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Improving Student Learning Outcomes Using the Mind Mapping Method

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Abstract: A preliminary study at SDN 224 Cijambe found two key issues: students' limited understanding of Islamic Religious Education and low learning outcomes on Asmaul Husna in grade V. This study aims to: 1) examine the learning process with Mind Mapping, 2) assess learning outcomes after using this method, and 3) determine if Mind Mapping can improve student performance in PAI on Asmaul Husna material. The research, a classroom action study (PTK), used Elliot's Spiral model across two cycles, each involving planning, action, observation, and reflection stages. Conducted in grade V with 28 students, data collection utilized observation, tests, and documentation. Results showed that only 5 students (17.86%) met objectives in the pre-cycle, increasing to 8 students (28.57%) in the first cycle and reaching 20 students (71.43%) in the second cycle. Thus, Mind Mapping was found to significantly enhance learning outcomes, supporting student comprehension and engagement in PAI at SDN 224 Cijambe, Bandung.

Keywords: Exemplary Asmaul Husna; Learning Outcomes; Mind Mapping

INTRODUCTION

Education at the elementary level plays a crucial role in shaping the competencies and character of individuals, serving as the foundation for developing complete human potential (Vessels & Huitt, 2005). At this early stage, schools are tasked with fostering cognitive, emotional, and social skills, all of which are essential for a child's holistic development. As society moves further into the era of globalization, the expectations placed upon educational institutions, particularly those at the basic education level such as SD (Sekolah Dasar) and MI (Madrasah Ibtidaiyah), have increased significantly. These institutions are not only responsible for delivering academic knowledge but also for ensuring that their graduates are equipped with both global and local-based competencies (Mahmud

et al., 2022). This dual focus is necessary for students to successfully navigate and contribute to a rapidly evolving global environment while remaining grounded in their cultural roots.

The development of elementary education with a global vision is, therefore, a crucial agenda for educators and policymakers. Schools must prepare students to face global challenges by equipping them with critical thinking skills, creativity, and adaptability (Malik, 2018). At the same time, they must also nurture an understanding and appreciation of local values and traditions, which serve as the cultural foundation for students. This approach ensures that graduates from SD/MI possess a well-rounded education that allows them to compete on a global stage while retaining a strong sense of identity and responsibility toward their local community.

Cognitive development during this stage is pivotal, as children between the ages of 7 and 11 are in what Piaget describes as the concrete operational stage. According to Piaget's theory of cognitive development, children at this stage begin to think more logically about concrete events but still struggle with abstract or hypothetical concepts (Rathee & Islam, 2016). In this stage, children are capable of performing operations, which Piaget defines as reversible mental actions. These operations allow children to solve problems more systematically and think in more than one direction, a critical skill for developing problem-solving abilities. However, their thinking remains grounded in concrete experiences—they can only reason about things that are tangible or observable.

Piaget's concept of reversibility, which he describes as the ability to mentally reverse an action or thought process, is a key cognitive skill developed during this stage. Children at this age begin to understand that certain processes can be reversed, leading to a deeper comprehension of cause and effect. However, they are still limited in their ability to think abstractly. For example, while they can solve problems related to real-life, concrete situations, they may struggle with hypothetical scenarios or abstract ideas that require them to think beyond their direct experiences.

At this stage, learning methods must be adapted to the cognitive abilities of students. Educational strategies that involve concrete, hands-on learning experiences are more effective in helping children grasp complex concepts. This is why teaching methods that rely on visual aids, real-life examples, and interactive activities tend to yield better results in elementary education. Children at this stage are more likely to succeed when they can physically manipulate objects or see concrete examples of abstract ideas. For instance, using models, drawings, or physical objects to demonstrate mathematical operations or scientific principles can help solidify their understanding of these concepts.

In summary, elementary education is not only about imparting knowledge but also about nurturing cognitive, social, and emotional development. As students in this stage are transitioning from simple, egocentric thinking to more complex and logical reasoning, educational institutions must adopt teaching methods that align with their developmental stage. By fostering a balance between concrete operational thinking and the gradual introduction of abstract reasoning, schools can help students build a strong foundation for future academic success while also preparing them for the challenges of a globalized world. This requires an educational approach that is both culturally relevant and

globally oriented, ensuring that students emerge as competent, well-rounded individuals capable of thriving in diverse environments (Denim, 2014).

Piaget in (Denim, 2014) states that children's thought processes change significantly during the concrete operation stage. School-age children can engage in classification or the ability to group according to features and ordering serials or the ability to group according to logical development. Piaget suggested that their cognitive development was largely determined by biological and cultural influences.

Learning outcomes are essentially implied in teaching objectives. Therefore, the learning outcomes of students in schools are influenced by the ability of students and the quality of teaching. This opinion is in line with the *Theory Of School learning* from Bloom in (Silvia, 2023) which states that there are three main variables in school learning theory, namely individual characteristics, teaching quality, and student learning outcomes. Meanwhile, Caroll argues that student learning outcomes are influenced by five factors, namely, (a) learning talent, (b) time available to learn, (c) time needed to explain the lesson, (d) teaching quality, (e) individual ability. The four factors mentioned above (a, b, c, e) are related to individual abilities and factor (d) are factors outside the individual (environment).

The important spirit in developing SD/MI for the empowerment of basic education is a necessity in producing human figures with character. This contains the understanding that SD/MI education services are a sustainable link in creating a whole human being. In learning, goals are the ideal goals to be achieved. Thus the curriculum has been designed, compiled and processed optimally, this Islamic learning has a heavy task. Among the tasks is to develop the potential of elementary/middle school children (Miswanto, 2014)

Some motor developments (gross and subtle) at the age of 6-9 years include: increased dexterity, jumping rope, riding a bicycle, distinguishing between right and left hands, being able to decipher objects and pictures, starting to read fluently, increasing speed and smoothness of motor activities, being able to use household appliances, more individual skills, wanting to be involved in something, and actively making friends (Sit, 2017) (Masganti, 2017) That is why education requires a method that concerns the problem of how to carry out the educational process against the educational goals by looking at the existing situation and conditions and how to ensure that in the process there are no obstacles and disturbances both internal and external related to the institution or the surrounding environment.

A teacher is one of the human components in the field of education must play an active role and place his position as a professional, one of the roles of a teacher is to be a facilitator, teachers in this case will provide facilities or facilities in the teaching and learning process, teachers must create an atmosphere of learning activities in such a way, in accordance with the development of students, so that teaching and learning interactions will take place in a effective (Sardiman, 2019)

The PAI material provided for the elementary level is simply in accordance with the students' thinking ability, both PAI materials related to Allah, humans with humans, humans with nature, so that this can be understood, infused by students and subsequently can color their daily behavior.

The factors that come from the students themselves include students experiencing difficulties in understanding the subject matter, students do not pay attention to the material presented by the teacher, students are embarrassed to ask questions about material that they do not understand, lack of desire of students in solving problems and students feel tired when participating in learning process activities. Factors that come from teachers are not appropriate in choosing methods and media in carrying out the learning activity process, lack of teacher variety in delivering subject matter which results in students becoming bored while learning. This condition results in low interest and grades of students or student learning outcomes far from what is expected, especially in PAI lessons.

The results of the data obtained from the teachers of Class V SD 224 Cijambe, Ujungberung District, Bandung City, the results of the students' daily tests in the Asma'ul Husna material only reached 40% completeness. Of the 28 students, only 12 completed the course.

Based on the problems observed in the school, it is evident that the learning of Islamic Religious Education (PAI) needs to be improved or transformed to enhance the overall quality of education in a more positive and effective direction. The existing approach may not be fully addressing the needs of the students, which could be leading to suboptimal learning outcomes. These changes can be initiated by shifting toward a more student-centered learning model, where the focus is on empowering learners to take a more active role in their educational journey. This can be achieved by providing ample learning resources, clear guidance, and structured instructions that help students develop a deeper understanding of the material while also honing their skills. Such an approach is likely to lead to improvements in student learning outcomes, as it encourages students to engage more deeply with the subject matter.

One promising method to foster this improvement is the Mind Mapping method. The Mind Mapping method, also known as Concept Mapping, is a student-centered approach that focuses on encouraging students to visually organize information and ideas. This method enhances the ability of students to connect different concepts, visualize relationships between ideas, and think critically about the material being studied. By using Mind Mapping, students are better able to develop high-order thinking skills, which are essential for understanding complex ideas, solving problems, and applying knowledge in real-world contexts. This method also promotes creativity, allowing students to explore different ways of presenting and connecting information, which can result in more dynamic and meaningful learning experiences. Furthermore, the Mind Mapping approach helps students organize their thoughts in a way that is both logical and accessible, making it easier for them to recall and apply what they have learned.

The implementation of the Mind Mapping method in Islamic Religious Education, particularly in the exemplary material of Asmaul Husna, is expected to contribute significantly to improving student learning outcomes. Asmaul Husna, which refers to the 99 beautiful names of Allah, is a fundamental concept in Islamic teachings. Understanding these names and their meanings is crucial for students, as it deepens their knowledge of the attributes of Allah and their relevance to Islamic worship and daily life. By using the Mind Mapping method, students can visually organize the different names of Allah, connect each name to its meaning and significance, and explore how these attributes relate to their

own spiritual growth and understanding of Islamic principles. This not only aids in retention but also encourages students to reflect on the practical applications of these names in their personal and religious lives.

The use of Mind Mapping in this context is particularly beneficial because it allows for the integration of both cognitive and affective learning domains. Cognitively, students are required to think critically about the relationships between different names and their meanings, which promotes deeper understanding. Affectively, the reflective nature of this method encourages students to engage emotionally and spiritually with the material, fostering a more meaningful connection to the subject matter. This dual engagement is likely to result in improved learning outcomes, as students are not only absorbing information but also developing a personal and emotional connection to what they are learning.

Given the potential benefits of the Mind Mapping method, the researcher is motivated to conduct classroom action research aimed at exploring the effectiveness of this approach in improving student learning outcomes. The research will focus on the use of Mind Mapping in the subject of Islamic Religious Education, specifically in the exemplary material of Asmaul Husna, in a fifth-grade classroom at State Elementary School 224 Cijambe. This research will investigate whether the application of Mind Mapping can lead to measurable improvements in student understanding, engagement, and overall academic performance in Islamic Religious Education. Through this research, the goal is to provide evidence that the Mind Mapping method can be an effective tool for enhancing the learning experience, making it more interactive, engaging, and productive for students. The ultimate aim is to contribute to the improvement of educational practices in Islamic Religious Education and to offer teachers a practical and innovative method for improving student learning outcomes.

In conclusion, this research is not only an exploration of the Mind Mapping method but also an effort to address the broader issue of improving the quality of education in Islamic Religious Education. By shifting towards a more student-centered approach and employing innovative methods like Mind Mapping, there is a strong potential to foster better learning outcomes, enhance student engagement, and promote a deeper understanding of the material. The findings from this research could provide valuable insights for educators and serve as a guide for implementing similar strategies in other classrooms, ultimately contributing to the overall improvement of educational practices in the field of Islamic Religious Education.

METHODOLOGY

The research approach used in this study is Classroom Action Research (PTK). This approach was chosen because it aims to address specific problems in the classroom and improve teaching practices and student learning outcomes. According to Kemmis and McTaggart (1988), action research is a cyclical process that involves planning, action, observation, and reflection, which allows teachers to continuously evaluate and improve their teaching methods. In this study, the PTK approach is very appropriate because it allows researchers, who also play the role of teachers, to evaluate the effectiveness of the teaching methods applied and make improvements directly in the classroom context. This research aims to

improve the quality of Islamic Religious Education (PAI) learning through the application of innovative teaching methods, namely mind mapping.

The method used in this study is the Classroom Action Research (PTK) method, which includes a systematic action cycle to overcome problems found in the classroom. PTK was chosen because of its ability to be applied directly in the educational environment and its focus on improving teaching practices that are carried out collaboratively. This study follows the Kemmis and McTaggart model which consists of steps of planning, action, observation, and reflection. Each cycle in PTK allows for revision and refinement based on data obtained from previous cycles, which makes it a suitable method for iterative learning and continuous improvement.

The types of data collected in this study include qualitative data and quantitative data. Qualitative data was obtained through observation of the learning process and student interaction during group discussion activities and mind map making. This data provides in-depth insights into student behavior and engagement during learning activities. Meanwhile, quantitative data was collected from the results of tests conducted before and after the application of the mind mapping method. This quantitative data provides measurable evidence of improved student learning outcomes. The combination of these two types of data provides a comprehensive picture of the process and results of the applied teaching methods.

The data sources in this study consist of primary data and secondary data. Primary data were collected through direct observation of student learning activities, as well as test results that measured the improvement of learning outcomes after each intervention cycle. Secondary data are taken from relevant literature, such as studies on mind mapping methods and previous research related to their effectiveness in improving learning outcomes. The use of these primary and secondary data sources allows for an in-depth evaluation of the theoretical and practical aspects of the study.

This research was conducted at the 224 Cijambe State Elementary School, Bandung. This location was chosen because researchers are actively involved in teaching at the school, which facilitates the implementation of Classroom Action Research. This research was conducted during the even semester of the 2022/2023 school year by involving grade V students.

This research involves two main cycles, each of which consists of the stages of planning, action, observation, and reflection. Cycle I begins with planning which involves the preparation of a lesson plan using mind mapping to teach Asmaul Husna material. Students were divided into groups and asked to make a mind map based on the material they learned. After that, they present the results in class, and the teacher gives assessments and evaluations. Observation was carried out on student activities during discussion and mind map making, while reflection was carried out to identify challenges that arise in the learning process, such as students' difficulties in understanding the mind mapping method.

Based on the results of the reflection of Cycle I, Cycle II was carried out with several adjustments. Researchers provide more intensive guidance to help students better understand the use of mind mapping. The implementation steps in Cycle II are similar to Cycle I, but with improvements in the teaching process. Students return to work in groups to make mind maps and discuss the material.

Observations were made to assess whether the adjustments made had an impact on increasing student engagement and understanding of the material. After Cycle II is completed, final reflection is carried out to evaluate the effectiveness of the overall mind mapping method in improving student learning outcomes.

In this study, mind mapping was chosen as a teaching method because it can help students visualize information systematically. According to (Wahyudi, 2024), mind mapping is a visual learning tool that improves students' cognitive abilities in understanding and organizing information. In the context of PAI learning, mind mapping is used to help students better understand and remember the attributes of Allah (Asmaul Husna). This method also fits Piaget's theory of cognitive development, which emphasizes that elementary school-age students learn more effectively through visual and concrete tools that help them organize information in a structured way.

Through the application of *mind mapping*, it was found that this method was effective in increasing student engagement and learning outcomes in Asmaul Husna material. PTK provides a framework that allows for continuous improvement based on deep reflection on learning processes and outcomes.

RESULTS AND DISCUSSION

RESULTS

This research focuses on the application of the Mind Mapping method to enhance the learning outcomes of the Exemplary Asmaul Husna material among grade V students at SD Negeri 224 Cijambe. The study was structured into a series of learning cycles, which began with a pre-cycle phase, progressed into Cycle I, and culminated in Cycle II. Each phase was meticulously designed to evaluate the effectiveness of the Mind Mapping method in facilitating better comprehension and retention of the material.

In the pre-cycle observations, data was collected to assess the initial learning conditions. The findings revealed that only 20% of the students successfully completed the Asmaul Husna Exemplary material, indicating a significant gap in understanding and mastery. The average score recorded at this stage was 66.2, which falls short of the educational goals set for the grade level. Moreover, a concerning 67.85% of the students had not reached the required standard of completeness, signaling a clear need for intervention. This lack of comprehension was further compounded by low student engagement, as only 46.43% of the students demonstrated active participation in the learning process. The traditional lecture method that had been previously employed failed to captivate the students' interest and did not foster a conducive learning environment, leading to minimal improvements in their academic performance.

Recognizing these challenges, the first cycle introduced the Mind Mapping method as a potential solution to stimulate student interest and improve learning outcomes. As this method was implemented, a notable change began to emerge. The average score of the students increased to 70, which reflected a positive shift in their understanding of the material. Additionally, 52% of the students achieved completeness, representing a significant improvement from the pre-cycle data. This increase in student performance can be attributed to the visual and interactive nature of Mind Mapping, which encourages students to organize their thoughts and ideas in a structured format. The percentage of students reaching

completeness improved to 53.57%, compared to the earlier 32.14% in the pre-cycle phase.

Moreover, student engagement during learning activities also showed promising signs of improvement. In the first cycle, 28.57% of the students actively participated in the learning process, which marked a positive trend towards greater involvement. This enhanced participation was likely a result of the engaging nature of Mind Mapping, which invites students to take ownership of their learning and actively contribute to discussions and activities. However, the implementation of this method was not without its challenges. Some students struggled with grasping the concept of mind mapping and its application in organizing their thoughts effectively. This highlights the necessity for ongoing support and guidance as students become acclimated to this new learning strategy.

Cycle II demonstrated even more significant advancements in student learning outcomes. The average score of the students rose sharply to 78.5, indicating a marked improvement in their understanding of the Asmaul Husna Exemplary material. In this cycle, an impressive 71.43% of students completed the material, showcasing the effectiveness of the Mind Mapping method in facilitating comprehension. Furthermore, the rate of student engagement surged, with 71.43% of the students actively participating in the learning process. This increase in participation suggests that students were becoming more comfortable and confident in utilizing the Mind Mapping technique as a tool for learning.

Despite these encouraging developments, several obstacles remained in the path of achieving optimal learning outcomes. One significant challenge was the lack of understanding among some students regarding the intricacies of mind mapping. This gap in comprehension could hinder their ability to fully benefit from the method. Additionally, issues related to time management were identified as factors that affected the overall efficiency of the learning sessions. It became apparent that a more structured approach to time allocation during lessons was needed to ensure that all aspects of the Mind Mapping method could be adequately covered.

Throughout the study, the application of the Mind Mapping method has highlighted the potential for innovative teaching strategies to transform traditional learning environments. By fostering greater engagement and improving comprehension, the Mind Mapping approach serves as a valuable tool in the educational landscape. It not only encourages students to actively participate in their learning journey but also enables them to develop critical thinking and organizational skills that are essential for academic success. As educators continue to explore and implement effective teaching methods, it is imperative to address the existing challenges to maximize the benefits of Mind Mapping in the classroom setting.

DISCUSSION

The Mind Mapping method has proven to be an effective approach for improving student learning outcomes in the Exemplary Asmaul Husna material at SD Negeri 224 Cijambe. Mind Mapping, a technique pioneered by Tony Buzan (2006), utilizes graphical representations to organize information visually. This method not only aids in understanding complex concepts but also enhances retention by

reinforcing brain connections through visual imagery (Risma, 2021). The underlying principle of Mind Mapping is that the human brain processes visual information more efficiently than textual data, allowing students to better grasp and remember the material.

In the pre-cycle phase of this study, it became clear that students faced significant challenges in their understanding of the Asmaul Husna material, with only 20% achieving completion. Recognizing the need for an innovative instructional strategy, the Mind Mapping technique was implemented in Cycle I. Initial implementation faced hurdles, including a lack of understanding of the Mind Mapping technique and challenges in its application. However, despite these obstacles, a remarkable increase in learning achievement was observed. The average score of students improved, and the percentage of students achieving completeness rose, demonstrating the efficacy of Mind Mapping in helping students organize and visually connect the concepts related to the Exemplary Asmaul Husna. Research by (Aryanti et al., 2020)supports this assertion, indicating that visual learning aids such as Mind Mapping facilitate deeper understanding and better retention of subject matter. Additionally, (Davies, 2011) corroborate the findings, emphasizing that Mind Mapping enhances student engagement by providing a structured approach to learning.

Cycle II of the study illustrated further developments in the implementation of Mind Mapping. The results indicated that this technique stimulates more integrated brain activity, thereby enabling students to be more effective in capturing and processing information (Buzan, 2006). The significant increase in both the average scores and the percentage of students achieving learning completeness in this cycle highlights the method's impact on enhancing academic performance. The application of Mind Mapping encouraged students to take a more active role in their learning, fostering an environment of collaboration and engagement.

Furthermore, the consistent use of Mind Mapping has been linked to improved overall learning outcomes. Studies by (Zubaıdah et al., 2017) show that such approaches allow students to develop visual thinking skills and systematically organize their ideas, thus enhancing their cognitive abilities. The findings of this research align with the notion that visual organization tools significantly contribute to the learning process, particularly in subjects that require complex conceptual understanding.

While the results of this study are encouraging, it is important to acknowledge areas that require further improvement. One identified challenge was the varying levels of understanding among students regarding Mind Mapping techniques. Some students exhibited difficulty in fully utilizing the method, indicating a need for additional training and practice. Moreover, time management emerged as another crucial factor affecting the implementation of Mind Mapping in the classroom. Allocating sufficient time for students to engage with the method and develop their Mind Maps is essential for maximizing its benefits.

The implications of this research given the promising outcomes observed in this study, there is a strong case for integrating Mind Mapping into a wide array of educational settings, not only in religious education but across various subjects and grade levels. This method has shown the capacity to engage students in deeper learning processes by helping them visually organize and connect

complex information. It is a technique that fosters active learning, enhances cognitive development, and promotes long-term retention of material—key components of effective education in any discipline.

One of the key recommendations from this research is that educators should actively explore ways to incorporate Mind Mapping into their curricula. By doing so, they can adapt the technique to fit the unique needs and characteristics of their students. For instance, in classrooms with diverse learning styles, Mind Mapping can cater to visual learners while also supporting kinesthetic and auditory learners through its interactive and collaborative nature. In this way, it serves as a versatile tool that can be customized to enhance the learning experience for all students, regardless of their preferred learning modality.

An essential step toward the successful integration of Mind Mapping into school curricula involves providing teachers with comprehensive training on how to effectively implement this method in their lessons. Although Mind Mapping may seem intuitive, its full potential can only be realized when teachers are equipped with the skills and knowledge to guide their students in creating effective Mind Maps. This includes teaching students how to break down complex concepts into manageable parts, organizing these ideas visually, and making connections between them. Teachers who have undergone in-depth training in the use of Mind Mapping are better positioned to help students unlock the cognitive benefits of this method, such as improved memory retention, enhanced critical thinking, and the ability to synthesize information from various sources.

Moreover, it is crucial to consider the implications of this method beyond individual classrooms. School administrators and curriculum developers should look into incorporating Mind Mapping as part of a broader instructional strategy across entire educational institutions (Juniantari & Kusmariyatni, 2019). By doing so, they can create a more cohesive learning environment where students are encouraged to think critically and creatively across subjects. The introduction of Mind Mapping into the standard teaching toolkit can facilitate a shift towards more student-centered learning, where learners are empowered to take control of their educational journeys. This could lead to a more active and engaged learning culture within schools, fostering not only academic success but also the development of lifelong learning skills.

Looking ahead, future studies should aim to investigate the long-term effects of Mind Mapping on student performance and retention, particularly in religious education. While the short-term gains in learning outcomes are evident from this research, understanding how Mind Mapping influences student achievement over extended periods would provide valuable insights into its lasting educational benefits. Additionally, researchers should examine the applicability of Mind Mapping across different student populations and in varying educational contexts. For instance, it would be worthwhile to explore how this method performs in larger class settings or in schools with limited resources. Such investigations would help to determine the scalability of Mind Mapping as a pedagogical tool and offer insights into how it can be adapted for use in a wider range of educational environments.

In addition to traditional classroom settings, the integration of technology presents exciting opportunities for enhancing the application of Mind Mapping. With the advent of digital learning tools, Mind Mapping software and applications

have become increasingly accessible. These technological tools allow students to create digital Mind Maps, which can be easily edited, shared, and collaborated on in real-time. Incorporating technology into the Mind Mapping process not only increases student engagement but also opens up new possibilities for collaborative learning experiences. For example, students can work together on a shared Mind Map, contributing their ideas and making connections between concepts in a dynamic, interactive way. This collaborative approach to Mind Mapping can foster a sense of teamwork and communication, skills that are essential in today's increasingly interconnected world.

Additionally, the use of technology in Mind Mapping offers the potential for integrating multimedia elements into the learning process. Digital Mind Maps can include links to videos, images, articles, and other resources that enhance understanding and provide context for the material being studied. This multimedia integration can further enrich the learning experience, making abstract concepts more tangible and accessible to students. Moreover, digital platforms allow for easier tracking of student progress, as teachers can monitor how students' Mind Maps evolve over time and provide real-time feedback on their work.

In religious education, where the material often involves abstract and complex concepts, Mind Mapping can play a particularly important role. By visualizing religious teachings and principles, students can better understand the connections between various aspects of their faith. For example, in the study of Asmaul Husna, students can create Mind Maps that not only list the names of Allah but also explore the meanings, attributes, and examples associated with each name. This visual and organized approach helps students to internalize these teachings more effectively than through rote memorization alone.

The potential benefits of using Mind Mapping in religious education go beyond improving academic performance. This method can also help students develop a deeper connection to the material by encouraging them to reflect on the relationships between different religious concepts. As they visually map out these connections, students may gain a more holistic understanding of their faith, seeing how different aspects of their religious education are interrelated and building a stronger foundation for spiritual growth.

CLOSER

Conclusion

Based on the results of the class action research in an effort to improve the learning outcomes of students in PAI subjects in the example of asmaul husna through the Mind mapping method in Class V of SD Negeri 224 Cijambe, it can be concluded that before applying the Mind mapping method or in the pre-cycle, the students' grades that reached an average of only 65 and improved through the first cycle got a result of 70 and then improved again in the second cycle and the average score of students increased to 78.5. And through the application of the Mind mapping method, in the pre-cycle, cycle one and cycle two, the level of achievement of the minimum completeness criteria (KKM) can be known. In the pre-cycle, the number of students who completed only nine students and the active students were only five students, then improved in the first cycle, the number of students who completed 15 students and 11 active students increased

by as much and then increased again in the second cycle with 20 students who completed and were active.

Implication

The findings from the classroom action research indicate that the Mind Mapping method significantly enhances students' learning outcomes in PAI, specifically on Asmaul Husna material for fifth graders.

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