



# The Effectiveness of Mind Mapping in Improving Understanding of Ethical Values in Islamic Religious Education Learning

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## Abstract

One of the key challenges in Islamic Education (PAI) learning is ensuring a deep understanding of Islamic ethical values. Traditional teaching methods, which rely heavily on lectures and memorization, often make learning less engaging, limiting student participation and making it difficult for them to internalize ethical values effectively. To address this issue, Mind Mapping has been introduced as an alternative learning method to improve comprehension and student engagement.

This study aims to evaluate the effectiveness of mind mapping in enhancing students' understanding of Islamic ethical values in PAI learning at SMPN 2 Krejengan. A qualitative case study approach was used, involving observations, interviews, and documentation. Data were collected through pre- and post-intervention tests measuring students' understanding, as well as student perceptions of the method.

The findings indicate that mind mapping significantly improved students' comprehension of Islamic ethical values. Many students found it helpful in organizing concepts and making lessons more interactive and enjoyable. However, some students perceived mind mapping as less effective, especially when teacher guidance was inadequate or when they struggled with structuring their mind maps.

Despite these challenges, mind mapping has proven to be an effective tool in enhancing engagement and deepening ethical understanding in PAI learning. To optimize its benefits, it should be combined with other active learning strategies and proper teacher guidance.

## Keyword

Mind Mapping, Understanding, Ethical values, Islamic religious education

## Abstrak

Salah satu tantangan utama dalam pembelajaran Pendidikan Agama Islam (PAI) adalah memastikan pemahaman mendalam terhadap nilai-nilai etika Islam. Metode pengajaran tradisional yang masih banyak mengandalkan ceramah dan hafalan sering kali membuat pembelajaran kurang menarik, sehingga partisipasi siswa terbatas dan pemahaman mereka terhadap nilai etika Islam menjadi kurang optimal. Untuk mengatasi permasalahan ini, Mind Mapping diperkenalkan sebagai metode alternatif guna meningkatkan pemahaman dan keterlibatan siswa dalam pembelajaran.

Penelitian ini bertujuan untuk mengevaluasi efektivitas mind mapping dalam meningkatkan pemahaman siswa terhadap nilai-nilai etika Islam dalam pembelajaran PAI di SMPN 2 Krejengan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus, yang melibatkan observasi, wawancara, dan dokumentasi. Data dikumpulkan melalui tes pemahaman sebelum dan sesudah intervensi, serta melalui persepsi siswa terhadap penggunaan mind mapping sebagai alat pembelajaran.

## Kata Kunci

Mind Mapping, Understanding, Ethical values, Islamic religious education

Hasil penelitian menunjukkan bahwa mind mapping secara signifikan meningkatkan pemahaman siswa terhadap nilai-nilai etika Islam. Banyak siswa merasa metode ini membantu mereka dalam mengorganisasi konsep dan membuat pembelajaran lebih interaktif serta menyenangkan. Namun, beberapa siswa menganggap mind mapping kurang efektif, terutama jika penjelasan guru kurang memadai atau jika mereka mengalami kesulitan dalam menyusun mind map dengan baik. Meskipun terdapat tantangan, mind mapping terbukti menjadi alat yang efektif dalam meningkatkan keterlibatan siswa dan pemahaman nilai etika Islam dalam pembelajaran PAI. Untuk hasil yang lebih optimal, metode ini perlu dikombinasikan dengan strategi pembelajaran aktif lainnya dan bimbingan guru yang lebih terstruktur.

## INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping the character and morality of Muslim students. As part of the curriculum in many countries with predominantly Muslim populations, the primary goal of PAI is to develop a deep understanding of Islamic teachings and reinforce ethical values in students' daily lives (Zubaidi et al., 2024). However, the challenge in this education is how to deliver the material effectively so that students not only comprehend religious concepts but also apply those ethical values in practice. One method that has emerged as an alternative to improve learning effectiveness is Mind Mapping. Mind Mapping is a visual technique that helps organize information and facilitates the understanding of complex concepts in a more structured and memorable way. In the context of Islamic religious education, the application of Mind Mapping can be a useful tool for teaching ethical values as it allows students to visualize the relationships between various religious concepts and the moral values being taught (Tambak et al., 2022). However, before considering the implementation of Mind Mapping in PAI learning, it is essential to understand the social context in which this education is carried out. In an increasingly complex and globalized society, ethical values are often tested by various challenges such as modernization, globalization, and shifts in social values. For example, traditional values such as honesty, compassion, and justice may face pressure from values such as consumerism and individualism, which are becoming dominant in popular culture. In many countries, the PAI curriculum is often integrated into the formal education system with additional challenges related to inclusivity and student diversity (Imamah, 2023). This requires teaching strategies that are not only relevant but also inclusive for all students, regardless of their backgrounds (Mustoip et al., 2024). In this regard, Mind Mapping can serve as a tool that enables personalized learning, where students can build their understanding according to their learning styles and social contexts. The involvement of technology in education also plays an important role in considering the effectiveness of Mind Mapping. In today's digital era, Mind Mapping applications have rapidly developed, allowing students and teachers to use software and online platforms to create, share, and manage mind maps efficiently (Syahputri & Murdiono, 2022).

This opens up opportunities for the use of technology to enhance accessibility and flexibility in teaching PAI, especially in areas where educational resources may be limited. Studies on the effectiveness of Mind Mapping in education have shown promising results, particularly in improving understanding and information retention among students. Specifically, the application of Mind Mapping in Islamic religious education has become an interesting research topic to explore. Mind Mapping was first introduced by Tony Buzan in the 1970s as a tool to organize information visually. Mind Mapping is a model for expressing ideas in a visually appealing way and applies both brain functions synergistically. This method illustrates the relationships between concepts using diagrams that center on one main idea with branches connecting related concepts. In the context of Islamic religious education, Mind Mapping can be used to depict the relationships between various concepts such as worship, ethics, Islamic law, and the history of Islam in a clear and structured manner. However, the effectiveness of Mind Mapping is not only dependent on the visual tool but also on the proper implementation in the learning context. This method requires training and guidance for teachers to integrate it effectively into the existing curriculum. Mind Mapping can be an effective strategy for improving the understanding and

application of ethical values in Islamic religious education. However, to implement it effectively, a deep understanding of the social context, the challenges in current education, and the development of teacher professionalism in integrating this technique into the PAI curriculum are necessary. Research focusing on evaluating the implementation of Mind Mapping in various Islamic religious education contexts can provide deeper insights into its potential and limitations in achieving the desired educational goals.

## METHODE

This study employs a qualitative case study approach conducted at SMPN 2 Krejengan, with research stages including observation, interviews, and document analysis, which are then processed and analyzed using relevant theories. Observations are conducted to examine the improvement in understanding Islamic ethical concepts through mind mapping, student engagement in the learning process, the quality of mind maps created, and the application of ethical values in daily life. Interviews are used as a data collection technique through oral question-and-answer sessions to understand the experiences and perceptions of teachers and students regarding the effectiveness of mind mapping in enhancing understanding and learning motivation. The aspects examined in the interviews include teachers' experiences in implementing this method, students' ease in understanding ethical concepts, and its impact on their motivation and interest in learning. Additionally, documentation is used as a data collection method through written materials such as lesson plans (RPP), learning evaluation reports, and Islamic education books and modules to understand how Islamic ethical values are traditionally taught. By combining these methods, this study evaluates the effectiveness of mind mapping in improving students' understanding of Islamic ethical values at SMPN 2 Krejengan.

## RESULT AND DISCUSSION

Islamic Religious Education (PAI) is a learning process aimed at teaching students about the teachings, values, history, and practices of Islam (Prasetya, 2024). PAI learning not only focuses on the theoretical aspects of Islam but also emphasizes the application of the moral and ethical values taught in daily life (Taja et al., 2021). According to Zakiah Daradjat, Islamic religious education is an effort to guide and nurture students so that, after completing their education, they can understand the content of Islam comprehensively, internalize its meaning and purpose, and ultimately practice it, making the teachings of Islam their worldview, leading to safety in both this world and the hereafter (Komariah & Nihayah, 2023). The teaching methods in PAI can vary, including direct instruction, group discussions, case studies, and the use of technology such as multimedia and mind mapping to enhance students' understanding. The primary goal of PAI is to develop good character and strong morals in students, so they can become individuals who positively contribute to society based on the values embraced in Islam.

### **Effectiveness of Mind Mapping in Improving Students' Understanding of Ethical Values in Islamic Religious Education at SMPN 2 Krejengan**

This study aims to evaluate the effectiveness of using Mind Mapping in improving students' understanding of ethical values in Islamic Religious Education at SMPN 2 Krejengan. The use of mind mapping techniques has become an increasingly popular approach in education to enhance students' understanding of various concepts, including ethical values within the context of Islamic Religious Education. SMPN 2 Krejengan, as an educational institution committed to the development of students' character and morals, has chosen this approach as part of their strategy. Furthermore, the goal of using mind mapping in PAI is to enhance students' understanding of the material taught. This method allows students to see the relationships between various aspects of Islam clearly, making it easier for them to remember information and apply it in daily life. Mind mapping also helps teachers design more engaging and effective lessons, making the learning process more efficient and meaningful for students. Additionally, applying Mind Mapping helps students visualize and link Islamic ethical concepts in a more structured and comprehensive manner. With clear and organized visualizations, students can more easily understand the connections between values such as honesty, patience,

and helping one another. Mind mapping also facilitates a deeper understanding, allowing students to relate these values to real-life examples (Zhao & Yang, 2023).

Mind mapping is a visual technique that utilizes hierarchical relationships between main ideas or concepts with smaller branches. In the context of Islamic Religious Education, this technique is used to map out important ethical values such as honesty, justice, compassion, and obedience to religious teachings. Mind mapping is a creative, effective note-taking method that generally "maps out" our thoughts. Sutanto Windura, a licensed Mind Map instructor by Think Buzan, provides several definitions of mind mapping, one of which is "Mind mapping as a system of learning and thinking using both sides of the brain." In the context of PAI learning, mind mapping can be used as a tool to help students understand Islamic concepts more deeply. Mind mapping enables students to organize information, connect different concepts, and visualize the structure of the topic being studied.

In a mind map for PAI, concepts such as Islamic teachings, the history of Islam, worship practices, and morality can be connected visually (Khoirunnisa et al., 2024). For example, a mind map could start with the basic concept of the five pillars of Islam, with branches covering aspects like worship practices, examples from the life of the Prophet Muhammad, and moral values explained in the Quran. The aim of using mind mapping in PAI is to enhance students' understanding of the material being taught. In this way, students can see the connections between various aspects of Islam clearly, making it easier for them to recall information and apply it in daily life. Mind mapping also helps teachers design more engaging and effective lessons, ensuring the learning process is more efficient and meaningful for students.

#### **Advantages of Mind Mapping:**

- Allows students to freely express their opinions.
- Encourages collaboration with peers.
- Notes are more concise, clear, and easy to search when needed.
- Helps the brain organize, remember, compare, and make connections while facilitating the addition of new information.
- Each map is unique.

**Benefits of Using Mind Mapping** The use of mind mapping in teaching Islamic ethical values at SMPN 2 Krejengan has proven to provide several significant benefits:

1. **Easier Organization of Information:** Students can clearly see the relationship between ethical values taught and their real-life applications.
2. **Facilitates Deep Understanding:** Mind mapping helps students understand abstract concepts better because they can visually connect these concepts.
3. **Promotes Creativity and Critical Thinking:** The process of creating mind maps requires students to think creatively in organizing information, thus fostering their critical thinking skills.
4. **Flexible:** It is easy to add important points in the appropriate places on the mind map without confusion.
5. **Helps Focus:** Students don't need to grasp every detail of what is being discussed; they can focus on the core ideas.
6. **Aids Learning of Material Requiring High Retention:** Mind mapping helps students more effectively retain and recall information.
7. **Quick Summarization:** Mind maps are useful for quickly summarizing content, such as during seminars, discussions, lectures, or while listening to explanations from the teacher.
8. **Fosters Imagination and Creativity:** Mind mapping makes reviewing notes more enjoyable and stimulates creativity.

**Case Study: Implementation at SMPN 2 Krejengan** The use of mind mapping at SMPN 2 Krejengan follows a structured series of steps:

1. **Teacher Training:** Islamic Religious Education teachers are trained to integrate mind mapping techniques into their curriculum.
2. **Application in Learning:** Mind mapping is integrated into each topic related to ethical values, both through class discussions and individual assignments.

3. **Evaluation and Adjustment:** Periodic evaluations are conducted to ensure the effectiveness of this technique in achieving the established learning goals.

The implications of this study highlight the importance of integrating mind mapping techniques into the Islamic Religious Education curriculum to enhance the effectiveness of teaching ethical values. Teachers need to be trained to implement mind mapping properly, so that students can reap the full benefits of this technique in understanding and internalizing moral and ethical values in Islam.

### **Success or Failure of Using Mind Mapping in Teaching Islamic Ethical Values**

In the classroom, the teacher plays a crucial role in understanding students' abilities. Understanding comes from the ability to grasp the meaning and essence of the material being studied (Hilaikal et al., 2023). Understanding involves the ability to elaborate on the main points of a reading, convert data presented in a specific format into another format, and more. There are several categories of understanding in Bloom's taxonomy, including translation understanding, interpretative understanding, and extrapolative understanding, where a person is expected to see beyond what is written and predict the consequences or expand their perception of time, dimensions, cases, or problems. Deep understanding of ethical values in Islamic education is crucial in shaping students' character. Deep understanding allows students not only to remember information better but also to apply ethical values in their daily lives meaningfully (Nieuważny et al., 2021).

Several factors influence the success or failure of using mind mapping in teaching Islamic ethical values. Teachers who are well-trained and have a solid understanding of how to effectively use mind mapping are more likely to successfully integrate it into the PAI curriculum. Furthermore, student motivation and involvement are key factors in the success of mind mapping. Students who are actively engaged in creating their own mind maps tend to have a better understanding of the material. This shows the importance of a participatory approach in using this technique. However, some factors may hinder the success of mind mapping, such as insufficient time for proper preparation, resistance to change from teachers or students, and incompatibility of this technique with certain students' learning styles. Despite its great potential for improving students' understanding of ethical values in Islamic Religious Education, the use of mind mapping can also be influenced by several factors that may affect its success.

#### **Internal Factors:**

- **Student Readiness:** The level of students' readiness to accept and apply mind mapping can affect its effectiveness. Students who are more open to visual approaches may find it easier to understand complex ethical concepts.
- **Teacher Competence:** Teachers' competence in implementing mind mapping is also crucial. Teachers who are proficient at creating informative and relevant mind maps are more effective in delivering the material.

#### **External Factors:**

- **Institutional Support:** Support from the school and management for the use of mind mapping can influence its implementation and sustainability within the curriculum.
- **Technology Infrastructure:** The availability of appropriate infrastructure, such as interactive whiteboards or mind mapping software, can also affect the effectiveness of mind mapping in the classroom.

Considering these factors, educators can plan and implement the use of mind mapping more effectively in teaching Islamic ethical values, ensuring better student understanding and application in daily life.

**Students' Perceptions of Using Mind Mapping in Facilitating Understanding and Application of Ethical Values in Islamic Religious Education** Ethical values refer to the moral principles that guide individual behavior in society. These values are often the foundation for shaping character and morality, as well as governing interactions with others and the environment. Examples of ethical values include honesty, responsibility, empathy, loyalty, and fairness. The cultivation of ethical values in Islamic education aims to create responsible, moral individuals who are beneficial to society. Deep understanding of these values is necessary for

students to make sound decisions and act in accordance with Islamic teachings in various life situations.

Mind mapping in the context of PAI has been positively received by students as a tool to facilitate the understanding and application of ethical values. However, students' perceptions of the use of mind mapping in facilitating the understanding and application of ethical values can vary depending on their experiences and understanding of the method. Mind mapping is a visual technique used to organize information hierarchically, which can help students understand and connect abstract concepts like ethical values in the context of Islamic Religious Education.

First, for some students, the use of mind mapping may be seen as an enjoyable and engaging approach to learning. Mind mapping allows them to actively participate in the learning process by making visual connections between the concepts being taught. This can improve their memory and make it easier for them to apply the ethical values they learn. Furthermore, students' perceptions can be influenced by their experience with mind mapping guided by teachers. If teachers effectively integrate mind mapping into their teaching, students are more likely to see its added value. Conversely, if the use of mind mapping is poorly structured or inadequately explained, students may view it as an additional barrier to understanding the material.

The use of technology and digital media in mind mapping can also affect students' perceptions. Younger students who are more accustomed to technology may find visual techniques like mind mapping more acceptable compared to those who are less familiar or have limited access to digital devices. Besides technical aspects, psychological and social factors should also be considered in students' perceptions of mind mapping. For example, students who are confident in their visual skills may be more inclined to develop their own mind maps, while those who lack confidence may require more guidance and support.

Overall, it is important for educators to consider these various factors when evaluating the effectiveness of mind mapping in facilitating the understanding and application of ethical values in Islamic Religious Education. By considering students' perceptions and responding with appropriate teaching strategies, teachers can enhance their learning experiences and help students strengthen their understanding of the fundamental ethical values in the context of religion and everyday life. Based on surveys conducted, several aspects of students' perceptions of using mind mapping have been highlighted:

- **Interest and Engagement:** Students show a high level of interest in using mind mapping because it helps them engage more actively in the learning process.
- **Ease of Understanding:** Students feel that mind mapping helps them understand ethical values better because visualizing concepts makes them easier to digest.
- **Improved Information Retention:** Students report that they are better able to remember and apply the ethical values they learned after using mind mapping.

However, some students consider mind mapping to be an ineffective technique in certain cases, especially if not supported by adequate teaching or if there are challenges in understanding the structure of the mind maps created by the teacher. Thus, the use of mind mapping at SMPN 2 Krejengan not only enhances students' understanding of Islamic ethical values but also receives positive support from students as an effective and enjoyable learning tool.

**Citations and References** In any research, there are similarities and differences from previous studies. Some of them include:

Sirojuddin (2014) developed multimedia-based mind map learning materials for PAI subjects at SMPN 2 Krejengan. This study demonstrated that the use of mind mapping can improve the quality of learning by visualizing the relationships between Islamic concepts in a clearer and more engaging way for students. This study focused on developing multimedia learning materials that support the effectiveness of mind mapping in PAI learning.

The main difference with Aryani's research is the focus on the development of multimedia-based learning materials integrating Aurora 3D technology. However, both studies share the goal of enhancing the understanding of Islamic concepts through the application of mind mapping, albeit in different contexts and approaches.

Permatasari (2023) explored the effectiveness of mind mapping as a learning method for increasing students' interest in learning PAI at SMAN 1 Jenangan Ponorogo. This study showed that mind mapping can increase students' interest in PAI material and help them organize

## CONCLUSION

Based on the discussion results presented in the previous chapter, the following conclusions can be drawn: The use of mind mapping is an effective approach in the context of Islamic Religious Education (PAI) learning at SMPN 2 Krejengan because it facilitates a deeper understanding, enhances student engagement, and helps them better apply ethical values in their daily lives. The success of using mind mapping in teaching Islamic ethical values at SMPN 2 Krejengan is greatly influenced by the students' readiness, teachers' competence, institutional support, and the availability of supporting technological infrastructure. Students view the use of mind mapping as an effective tool in facilitating the understanding and application of ethical values in Islamic Religious Education at SMPN 2 Krejengan. They feel that this technique helps them better understand and internalize the ethical values being taught. The use of mind mapping in teaching Islamic ethical values at SMPN 2 Krejengan shows great potential to improve students' understanding of complex concepts. Although there are factors that can influence the success of this technique, it is generally well-accepted by students as a tool that facilitates a deeper understanding and application of ethical values in their daily lives. With the proper support from teachers and institutions, as well as students' readiness to embrace this technique, mind mapping can become one of the effective strategies to enhance the quality of Islamic education at SMPN 2 Krejengan.

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