 67.50%, then after the implementation of the action cycle 3 increased to 67.86 %. This means that social awareness for the basic empathy aspect has increased in each cycle of action taken. After the implementation of the first cycle of action, there was an increase of 2,32%. Then after the implementation of the action cycle 2 increased again by 6.61% compared to the results after cycle 1, then after the implementation of the action cycle 3 there was an increase of 0.36%.

b) Aspects of Alignment, before the implementation of the action results obtained 63.39%, then after the implementation of the action cycle 1 increased to 66.43%,

after the implementation of the action cycle 2 increased to 68.75%, then after the implementation of the action cycle 3 increased to 70, 36%. This means that social awareness for the alignment aspect has increased every time the cyclical actions are carried out. After the implementation of the first cycle of action increased by 3.04%. Then after the implementation of the action cycle 2 there was an increase of 2.32%, then after the implementation of the action cycle 3 there was an increase of 1.61%.

c) Aspects of Empathy Accuracy, before the implementation of the action, the results obtained 61.96%, then after the implementation of the first cycle of action it rose to 65.18%, after the implementation of the second cycle of action it rose to 68.04%, then after the implementation of the third cycle of action it rose to 68.93%. This means that social awareness for the aspect of empathy accuracy has increased every time the cyclical action is carried out. After the implementation of the first cycle of action increased by 3.22%. Then after the implementation of the action cycle 2 an increase of 2.86%, then after the implementation of the action cycle 3 an increase of 0.89%.

d) Social Cognition Aspects, before the implementation of the action results obtained 63.39%, then after the implementation of the action cycle 1 increased to 67.63%, after the implementation of the action cycle 2 increased to 68.26%, then after the implementation of the action cycle 3 rose to 69,64%. This means that social awareness for aspects of social cognition has increased every time the cyclical action is carried out. After the implementation of the first cycle of action increased by 4.24%. Then after the implementation of the action cycle 2 an increase of 0.63%, then after the implementation of the action cycle 3 an increase of 1.38%.

On average, the social awareness component continues to increase, where the average before the implementation of the action is 61.76%, then after the implementation of action 1 it increases to 65.03%, then after the implementation of the second cycle of action it increases again to 68.26%. and after the implementation of the action cycle 3 increased to 68.45%, meaning that the integrated social studies subject learning process with the use of Mind Mapping can increase students' social intelligence components of social awareness.

Looking at the results found, it turns out that there was an increase in the achievement of students' social intelligence from before the implementation of the action cycle 1 to after the implementation of the action cycle 3 for the "Social Facilities" component which includes:

a) Aspects of Synchrony, before the implementation of the action obtained 62% results, then after the implementation of the action cycle 1 increased to 65.63%, increased by, after the implementation of the action cycle 2 rose to 69.20%, then after the implementation of the action cycle 3 rose to 69.20%. This means that the social facilities for the synchronic aspect have increased every time the cyclical action is carried out, except for the implementation of the fixed cycle 3 action. after the implementation of the action cycle 1 increased by 3.63%. Then after the implementation of the action cycle 2, it rose again by 3.57%

compared to the results after cycle 1, then after the implementation of the action cycle 3 remained, meaning 0%.

b) Self-presentation aspect, before the implementation of the action, the results obtained 59.29%, then after the implementation of the action cycle 1 rose to 62.86%, after the implementation of the action cycle 2 increased to 64.64%, then after the implementation of the action cycle 3 rose to 67,86%. This means that social facilities for the aspect of self-presentation have increased every time the cycle actions are carried out. After the implementation of the first cycle of action increased by 3.57%. Then after the implementation of the action cycle 2 there was an increase of 1.78%, then after the implementation of the action cycle 3 there was an increase of 3.22 %.

c) Aspects of Influence, before the implementation of the action results obtained 58.48%, then after the implementation of the action cycle 1 rose to 63.17%, after the implementation of the action cycle 2 rose to 65.63%, then after the implementation of the action cycle 3 rose to 67, 19%. This means that social facilities for the aspect of influence have increased every time the cyclical action is carried out. After the implementation of the first cycle of action increased by 4.69%. Then after the implementation of the action cycle 2 there was an increase of 2.46%, then after the implementation of the action cycle 3 there was an increase of 1.56%.

d) Aspects of Concern, before the implementation of the action obtained 56.47% results, then after the implementation of the action cycle 1 increased to 60.94%, after the implementation of the action cycle 2 increased to 64.02%, then after the implementation of the action cycle 3 increased to 67.86% . This means that social facilities for the aspect of caring have increased every time the cyclical actions are carried out. After the implementation of the first cycle of action increased by 4.47%. Then after the implementation of the action cycle 2 an increase of 3.08%, then after the implementation of the action cycle 3 an increase of 3.84%.

On average, the social facilities component continues to increase, where the average before the implementation of the action is 59.06%, then after the implementation of action 1 it increases to 63.18%, then after the implementation of the action cycle 2 it increases again to 65.87% and after the implementation of the action cycle 3 increased to 68.03%, meaning that the integrated social studies subject learning process with the use of Mind Mapping can increase the social intelligence of students' social facilities component.

#### IV. CONCLUSION

Based on the discussion carried out on the results of research and discussion, conclusions can be drawn, namely, Integrated Social Studies learning with the use of Mind Mapping can improve students' social intelligence, it has been proven in the implementation of action research as much as 3 cycles of action research that can consistently improve students' social intelligence, both for social awareness and for social facilities at Junior High School 1

Lumar Bengkayang Regency. Description of students' social intelligence after the learning process for Integrated Social Studies subjects using Mind Mapping for each action that goes well according to plan. Teacher and student activities during the implementation of the action can run well, the results of observations show an increase, namely the score in the first cycle of action is 54, and in the second cycle of action is 60, there is an increase of 11.11% and in the third cycle of action it is 64, an increase of 6.67% compared to the implementation of the action cycle 2. This means that there is a significant increase in the activities of teachers and students when implementing the Integrated Social Studies learning process using Mind Mapping media.

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