


# The Application of Mind Mapping in Enhancing Students' Understanding of Fiqh: A Study in Grade V at MI Jabal Nur

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## ABSTRACT

This study aims to enhance students' understanding and performance in the Fiqh curriculum for Grade V at MI Jabal Nur using the Mind Mapping teaching method. Mind Mapping, a visual technique for organizing information, was tested through an experimental method involving an experimental group (Mind Mapping) and a control group (conventional methods). Data collection included observations of student and teacher activities, pre-tests and post-tests to measure comprehension, and documentation of learning activities. The findings revealed significant improvements in students' understanding of Qurban requirements, with learning success increasing from 47% in the pre-cycle to 93.33% in Cycle II. The average student score also rose from 59.6 to 85.9. This improvement was attributed to enhanced teacher performance, additional learning activities, and greater student engagement in Cycle II. The Mind Mapping method proved effective in helping students visualize and structure information, leading to better comprehension and academic performance. The results indicate that applying Mind Mapping in teaching Fiqh positively impacts students' learning outcomes and engagement. This study highlights the potential of Mind Mapping as an innovative teaching strategy for improving conceptual understanding in religious education, making learning more interactive and effective for young learners.

**Keywords:** *Mind Mapping, Fiqh Education, Qurban Requirements, Teaching Methods, Learning Outcomes, Student Comprehension, Experimental Study*

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## INTRODUCTION

Education plays a vital role in shaping individuals into knowledgeable, responsible, and virtuous members of society. It is a planned effort designed to develop students' potential, fostering independence, creativity, and intellectual growth. The quality of education remains a crucial topic of discussion, yet in Indonesia, it is often considered insufficient compared to neighboring countries. One of the key factors in improving educational quality is the role of teachers, as their ability to deliver lessons effectively greatly influences students' academic success. Proper teaching methods contribute significantly to students' learning experiences, helping them grasp complex subjects with greater ease.

According to Bloom's Taxonomy, effective learning should involve cognitive, affective, and psychomotor domains (Bloom, 1956). Teaching strategies should therefore not only focus on delivering knowledge but also on fostering critical thinking and problem-solving skills. However, many teachers still rely on traditional lecture-based methods, limiting students' engagement and comprehension. This issue is particularly evident in religious studies, such as Fiqh, which requires a deep understanding of Islamic laws and religious practices.

Fiqh encompasses a wide range of topics, including the requirements of Qurban, which can be challenging for students to comprehend without appropriate teaching strategies. Constructivist learning theory emphasizes that students learn best when they actively construct knowledge rather than passively receive information (Piaget, 1970; Vygotsky, 1978). This suggests that teaching methods should encourage students to engage in meaningful learning activities that promote deeper understanding and retention.

One such effective method is Mind Mapping, a technique developed by Tony Buzan (1993) that enables students to organize and connect key concepts visually. Mind Mapping aligns with dual coding theory, which posits that visual and verbal information are processed separately but can enhance memory when used together (Paivio, 1986). By using colors, images, and structured diagrams, Mind Mapping enhances comprehension and memory retention, making learning more engaging and interactive.

In addition, active learning strategies, such as Mind Mapping, are supported by cognitive load theory, which states that organizing information in a structured way reduces cognitive overload and facilitates better learning (Sweller, 1988). This technique stimulates students' creativity and encourages them to actively participate in the learning process, aligning with student-centered learning approaches that emphasize interaction and engagement.

The implementation of the Mind Mapping method in Fiqh lessons, particularly in teaching the requirements of Qurban, is expected to enhance students' understanding and academic performance. The visual nature of this approach not only motivates students but also helps them break down complex topics into more manageable concepts. Studies have shown that visual learning techniques improve student engagement and retention rates (Mayer, 2001).

If applied effectively, Mind Mapping can serve as a powerful tool in improving learning outcomes, making Fiqh lessons more accessible and meaningful for students. Previous research indicates that students using Mind Mapping perform better in recalling and organizing information compared to those taught through traditional methods (Biktimirov & Nilson, 2006). This highlights the potential of Mind Mapping as an innovative teaching strategy for religious education.

Based on these considerations, this study aims to examine the effectiveness of the Mind Mapping learning model in improving students' understanding of Fiqh, specifically the requirements of Qurban, among Grade V students at MI Jabal Nur. By analyzing the impact of this method, the study seeks to contribute to the development of more effective teaching strategies in religious education.

## METHOD

This study applies an experimental method to test the effectiveness of the Mind Mapping technique in enhancing students' understanding of Fiqh material, specifically the terms and conditions of Qurban. Data collection was conducted using three main instruments: observation, experiment, and documentation. Observation was used to analyze the learning process, including student and teacher activities, with the help of a structured observation sheet. The experiment involved forming an experimental group (Mind Mapping) and a control group (conventional methods), with pre-tests and post-tests to measure changes in students' understanding. Documentation included photographs related to the research material to support the study. The data collection procedure consisted of conducting observations using observation sheets, performing an experiment that included a pre-test, applying the treatment, and conducting a post-test. Data analysis was carried out using quantitative techniques, including individual test evaluations to calculate average

scores, as well as observations to assess teachers' instructional skills and student engagement.

## FINDINGS AND DISCUSSION

### Understanding Mind Mapping

Mind mapping, also known as a mind map, is a revolutionary and effective note-taking technique designed to visually organize thoughts (Buzan, 2006). This method, popularized by Tony Buzan, utilizes the brain's natural way of processing information, allowing individuals to arrange ideas in a more intuitive and memorable format. In a mind map, ideas are structured hierarchically, with the main topic placed in the center and subtopics branching out, resembling a tree structure. The use of bright colors, symbols, and images in mind mapping not only makes learning more engaging but also stimulates creativity and emotions, which in turn enhances memory retention (Novak & Cañas, 2008).

Mind mapping serves not only as a tool for note-taking but also as a powerful method for planning, problem-solving, and synthesizing information. By engaging both hemispheres of the brain, this technique enables individuals to grasp a broader overview while focusing on key details, making it an invaluable tool in various contexts, from education to business. Its adaptability allows students and professionals alike to organize their thoughts, improve comprehension, and increase efficiency in learning and working processes. Therefore, mind mapping is considered an essential cognitive tool for fostering deeper understanding and critical thinking.

### Benefits of Mind Mapping

The application of mind mapping in the teaching and learning process is expected to bring positive changes to education quality (Budd, 2004). By visually mapping out thoughts, students not only find learning more enjoyable and less monotonous but also find it easier to absorb, understand, and recall information. This ability is crucial, especially during exams, where students' success is highly dependent on their learning performance (Al-Jarf, 2009). Mind mapping allows students to collect information from multiple sources and present it in a structured and easily memorable format.

The key benefits of this method include improved memory retention, enhanced concentration, stimulated creativity, and increased efficiency in learning (Davies, 2011). Furthermore, mind mapping is not only applicable in education but also in other fields such as business planning, project management, and problem-solving, making it a versatile and effective tool. Its ability to help individuals break down complex information into simpler, interconnected concepts provides a significant advantage in improving productivity and idea generation.

### Understanding Learning Methods

Teaching methods play a crucial role in the learning process. Strategies or techniques used by teachers during instruction aim to help students comprehend the material, enhance their abilities, and achieve the intended educational goals (Slavin, 2012). Selecting the right teaching method can create a supportive learning atmosphere that inspires students. Teaching methods can be defined as the ways in which lesson materials are delivered to fulfill curriculum objectives (Arends, 2012). The choice of teaching methods is influenced by several factors, including learning objectives, student characteristics, and the subject matter.

By utilizing various methods, student participation can be increased, learning experiences enriched, and academic outcomes optimized. Additionally, a flexible approach enables teachers to create an engaging and effective learning environment. Therefore, a teacher's ability to select and implement appropriate teaching methods is crucial in achieving learning objectives. Innovative strategies that cater to diverse learning styles

ensure that students grasp knowledge effectively, fostering long-term academic success and personal development.

### **Purpose and Function of Learning Fiqh**

The purpose of learning Fiqh is to guide students in understanding the fundamental principles of Islamic law and their practical applications, enabling them to incorporate these teachings into their daily lives as practicing Muslims (Rahman, 2018). This learning process equips students with the knowledge of Islamic legal principles that govern their relationship with God, as covered in Fiqh of Worship, and their interactions with others, as regulated in Fiqh Muamalah. The goal is to help students practice religious teachings in everyday life, develop strong Islamic character, and prepare them as competent individuals in religious studies (Al-Qaradawi, 2017).

The function of Fiqh education extends beyond teaching formal rules; it also instills moral and ethical values, fostering discipline, responsibility, and social awareness among students both in madrasahs and in the community. Moreover, Fiqh education contributes to strengthening students' faith and piety while shaping them into individuals with commendable character, reinforcing the values cultivated within their families. It provides a framework for ethical decision-making and nurtures a sense of justice and fairness, essential for building a harmonious society.

### **Steps to Create a Mind Map**

A mind map can be created using two methods: the traditional handwritten approach and the modern digital approach using applications (Buzan, 2006). According to Tony Buzan, the essential materials for creating a mind map include paper, sketchbooks, crayons, pencils, markers, and creativity. The learning process using mind mapping becomes more engaging as it integrates creative elements into its implementation. The first step in creating a mind map is to prepare the necessary writing tools, sketch ideas using a pencil, and add colors from the center of the paper to represent the core topic.

Next, the main topic is written in the center of the paper, accompanied by an image, followed by the addition of primary branches that connect related subtopics using simple and concise language for easy comprehension. Secondary branches are then added, expanding on details of the primary branches, while colors and symbols are used to differentiate the connections (Davies, 2011). Each branch should contain only key phrases or keywords to maintain simplicity and clarity, in line with mind mapping's purpose as an effective learning aid. Additionally, relevant images and symbols can be included to make the mind map more visually appealing and easier to recall.

### **Application of Mind Mapping to Learning Fiqh: Terms and Conditions of Qurban in Class V MI Jabal Nur**

This section presents an analysis of the collected data from Cycles I and II. Data from both cycles were gathered and analyzed to assess the improvement in students' understanding of Fiqh, specifically the terms and conditions of Qurban, through the application of the Mind Mapping learning model (Suyanto & Jihad, 2020). This model aims to enhance students' comprehension of Qurban-related Fiqh concepts by utilizing a thought-mapping approach to generate new ideas.

The implementation of this approach across both cycles revealed variations in teacher and student activities. Observations showed an increasing trend in student engagement and participation as the lessons progressed. Students exhibited a deeper understanding of the material by organizing and visually structuring concepts effectively. The improvement in learning outcomes validated the efficacy of using mind mapping in religious studies, demonstrating its potential as a valuable instructional method.

### **Data Analysis from Cycles I and II**





In Cycle I, the teacher's activity received a score of 96 out of 120 (80%, categorized as good and meeting the performance indicators), while students' activity received a score of 84 out of 120 (70%, categorized as moderately good but not yet meeting performance indicators) (Suyanto & Jihad, 2020). The overall performance indicator score was 75, classified as good. In Cycle II, the teacher's activity score improved to 111 out of 120 (92.5%, categorized as very good, achieving performance indicators), while students' activity increased to 106 out of 120 (88.33%, categorized as very good, achieving performance indicators).

This demonstrated a 12.5-point increase in the teacher's performance from Cycle I to Cycle II. The improvements made based on Cycle I evaluations played a key role in these advancements. The teacher's performance was assessed through three stages: introduction (greetings, prayers, attendance, and apperception), core activities (goal setting, material reading, discussions, mind map creation, presentations, and rewards), and closing activities (reflection, reinforcement, conclusion, prayer, and greetings). Observations of students' activities also showed significant improvements in their engagement and participation.

## CONCLUSIONS

The implementation of the Mind Mapping method is effective in enhancing students' understanding and academic achievement in the Fiqh subject. This method enables students to grasp Fiqh concepts more deeply and engagingly, resulting in a positive impact on their learning outcomes. The primary objective of this study was to improve students' comprehension and performance in the Fiqh lesson for Class V MI Jabal Nur by applying the Mind Mapping learning method. The results demonstrated the success of this approach, as evident from the significant improvements in both teacher and student activities between Cycle I and Cycle II. Notably, students exhibited remarkable progress in understanding Qurban-related material, with their learning mastery rate increasing from 47% in the pre-cycle to 93.33% in Cycle II. Furthermore, the students' average scores improved significantly from 59.6 in the pre-cycle to 85.9 in Cycle II. This improvement was attributed to several key enhancements in Cycle II, including better teacher performance, additional learning activities, and increased student engagement. The Mind Mapping method effectively helped students visualize and systematically organize information related to Fiqh, making the learning process more structured and comprehensible. Overall, this study confirms that integrating Mind Mapping into Fiqh lessons can serve as a valuable alternative teaching strategy to enhance both the quality of the learning process and students' academic performance, reinforcing its effectiveness in Islamic education.

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