ZAHRA: Research And Tought Elmentary School Of Islam Journal
Volume 5, Number 1, March 2024, pp. 87-105
P-ISSN: 2723-4932 E-ISSN: 2723-7893

Developing Student Creativity Using Mind Mapping Media in Learning Islamic Religious Education

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ARTICLE INFO

Article history:
Received April 03, 2024
Revised April 26, 2024
Accepted April 27, 2024
Available online April 29, 2024

Kata Kunci:
Pengembangan Kreativitas, kreativitas, mind mapping

Keywords:
Development of Creativity, creativity, mind mapping

ABSTRAK

Artikel ini membahas tentang pengembangan kreativitas siswa dalam pembelajaran PAI di sekolah. Dalam dunia pendidikan kreativitas menjadi hal yang penting bagi siswa di kemudian hari apabila tidak dikembangkan dengan baik maka akan menjadi hal negatif bagi diri siswa dimasa depan dan itu menjadi tuntutan untuk melakukan pengembangan kreativitas bagi sisiwa. Dengan adanya pengembangan kreativitas akan menjadikan siswa mampu bersaing di dunia luar. Tujuan penelitian ini Pelaksanaan dan Proses Pengembangan Kreativitas Siswa Melalui Mind Mapping Dalam Pembelajaran Pai Pada Siswa Kelas V Di Sdn Suwayuwo I. Metode yang digunakan dalam penelitian ini adalah metode R&D (Reasearch and Developmen) dengan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Berdasarkan hasil dari pengembangan kreativitas siswa menggunakan mind apping ini terdapat beberapa proses dan tahapan dalam pelaksanaan yang dilalui sehingga dalam penelitian ini dapat menghasilkan peningkatan kreativitas dan keaktivan siswa dalam pembelajaran PAI melalui mind mapping, selain itu siswa dapat mengasah kemampuan berinteraksi antar sesama teman baik dari segi kolaborasi ide dan pemechan masalah , serta siswa dapat berinteraksi secara bebas mengenai mata pelajaran dengan pendidik dalam pembelajaran yang diberikan. Pengembangan kreativitas siswa dalam pembelajaran dapat dikembangkan melalui sebuah metode, media maupun strategi yang diterapkan dalam pembelajaran dengan melalui beberapa proses dan tahapan yang lebih mendalam.

ABSTRACT

This article discusses the development of student creativity in PAI learning in schools. In the world of education creativity becomes an important thing for students in later days when it is not developed well then will be a negative thing for the students themselves in the future and it becomes a demand to carry out the development of creativity for the mind. With the development of creativity will make students able to compete in the outside world. The purpose of this research is the implementation and process of development of student creativity through mind mapping in Pai learning in students of Class V in Sdn Suwayuwo I. The methods used in this research are R&D methods (Reasearch and Developmen) with the model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Based on the results of the development of creativity students using mind apping there are several processes and stages in the implementation passed so in this study can result in increased creativity and activity of students in PAI learning through mind mapping, in addition students can sharpen the ability to interact between fellow friends both in terms of collaboration of ideas and pemechan problems, as well as students can interact freely about subjects with educators in the given learning. The development of student creativity in learning can be developed through a method, medium or strategy applied in learning through some deeper processes and stages.

INTRODUCTION

Everyone has a creative instinct from birth, and everyone has creative abilities (Ratno, Rozi, Simanihuruk, & Simbolon, 2023). Creativity is currently a very important demand for education and life (Sari, S, & Irdawarni, 2020). In the world of education, there is a demand regarding student achievement standards in a curriculum that is used, requiring students to be

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creative both in learning and in any other way. Developing creativity in the world of education requires teaching staff to explore and develop the creativity possessed by students so that students can compete in the outside world. So you need to know in depth about the development of creativity, what the process is, and what stages must be carried out. From several findings, a researcher in the field found that the lecture method used so far is still relatively monotonous and does not sharpen students' creativity and activeness in learning, making students less active and creative. Meanwhile, as a facilitator, teachers must always be innovative and creative in planning lessons and have various learning approaches to meet the needs of different students in the class (Dharmawansa, 2019).

With the presence of media and techniques in learning, it is hoped that it can develop students' creativity in learning. Regarding the education system in Indonesia, Supriadi (1994) (Gide, 1967) argues that one of the possible causes of low creativity in Indonesian children is an environment that does not support our children to express their creativity, especially the family and school environment. In the school environment, teachers play an important role in developing students' creativity at school (Erman Putri, 2024). By increasing students' creativity, they can improve their critical thinking skills and find creative ways to solve problems (Nuriah et al., 2023). In education, creativity is very important in understanding material or understanding all the activities that will be carried out. James J. Gallagher (1985) in (Restia Ningrum, 2021) provides an additional definition of creativity as a mental process in which someone creates new ideas or products or combines existing ideas or products in new ways. In extensional theory, creativity is a process of giving birth to something new through encounters between humans and humans, and between humans and nature.

Meanwhile, Semiawan (1997) said that creativity is the ability to develop new ideas and use them to solve problems. Meanwhile, Chaplin (1989) said that creativity is the ability to create new ways of art, machinery, or solving problems in new ways (Gide, 1967). From several explanations about creativity above, researchers define creativity as giving birth or developing a new or existing product in a new way using the same method or a different method. Article 8 Paragraph 2 of the Government Regulation of the Republic of Indonesia Number 55 of 2007 concerning religious education and religious education states that religious education aims to form students who understand and practice the values of their religious teachings and/or become experts in religious knowledge who are broad-minded, critical, creative, innovative and dynamic to educate the life of a nation of faith, piety, and noble character.

Apart from the description above, there are several inhibiting and supporting factors for children's creativity, as follows: Mental stimulation, Environmental Conditions, Role of Teachers, and Role of Parents. Creativity also needs to be developed through several stages to minimize the negative impacts that result when creativity is not developed properly. In education, creativity is very important in understanding material or understanding all the activities that will be carried out.

The creativity process can be generated through several problems that refer to five types of creative behavior, as explained by Parnes (in Nursito: 2000), namely: fluency, flexibility, originality, and elaboration.), sensitivity (Sensitivity) (Munasti, Hibana, & Surahman, 2021). There are many ways to hone students' creative abilities at school, one of which is using mind mapping in PAI learning. According to Melvin L. Sibernman (2005:177), mind mapping is an individual's way of generating an idea, recording lesson material, or planning research. According to Bobby De Porten and Mike Hernacki (2003, 153), min mapping is a recording technique by mapping thoughts expressed in a creative and effective concept to develop the performance potential of a person's right and left brain (Syafaah, 2020).

Tony Buzzan stated that mind mapping is a note-taking technique that is creative, effective, innovative, and will literally "map" someone's thoughts. where making mind maps using colors and several lines can help students to be creative and can also make it easier for students to remember the material (Widiyono, 2021). The steps for mind mapping according to Tony Buzzan (Buzan, 2008) are: start from the middle of a blank paper, use images (symbols) for the main idea, use various colors, connect the main branches to the central image, make curved connecting lines, use one keyword for each line, use images. However, there are several drawbacks to implementing mind mapping steps, namely: it takes quite a long time for students who are still beginners and there is a lack of literacy. So, based on these shortcomings, researchers are currently developing stage elements in the form of increasing teacher and student interaction in learning through summary descriptions in concept maps or mind mapping.

Previous research written by Nisrina Hikmawati showed that mind mapping was successfully applied to science subjects and was very effective in improving student learning outcomes, student activity, and teacher activity. Previous research was also conducted by Vina Rizkiani and Firosalia Kristin. The results shown in this research were that the ability to think creatively using the mind-mapping learning method was significantly superior. Previous research was also carried out by Wulan Cahya Ningsih, Marzuki, and Suhardi Marli, the results of the research showed that there was a big influence on the success of the mind-

mapping learning system by obtaining large numbers. This subsequent research was conducted by Fuad Hidayat and Hadi Kusnanto, the results showed that the use of mind mapping did not have a significant effect.

Some of the research above can be used as reinforcement in research by showing the application of mind mapping in learning and also the success of the impact of applying mind mapping. Researchers are interested in conducting in-depth research at SDN Suwayuwo I to find out and deepen how the process of developing student creativity is applied in pie learning using mind-mapping strategies. and how to implement the development of student creativity through mind mapping in learning pie for class V students at Suwayuwo I Elementary School. Based on the explanation of several contexts above, this makes researchers more interested in conducting further research regarding "Developing Class V Student Creativity at Suwayuwo I Elementary School Using Mind Mapping in PAI Learning".

This research aims to develop the implementation of teaching and learning and the process of developing student creativity through mind mapping in PAI learning for fifth-grade students at SDN Suwayuwo I. SDN Suwayuwo I is an elementary school located in Pasuruan Regency, located at Jln Raya Suwayuwo, Suwayuwo Village, Sukorejo District, Pasuruan Regency. Based on pre-research observations carried out by the researcher, the researcher saw that the students at SDN Suwayuwo 1 class V who were the objects of this research were active, creative, and interactive students in learning. On November 30, 2023, the researcher carried out an initial trial that the researcher had carried out on Suwayuwo I Elementary School students in class 5 using the lecture method, where the results of this lecture method students tended not to pay attention and were not active in learning, when the researcher gave the material compared with using a mind mapping strategy where students tend to pay attention and become active students in learning in class.

RESEARCH METHOD

The method used in this research is the RnD (Research and Development) method. Research and Development. According to Sugiyono (2011:297) in (Okpatrioka, 2023) the Research and Development (R&D) research method is a research method used to produce certain products and test the effectiveness of these products. The research model used in this research is ADDIE (Analysis, Design, Development, Implementation, Evaluation). Research and Development (R&D) is the process of developing and implementing concepts for new

products or improvements to existing products. The main goal of R&D is to create new products or improvements to existing products that need improvement (Winaryati, 2021).

The systems approach and interactive process of the student-teacher-environment are the basis of the ADDIE learning model. According to Junaedi (2019), the evaluation results of each learning step can influence the development of learning to the next step or phase (Hidayat & Nizar, 2021). The data collection technique used in this research is analysis data collection techniques which can be in the form of interviews, surveys, monitoring, document analysis, and focus group discussions. The data source in this research uses primary data. (Waluya, 2009) is that primary data is data obtained directly from the research location at SDN Suwayuwo I.

RESULTS AND DISCUSSION

Results

The results of the process of developing student creativity through mind mapping in pie learning for class V students at Sdn Suwayuwo I. This development process uses the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). However, at the evaluation process stage no further trials were carried out or not shown using numbers. The results of each stage are described as follows:

Student Creativity Analysis Stage

Based on the results of observations at the research location, there are several stages of analysis consisting of: 1) Material, information obtained regarding the material, students do not experience difficulties in basic understanding of the material. 2) Needs analysis, information related to the need for existing teaching materials still using Student Worksheets (LKS), so that students need to learn and be independent and there is a need for materials to support student activity and creativity. 3) Analysis of student characteristics, which can be obtained from teaching materials that can support student activity, creativity and interactivity. So teaching materials are needed that can help students in the learning process, one way is to use mind mapping media-based learning techniques. one of the things above is in accordance with the theory that supports independent learning, namely constructivism theory. The concept of constructivism means activating students by giving them ample opportunities to understand what they learn and apply these ideas to everyday life (Suparlan, 2019). Apart from that, in PAI learning there are learning outcomes where the content of PAI learning

outcomes, one of which is that students can explain the material that has been conveyed by the teacher.

At this analysis stage, some information is obtained as follows:

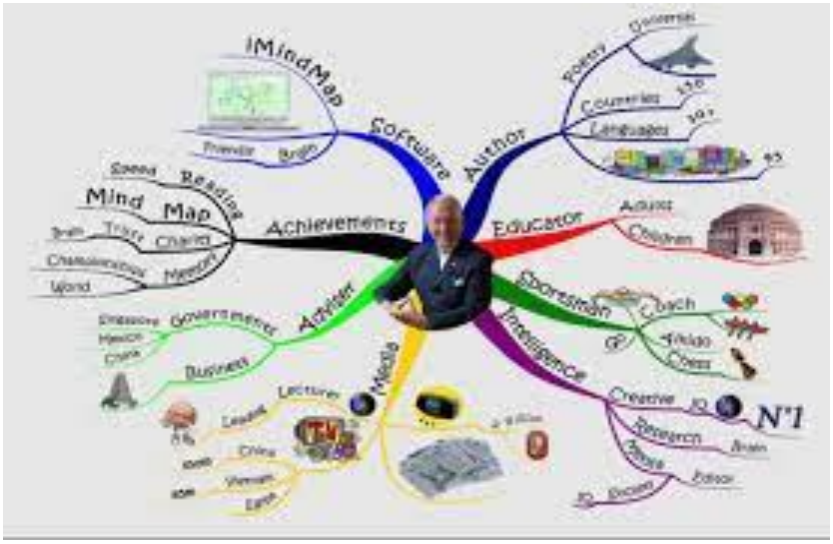
1. The aim of holding a creativity development program at SDN Suwayuwo I using mind mapping is that students can develop their creativity through learning and students can also express their thoughts obtained in the surrounding environment according to the material obtained through creativity in learning.
2. The initial knowledge that students have in learning is related to material that includes PAI (Islamic Religious Education).
3. The users of this mind mapping are students in class V at SDN Suwayuwo I. The characteristics possessed by students in the class are students who are active, creative, and interactive in learning.
4. The delivery method used in this research for students is by providing direct delivery, and through images or examples from mind mapping with the aim of this delivery being that it can be understood and can be understood by students.

Design Stage

This stage is a stage that can design and produce a product.

The product design is presented in the form of descriptions and images as follows:

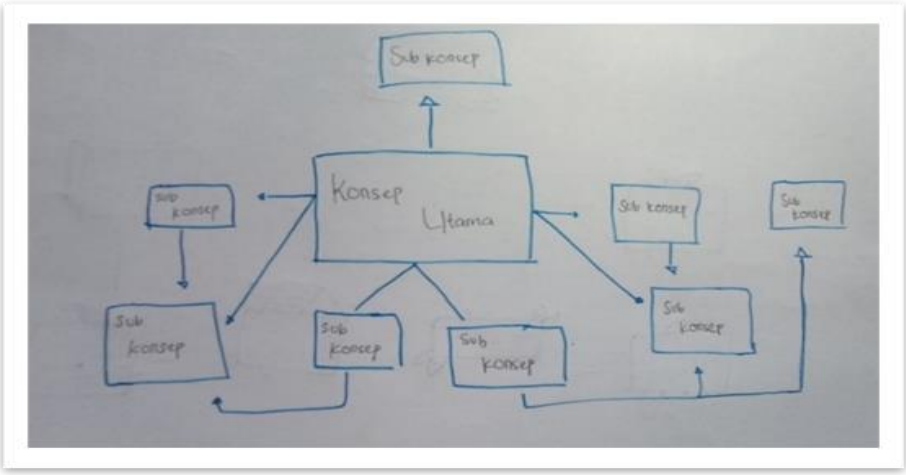
1. Identify the main topic: Determining the main topics that will be included in mind mapping is very important. In determining the main topic, the aim is to focus students on the material that will be described in mind mapping.
2. Mapping the main concepts: The main concept mapping in mind mapping is located in the middle of the paper, where the main idea will be central. All information described in a mind map comes from the same central point or starting point in a mind map.
3. Use of symbols: The use of symbols in mind mapping can be used to differentiate each concept or keyword in mind mapping.
4. Use of various colors: The use of various colors can be used for different sub-concepts or keywords by using different colors for each sub-concept in mind mapping.
5. Development of sub-concepts (keywords): Sub-concept development can be done by providing additions or details of the main idea connecting sub-concepts that correspond to the main concept in mind mapping using a curved or straight line.
6. Use of images: Images can be used and placed in sub-concepts or keywords to provide different decoration between other sub-concepts or keywords.



Picture 2: Mind mapping image by Tony Buzan

The material that will be used in implementing this mind mapping is PAI material with the theme "I am a Pious Child" which is found in chapter. The resources needed in this design stage are LKS books (Student Worksheets) which are owned by each student.

The way to assess this activity is for the educator to see how students are able to express their creative ideas through the pictures in the mind mapping carried out in each group and the educator sees how the students present the results of the mind mapping created by each group.



Picture 3: Documentation of the initial design stage by educators

Development Stage

This stage is the stage of developing a product or result that has been designed. The product framework that has been designed into a product that is ready for use is the result of the development stage carried out by (Sari, et al., 2021) in (Ravilla, Anwar, & Sudarman,

2022). At this stage there are several stages as follows: 1). compiling the material in PAI learning, apart from compiling the material, also determining the material that will be included in mind mapping. 2). Determining resources, resources that can be used in this development are in the form of books that can be used to search for and explore information for students, materials, and references are used to look for templates or examples of mind mapping by students.

At the testing stage, there were two testing stages, first not using examples of mind mapping images, and second using examples of mind mapping images. The trial stage did not use pictures to show the level of knowledge regarding mind mapping, students could not understand mind mapping. The second trial stage was carried out on students through a picture of an example of mind mapping, from the second trial showed that the students' level of knowledge of mind mapping was somewhat understood and at the trial stage using pictures students began to be able to use their creative and interactive attitudes to use in mind mapping.

Regarding the second trial, namely a trial using an example image, when the educator provided an example image from mind mapping, it was seen that the students had begun to understand what mind mapping looked like.

Implementation Stage

At this implementation stage, educators have begun to implement the process of developing student creativity through mind mapping. At the implementation stage, educators go through several stages as follows:

1. The process of teaching and learning Islamic Religious Education in the classroom.

The PAI teaching and learning process in the classroom is carried out using the lecture or teacher-centered method before applying mind-mapping media. The lecture method is a method that has long been used by educators in the process of teaching and learning activities and this method is still considered an effective way in teaching and learning activities because the teacher or educator is the center of information from various knowledge that is conveyed to students.

2. Determination of material

The material used in this implementation stage is PAI material with the theme "My Dream of Becoming a Pious Child".

3. Identify ways to increase student activity, creativity, and interactiveness in learning.

At the identification stage in the implementation process, educators find a technique that can support activity, creativity, and interactiveness, namely through mind mapping. In the process of implementing mind mapping in learning, educators convey it in two ways, namely: 1). By giving direct orders without any examples of images from mind mapping. 2). Provide examples of images from mind mapping. Educators determine suitable material and themes for mind mapping. After determining suitable material, educators begin to apply mind-mapping techniques to students by dividing students into several groups consisting of 5-6 students in each group. then the educator distributes material that will be developed by students through mind mapping in each group, the material and themes are:

Material and theme	Group
Respect other people's opinions	1 & 4
Respect ethnicity, race and culture and religion	2 & 5
Respect other people's positions	3

The educator also gives instructions to write on colored Manila or Buffalo paper and decorate the mind mapping with colored crayons or colored pencils in different shapes based on the educator's example. After the students have finished working on the mind mapping, the educator instructs the students to make a presentation for each group of the results. mind mapping which is done as creatively as students when delivering presentations. The results of the implementation of mind mapping in PAI learning at SDN Suwayuwo I show an increase in student creativity and activity in PAI learning through mind mapping, apart from that students can hone their ability to interact with educators and fellow students both in terms of collaborating ideas and solving problems.

Picture 4: Documentation of the results of creativity development using mind mapping

Based on the documentation, it shows that there is a development of student creativity in learning PAI using mind mapping and can also show how students find a solution to the problems they face as seen from the theme sub-components described by students in the images and creations in the mind mapping above.

Evaluation Stage

At the evaluation stage in implementing mind mapping in PAI learning, it was shown that by using mind mapping there is a potential that can increase student creativity and also increase student engagement and activeness in learning.

The evaluation stage is the final stage in the research. At this stage all data will be collected for the development of student creativity in the future. There are several things that need to be addressed in activities to develop student creativity through mind mapping so that the final results of developing creativity using mind mapping can continue to be developed and used well in the PAI learning system.

Discussion

Process and Implementation of Developing Student Creativity Through Mind Mapping in Pai Learning for Class V Students at SDN Suwayuwo I

Development in the Big Indonesian Dictionary (2002, 538) states that "development" refers to processes, methods, or actions that develop. Therefore, the concept of development is the idea of building on something that already exists. five types of creative behavior, as described by Parnes (in Nursito: 2000), namely: fluency, flexibility, originality, elaboration, and sensitivity (Munasti et al., 2021). Apart from the description above, there are several inhibiting and supporting factors for children's creativity, as follows:

1. Metal Stimulus
2. Environmental Conditions
3. Teacher's Role
4. Role of Parents

Creativity also needs to be developed through several stages to minimize the negative impacts that result when creativity is not developed properly. In education, creativity is very important in understanding material or understanding all the activities that will be carried out.

Developing creativity in learning can be implemented using mind-mapping media. Tony Buzzan stated that mind mapping is a note-taking technique that is creative, effective, innovative, and will literally "map" someone's thoughts. where making mind maps using colors and several lines can help students be creative and can also make it easier for students to remember the material (Widiyono, 2021). The steps for mind mapping according to Tony Buzzan (Buzan, 2008) are: start from the middle of a blank paper, use images (symbols) for the main idea, use various colors, connect the main branches to the central image, make curved connecting lines, use one keyword for each line, use images. The development of creativity is currently being promoted in the world of education, which requires teaching staff to explore and develop the creativity possessed by students, thereby making students able to compete in the outside world. So you need to know in depth about the development of creativity, what the process is, and what stages must be carried out.

Planning

The planning stages of implementing student creativity development through mind mapping in PAI learning for class V students at Suwayuwo I Elementary School include several stages, as follows:

1. Determination of Material

Before starting the stage of applying mind mapping media in learning, educators need to prepare materials that will be used in teaching and learning activities, this is because determining to learn is very important in this process, where teaching materials become a reference for the areas that will be developed in the learning process and It will also be material for transferring information during the teaching and learning process at school. At this stage, the researcher determines the learning that will be involved in this process is PAI subjects. In PAI subjects, it has an important role in this process, both in terms of developing creativity, interaction with teachers and others, and also student activity in the classroom. This is supported by the opinion of Ali Muhtarom in his journal, he revealed that one of the important components of religious education provided in school is the teaching of the Islamic religion. Teaching and learning which is mainly carried out in the school environment is the process of transformation or conveying information and knowledge from teachers to students. In this context, the information and knowledge conveyed are Islamic teachings, so religious teaching is referred to as Islamic religious learning (Mohtarom, 2016). PAI material that will be paired with student creativity is very important in the planning stage because it can be a benchmark for students in developing creativity. The materials and themes that will be used

with this mind mapping media are: respecting other people's opinions, respecting ethnicity, race and culture, and religion, and respecting other people's views.

2. Determining the class that will be the object of developing student creativity through mind mapping.

Class determination can be done by looking for additional sources of information through interviews with teachers and direct observation by researchers.

3. Determining PAI learning media.

Learning media is a tool that can improve students' understanding through an intermediary in learning. Not only that, learning media can provide an understanding of the material through various forms of learning media, this is the opinion of Arief S Sadiman who stated that media can be used to convey the sender's message, in this case, the educator, to the recipient, the student. This can stimulate students' thoughts, feelings, and interests and encourage the learning process (Imamah & Ma'ruf, 2019). Apart from that, media also has benefits for educators and students in terms of delivering material. The benefit of using media in delivering material is that it makes it easier for educators to interact in learning with students. This is by the statement expressed by Askhabul Kirom stating that media in the learning process allows interaction. better relationship between teachers and students, which results in more effective and efficient learning (Askhabul Kirom, Fatimah, 2016).

The use of learning media must also choose and see whether the media used is by the material taught in PAI learning. This is by the theory according to Asnawir. The choice of media for teaching religion depends on whether the media is appropriate or compatible with the teaching objectives and can attract students' attention. Apart from that, it is very important to ensure that the media to be used is appropriate and does not conflict with religious teachings or religious ethics. If this can be achieved, the next step is to further review the media that will be used, whether the existing costs and funds are sufficient to fulfill it and whether other media are more easily accessible in the school environment (Wiwin Fachrudin Yusuf, 2017). The media used in this research is mind mapping media.

4. Observation of student characteristics,

Observing student characteristics has its value in this process because educators and researchers can see the character possessed by students, the characteristics possessed by fifth-grade students at SDN Suwayuwo I tend to be creative and active as well as interactive students, but this does not rule out the possibility of students having inclusive character. -

pluralist (the character of students who are open and willing to accept each other) this was also stated by Maarif, saying that inclusiveness is an open perspective or point of view that can accept the differences in other people's beliefs and religious groups, build human values, create new values that egalitarian, and prioritizes a dialogue approach in solving problems (A. Yusuf, 2019). The next planning process can be carried out by observing or observing and researching the characteristics of students who will become objects in developing student creativity through mind mapping.

5. Determining the research location.

Determining the research location is something that also contributes to the research planning process because determining the location in the research implementation process is important in developing student creativity through mind mapping. Determining the research location also includes determining the class that will be used or the object that will be used for more in-depth research. In determining the location for this research, the focus was on SDN Suwayuwo I.

6. Determining the curriculum used

Determining the curriculum in the application of developing student creativity also greatly influences the learning system that will be implemented, because the curriculum has the right to develop student creativity in the learning process. The curriculum used in class V is the 2013 curriculum (K13) where curriculum 13 has advantages, one of the advantages of curriculum 13 is that students can develop their competencies, this is in line with Wiwin Fachruddin's opinion. The 2013 curriculum uses a natural (contextual) approach. because it focuses and leads to the essence of students to develop various competencies according to their respective competencies. Thus, students are considered learning subjects, and the learning process takes place naturally by working and experiencing based on certain competencies rather than transferring knowledge (W. F. Yusuf, 2018).

Implementation

The implementation stages in developing student creativity through mind mapping in pie learning for class V students at SDN Suwayuwo I include:

1. Data Collection

This data collection means that researchers collect data about the development of student creativity in PAI subjects at SDN Suwayuwo I which consists of a few interviews, observations, and documentation.

2. Data processing

After the data collection process, the researcher carried out data processing regarding the development of student creativity in learning in PAI subjects. With data processing, it can make it easier for researchers to carry out research.

3. Data analysis

The data that has been collected and obtained will be analyzed using theories from Nursito, Tony Buzan, Melvin L, Bobby & Mike in developing creativity and mind mapping.

4. Identify ways to increase student activity, creativity, and interactiveness in learning.

At the identification stage in the implementation process, educators find a technique that can support activity, creativity, and interactiveness, namely through mind mapping. In the process of implementing mind mapping in learning, there is also the role of the educator as a facilitator and guide in the learning process that uses mind mapping. This is also the same as stated by Gary Flewelling and William Higginson (2003), the teacher functions as an informer, facilitator, and artist because they help, encourage, and inspire students by fostering students' curiosity, enthusiasm, and passion for taking risks (learning that dares to take risks) (Askhabul Kirom, 2017). In this case, educators convey it in two ways, namely: 1). By giving direct orders without any examples of images from mind mapping. 2). Provide examples of images from mind mapping. Educators determine suitable material in mind mapping, after determining suitable material. In this activity educators also involve a group system or what is called cooperative learning, where this group system can be a place for cooperation between students in applying mind mapping, this is in accordance with the definition of cooperative learning system "mutual cooperation learning" is a type of learning where students have the opportunity to work together on structured projects with fellow students (Hadi & Alawiyah, 2016), educators begin to apply mind mapping techniques to students by dividing students into several groups consisting of 5-6 students in each group, at this implementation stage educators use group system where students can collaborate between students and can create new things for students, this is in accordance with the supporting theory of the creation of groups in learning, namely the view according to Gordon that individuals and groups give rise to ideas and products in various ways (Master , Science, University, & Yogyakarta, 2017), educators also give instructions to write on colored Manila or Bufalo paper and decorate the mind map with colored crayons or colored pencils in different shapes based on the teacher's examples, after students have finished working on the mind map. , the educator instructs students to make a presentation for each group from the

results of the mind mapping which is done as creatively as the students when delivering the presentation.

Picture 1: The process of applying mind mapping in learning

Based on the documentation above, shows the process of applying mind mapping in PAI learning. In the implementation process, educators use examples of mind-mapping images that have been created by educators so that the implementation process can create student interaction with educators in learning. Student engagement with educators has quite a good impact on students, this is supported by the opinion that actively asking questions and having opinions can also help students remember lessons because they experience it and feel it themselves (Muhammada and Chicha Latifatul Mahgfiroh, 2016).

The process of identifying the application of mind mapping in developing student creativity above is the opinion of Imansari (2016: 42) which states that students will get greater benefits from learning activities if they experience it themselves. This shows that students can only benefit from learning if they are truly involved in the process, not just knowing about it (Rahadyan Mariske Agnes, 2019). The application of images or visuals in mind mapping also speeds up students ' ability to understand how and the form of mind mapping itself, this is my opinion that this is on the theory put forward by Burner which is included in cognitive theory, burner stated that there are several stages in presenting the material one of which is the iconic stage. The iconic presentation method is based on internal thoughts, knowledge mostly consists of visual images to form new information, and knowledge is presented by a collection of images that represent a concept (Hatip & Setiawan, 2021). In this identification process, researchers and educators carry out student management and provide stimulus in the form of mind mapping example images, to provide understanding to students in the form of images and also to maintain student activity in these learning

activities. This is in line with Novan Ardi Wiyani's opinion that student management is related to motivating to grow and maintain conditions that encourage students to consciously participate in learning activities in the classroom. This can be in the form of activities, behavior, or atmosphere designed or created by the teacher to encourage students to participate fully in learning activities in the classroom (Sholikhudin & Sa'diyah, 2017).

Evaluation Stage

The evaluation stage is the final stage of the research. At this stage, all data will be collected for the development of student creativity in the future. Several things need to be addressed in activities to develop student creativity through mind mapping so that the final results of developing creativity using mind mapping can continue to be developed and used well. This is by the theory expressed by Branch (2009) regarding the purpose of evaluation, namely that this evaluation stage is to assess the quality of the product and teaching process before and after the implementation stage (Hidayat & Nizar, 2021)

CONCLUSION

This research concludes that students' creativity in the world of education must also be developed because if it is not developed it will also have negative consequences in the future for these students. The development of student creativity in learning can be developed through a method, media, or strategy applied in learning. Mind mapping is a strategy or media that can be used to develop student creativity in the form of art in learning so that it can increase student creativity, mind mapping can also increase student activity and student engagement in learning. The process of developing student creativity using mind mapping includes several stages, research methods, and implementation models (analysis, design, development, implementation, and evaluation), apart from this there are several other steps carried out in research on developing student creativity, namely: direct observations, interviews. to research planning (Arif, M., Munfa'ati, K., & Kalimatusyaroh, M.: 2021). The implementation of developing student creativity through mind mapping in learning pies for students includes several stages, namely: planning, implementation, and evaluation. The results of this research show the importance of media such as images as a means of learning and also the results of mind mapping on students' creativity, activeness, and interactivity have a big impact on learning.

In the research carried out there were several shortcomings, such as the time for carrying out and applying mind mapping which was relatively short so the evaluation stage was not carried out in depth due to limited time. thus creating deficiencies in research. The suggestions made by researchers in this study are aimed at:

Teachers, namely the choice of media in learning, is very important to create students who enjoy learning PAI so that students can develop student creativity and engagement in learning. For future researchers, if they are going to carry out research, it would be better to look at the distance between the stones and carry out careful planning in research activities.

Apart from suggestions addressed to related parties, researchers also have suggestions regarding developing student creativity using mind mapping, Mind mapping can be used as a medium or strategy that can support student creativity in PAI learning and can also provide opportunities for students to continue increase student interactivity and activeness in learning and can increase student enthusiasm in carrying out PAI learning activities.

Acknowledge

The author of the article would like to thank the parties who have helped in this research activity so that the research activity can run and be carried out, these parties are: Yudharta Pasuruan University has provided and permitted researchers to conduct research. The supervisor (Mr. Dr. Achmad Yusuf, S. Pdi., M. Pd) has directed and assisted students in the research process until completion. The school institution of SDN Suwayuwo I, the principal, and the staff of the teacher council, have allowed researchers to conduct research and apply knowledge in education. Students of SDN Suwayuwo I who have agreed to be the object of research, the researcher would like to thank the family who has provided support in this research, and also the researcher would like to thank my friend (Devi Carissa Qurunul Bahri) who has been a research friend and discussion partner me during research.

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