Journal of Theory and Research in Islamic Elementary School Education
https://ejournal.staimabayang.ac.id/index.php/jtriese

Implementation of the Mind Mapping Learning Model to Improve *Fiqh* Learning Outcomes of Madrasah Ibtidaiyah Students

Harza Lena[1], Hambali Jaili[2], Gifa Oktavia[3] , Yumna Yumna[4]
[1]Sekolah Tinggi Agama Islam Madrasah 'Arabiyah Bayang, Indonesia
[2]Universiti Islam Sultan Sharif Ali, Brunei Darussalam
[3]UCYP University, Malaysia
[4]STAI Solok Nan Indah, Indonesia
harzalena90@gmail.com*

ArticleInformation:
Received Oktober 15,2025
Revised November 28,2025
Accepted December 19,2025

Keywords: *Mind mapping, fiqh instruction, classroom action research, student learning outcomes, active learning*

Abstract

This study aims to examine the implementation of the Mind Mapping learning model to improve students' learning outcomes in *Fiqh*. This study employed a classroom action research design conducted in two cycles, involving 20 fourth-grade students during the first semester, consisting of 7 male and 13 female students. Data were collected through learning outcome tests and analyzed using quantitative descriptive techniques. The results showed that the average percentage of students' learning outcomes increased from 73.5% in the first cycle, categorized as moderate, to 85% in the second cycle, categorized as high. Similarly, the class-wide mastery rate increased from 65% in the first cycle to 85% in the second cycle. These findings demonstrate that implementing the Mind Mapping learning model can improve students' learning outcomes in *Fiqh*. The improvement between the two cycles also indicates that mind mapping can foster more active, creative, and systematic learning experiences, transforming classroom activities from passive and monotonous practices into more engaging and structured learning processes. Therefore, the Mind Mapping learning model offers an innovative alternative for improving the quality of Islamic education, particularly in elementary-level madrasahs.

INTRODUCTION

A learning model is a plan or framework that can be used to develop a curriculum (a long-term learning plan), plan learning materials, and guide learning in the classroom or other settings(Octavia, 2020; Ujang & Hidayat, 2016; Wahyuni, 2024).Instructional models can serve as options, meaning that teachers may choose the most appropriate and efficient instructional model to achieve the educational goals set forth (Albina et al., 2022; Fauza Djalal, 2017). In today's educational landscape, educators must further optimize their abilities and creativity in teaching(Hidayat et al., 2021).Teachers are expected to master a variety of learning strategies, methods, techniques, and models (Abidin, 2019; Mea, 2024). Of course, all the learning models that have been implemented so far have their strengths andweaknesses(Rahman, 2018; Wibowo, 2020). Regardless of all that, the teachingmodels commonly used by teachers today tend to engage only one side of

Howtocite: Lena, H., Jaili., H, Oktavia., G, Yumna., Y. (2025). Implementation of the Mind Mapping Learning Model to Improve Fiqh Learning Outcomes of Madrasah Ibtidaiyah Students. *Journal of Theory and Research in Islamic Elementary School Education*, *1*(12), 85-93.

E-ISSN: 3110-3251
Publishedby: The Institute for Research and Community Service

students barains (Anwaret al., 2023). According to experts, the human brain consists of twohemispheresthe left and right hemisphereswhich are connected by a bundle ofnerve fibers called the corpus callosum(Prastya et al., 2021). The left hemisphere is responsible for rational, analytical, sequential, linear, and scientific thinking, such as reading, language, and math. Meanwhile, the right hemisphere is responsible for developing imagination and creativity.

These two hemispheres of the brain have different functions, tasks, and responses and must develop in balance (Widodo, 2020). Just as with a person's two legs and two arms, human activities are performed more easily when both pairs of these organs function properly. Walking on two legs is far more efficient than walking on one leg. Such is the analogy of the human brain(Lestari & Yasin, 2024).Generally, people use only one side of their brain; some are left-brain dominant, while others are right-brain dominant (Ritongga et al., 2024; Turana, 2025).

One can only imagine how extraordinary the human brain would be if both hemispheres could be optimized. The same applies to students in their learning: if students can effectively activate both sides of their brains, they will find it easier to absorb the lessons taught by their teachers.Not only that, but students' logical thinking skills will develop more than if they were simply memorizing word by word and sentence by sentence(Waluyo, 2014). A learning model that can optimize both hemispheres of the human brain is the mind mapping model(Ridho & Imron, 2023).

Mind maps are the easiest way to put information into the brain and retrieve it from the brain; they are a creative and effective way to take notes. Mind maps are tools that help the brain think in an organized manner. All mind maps share common features: they use color, radiate from a central point, and employ curved lines, symbols, words, and images that form a simple, fundamental, and natural structure in line with how the brain works.Literally, a mind map will map out the thoughts (Wulandari et al., 2019).

One learning model that can optimize both hemispheres of the brain is Mind Mapping (Saputra et al., 2021). Mind mapping is a creative note-taking technique that uses colors, symbols, images, and curved lines to map ideas from the center to the branches (Masriani & Mayar, 2021).This technique not only helps students retain information better, but also makes it easier for them to recall and connect concepts (Wati, 2022). Mind mapping works in accordance with the way the brain stores information in a branching network, making the learning process more natural and effective(Nurrachmawati & Istaryatiningtias, 2022; Priyanata et al., 2025).

Fiqh is one of the core subjects in the Madrasah Ibtidaiyah curriculum, which aims to equip students with a basic understanding of Islamic law, both in matters of worship and muamalah(Hadi & Raharjo, 2024; Khoriyah & Mukminin, 2025). At the elementary school level, *Fiqh* instruction is not only oriented toward mastering theory but also toward fostering religious attitudes and practical skills for daily worship(Azhar et al., 2025; Hanafi, 2024). Thus, Fiqh plays a strategic role in shaping Islamic character from an early age(Aswati & Chanifudin, 2025; Lina Lisnawati, 2024).

Teaching *fiqh* in elementary school often faces challenges. Abstract material, such as the laws of worship, requirements, and pillars, is often difficult for students to understand. In addition, teaching methods that are still dominated by lectures and memorization make students less active and tend to be passive (Indriani & Amir Mukminin, 2025). As a result, learning outcomes in *Fiqh* have not yet reached the optimal category, both in terms of conceptual understanding and practical skills.

To address these issues, innovation in teaching strategies is needed to increase student engagement, facilitate conceptual understanding, and foster motivation to learn. The student-centered learning model is one such relevant approach. By actively

involving students, it is hoped that *Fiqh* instruction can become more meaningful and enjoyable(Indayani & Hartini, 2024; Refanda & Dzarna, 2023).

Mind mapping has emerged as one of the innovative solutions for teaching *Fiqh*. This technique allows students to visualize concepts of Islamic law in the form of mind maps that are systematic, creative, and easy to remember. For example, material on prayer can be mapped out, covering everything from the requirements and pillars to the procedures for performing it, so that students can see the connections between concepts more clearly.Thus, mind mapping not only helps improve memory but also fosters critical and creative thinking skills among elementary school students.

In the context of Islamic education, particularly the *Fiqh* course in Madrasah Ibtidaiyah, the application of mind mapping is highly relevant. *Fiqh* is the study of Islamic law, which is both conceptual and practical(Fitriyati & Karyanto, 2021). Students often struggle to understand the connections between concepts in Islamic law, especially when instruction focuses solely on memorization.With mind mapping, *Fiqh* concepts can be visualized systematically, making them easier to understand and remember(Riska & R, 2024). For example, the laws governing acts of worship can be mapped out as interconnected branches, allowing students to see the relationships between concepts more clearly (Trianawati, 2025).

Based on the above discussion, this study was conducted to analyze the implementation of the Mind Mapping learning model in improving the *Fiqh* learning outcomes of fourth-grade students an Islamic elementary school. This study is expected to provide a theoretical contribution to the development of innovative learning models as well as practical benefits for teachers in improving the quality of *Fiqh* instruction at madrasahs.

METHODS

The type of research used in this study is Classroom Action Research, which in English is referred to as Classroom Action Research (Agustina, 2019; Puspita et al., 2024). CAR is very suitable for this study because the research was conducted in the classroom and focused more on problems that occur in the classroom or in the teaching and learning process(Prihantoro & Hidayat, 2019; Susilowati, 2018).The action research design used in this study is based on the Kemmis & McTaggart model. This study consisted of two phases: first, the pre-action phase; and second, the implementation phase. Each stage consists of four steps: planning, action, observation and evaluation, and reflection (Putri et al., 2023; Sukardi, 2022).

This study was conducted in the fourth-grade class at Islamic elementary school. The study took place during the odd-numbered (first) semester. The subjects of this study were the fourth-grade students at Islamic elementary school, totaling 20 students. Of these, 7 were boys and 13 were girls. The focus of this study was the learning outcomes of the fourth-grade students at Islamic elementary school(Engkizar et al., 2025, 2026; Syaifudin, 2021).

The data collection technique used in this study was the test method. The test method was used to measure student learning outcomes. In this study, two types of tests were used: multiple-choice and essay tests. In developing the test instruments, the researcher consulted with *Fiqh* teachers. The aim was to produce tests that could measure student learning outcomes as effectively as possible. The data analysis technique used was quantitative descriptive analysis.The data analyzed pertains to the fifth-grade students' learning outcomes in Fiqh. After analyzing the data on Fiqh learning outcomes, the results were converted into a five-point PAP scale, as described (Kiswanto et al., 2024), as shown in Table 1 below:

Table 1. Five-Point PAP Conversion Guidelines

Persentase	Numerical Values	Letter Grades	Predicate
90 – 100	4	A	Very High

80 – 89	3	B	High
65 – 79	2	C	Moderate
55 – 64	1	D	Low
0 – 54	0	E	Very Low

Success criteria are standards established as benchmarks or measures of success. This study is considered successful if students have achieved a speaking proficiency of at least 80%, based on the number of students in the high category with scores ranging from 80 to 89.

RESULT ANDDISCUSSION

Mind mapping can help students develop their ability to express ideas and concepts when solving problems without fear of making mistakes; it can improve their social skills, build self-esteem, and foster positive interpersonal relationships; and students become more active in speaking up and sharing their opinions because they are given the opportunity to discuss and explain the material within their respective groups,Students gain a better understanding of the material because they study it in greater depth and in a simpler way with their group members; students master the material more effectively because they are able to teach it to their study group peers; the material is distributed evenly among students; and students are taught how to work together in groups(Tri Pudji Astuti, 2019).

The Mind Mapping learning model is applied in group study sessions. Each student in a group of five is given material that focuses on only one part of the lesson. Each student in the group receives different lesson material in order to succeed,All students need to be familiar with all of this material. Students leave their original groups and form groups called "expert groups" cooperative learning groups in which all members cover the same subject matter and discuss it together, study it, and decide on the best way to teach it to their peers in their original groups.

There are several steps that can be taken when implementing the Mind Mapping learning model. First, conduct an appreciation by asking students questions that link their prior knowledge to the material to be studied. Second, communicate the learning objectives and motivate the students so that they understand the learning objectives and are motivated to learn.Third, students observe the picture so that they can discover knowledge on their own through observation and are able to share what they know about the picture. Fourth, students and the teacher engage in a question-and-answer session about the picture. Sixth, students form groups and are assigned to work on the worksheets together with their groups.Seventh, students present the results of their discussions to the class, and then both students and the teacher respond to the findings of each group. Eighth, they summarize the material they have studied and reflect on it. For the final activity, the teacher administers an assessment to gauge students' knowledge and understanding of the material they have studied.

The study was conducted in two cycles using the Mind Mapping learning model in the *Fiqh* course. Data were collected through achievement tests and observations of student activities, as follows:

Table 2. Data on the implementation cycles of the Mind Mapping learning

Cycle	Average Score (%)	Category	Classical Achievement Rate (%)	Category
I	73, 5	Medium	65	Not Yet Complete
II	85	High	85	Complete

In Cycle I, students' average learning outcomes were lower than in Cycle II. This was due to the fact that (1) teachers were not yet able to implement instructional strategies effectively; specifically, they were not yet able to connect the material being taught to real-world situations or encourage students to make connections between their existing knowledge and its application in their daily lives, resulting in learning outcomes that were less meaningful to the students,(2) Teachers are not yet

accustomed to structuring lessons around group learning, so students still have difficulty participating in discussions, and (3) many students are still distracted during class. In addition, many students are still shy about presenting the results of their discussions in front of the class, and they are not yet able to respond to the opinions of other groups.

Meanwhile, the average percentage of student learning outcomes in Cycle II increased because the obstacles encountered in Cycle I had been overcome. Teachers had properly implemented the steps of the Mind Mapping learning model, and students had begun to get used to the learning model being applied.The average percentage of learning outcomes for fourth-grade students taking the *Fiqh* course at Islamic elementary school, using the Mind Mapping learning model in Cycle II, was 85%. Furthermore, the percentage of students who met the classical mastery criteria for Fiqh was 85% out of 20 students; 17 students met the criteria, while 3 did not. When converted using the student learning mastery criteria based on the five-point PAP scale, the percentage of students' learning outcomes in *Fiqh* falls into the high category.When comparing the average percentage of students' learning outcomes in *Fiqh* in Cycle I with that in Cycle II, there was an 11.5% increase in the learning outcomes of fourth-grade students at Islamic elementary school. Meanwhile, the percentage of students meeting the classical mastery criteria in Cycle I compared to that in Cycle II also showed an increase of 20%.

Based on these percentages, from a classical perspective, the implementation of the Mind Mapping learning model to improve the *Fiqh* learning outcomes of fourth-grade students at Islamic elementary school can be considered successful, as 85% of the 20 students achieved a score of 71 or higher. In accordance with the success criteria explained in Chapter III, the implementation of the Mind Mapping learning model to improve learning outcomes the*fiqh* course for fourth-grade students at Islamic elementary school is considered successful if 85% of the students score 71 or higher.

The use of mind mapping can be an innovative strategy to address student boredom with traditional lecture-based methods. Teachers can utilize mind maps as a visual tool to help students understand *Fiqh* concepts in a more systematic and engaging way. Mind mapping provides opportunities to develop creativity, critical thinking, and collaborative skills through group discussions and presentations.

Mind mapping is effective in optimizing the balanced functioning of the left and right hemispheres of the brain. This is consistent with neuroscience theory, which states that learning that involves visualization, color, and symbols can improve students' memory and comprehension. Thus, mind mapping is not merely a note-taking technique, but also a learning model capable of integrating cognitive, affective, and psychomotor aspects into the learning process.

Overall, this study confirms that the implementation of the Mind Mapping learning model in the *Fiqh* subject at Islamic elementary school has proven effective in improving the learning outcomes of fourth-grade students. The improvement observed from Cycle I to Cycle II indicates that Mind Mapping is capable of transforming the dynamics of learning from passive to active, from monotonous to creative, and from unstructured to more systematic.Thus, mind mapping can serve as an innovative learning model worth implementing in elementary madrasahs to improve the quality of Islamic education.

CONCLUSION

Based on the research findings and discussion presented in Chapter IV, it can be concluded that the application of the Mind Mapping learning model in Fiqh instruction can improve the learning outcomes of fourth-grade students at Islamic elementary school. This is evident from the students' test scores, which improved

from Cycle I to Cycle II. In Cycle I, the average student learning achievement was 73.5, which fell into the moderate category. Then, in Cycle II, it increased to 85, which fell into the high category.Meanwhile, students' classical mastery rates rose from 65% in Cycle I to 85% in Cycle II. Based on the findings of this study, the following recommendations are proposed: i) Students should continue to improve their knowledge and understanding and find meaning in their learning by connecting the subject matter to real-life contexts.ii) Elementary school teachers are encouraged to implement the Mind Mapping learning model as a more student-centered approach to teaching. Through appropriate instructional steps, it is hoped that an enjoyable learning environment will be created.

ACKNOWLEDGEMENT

We would like to express our deepest gratitude to everyone who contributed to the success of this research.

DECLARATIONS

Author contribution

Harza Lena: data curation, writing-original draft preparation and editing, **Hambali Jaili**: conceptualization, methodology, validation, **Gifa Oktavia and Yumna :** visualization, supervision, software.

AI Statement

The data and the grammatical structure in this article have been validated and verified by English language experts and no AI-generated sentences are included in this article.

Funding statement

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Conflict of interest

The authors declare that this research was conducted without any conflict of interest in the research.

Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

Publisher'sand Journal's Note

STAI Madrasah Arabiyah Bayang Pesisir Selatan as the publisher and Editor of Journal of Theory and Research in Islamic Elementary School Education state that there is no conflict of interest towards this article publication.

REFERENCES

Abidin, A. M. (2019). Kreativitas Guru Menggunakan Model Pembelajaran Dalam Meningkatkan Hasil Belajar Siswa. *Didaktika*, *11*(2), 225. https://doi.org/10.30863/didaktika.v11i2.168

Agustina. (2019). Penelitian Tindakan Kelas Action Research. In *Deepublish*. Deepublish.

Albina, M., Safi'i, A., Gunawan, M. A., Wibowo, M. T., Sitepu, N. A. S., & Ardiyanti, R. (2022). Model Pembelajaran Di Abad Ke 21. *Warta Dharmawangsa*, *16*(4), 939–955. https://doi.org/10.46576/wdw.v16i4.2446

Anwar, N., Romadhon, T. N., Sandro, A., & Khikmawanto, K. (2023). Peran Guru

sebagai Fasilitator Pembelajaran dalam Mendorong Kreativitas Siswa. *JURNAL SYNTAX IMPERATIF : Jurnal Ilmu Sosial Dan Pendidikan*, *4*(3), 208–214. https://doi.org/10.36418/syntax-imperatif.v4i3.240

Aswati, F., & Chanifudin, C. (2025). Prinsip Pendidikan Islami Berbasis Fikih untuk meningkatkan Kualitas Pembelajaran. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, *6*(2), 204–211. https://doi.org/10.54371/ainj.v6i2.826

Azhar, I. S., Fuadi, A., & Dawi, M. N. (2025). Strategi Pembelajaran Pada Mata Pelajaran Fikih Dalam Mengenalkan Hukum Islam di Madrasah Ibtidaiyah. *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *6*(1), 36–47. https://doi.org/10.61082/bunayya.v6i1.452

Engkizar, E., Jaafar, A., Asril, Z., Hamzah, M. I., Syafril, S., Febriani, A., & Oktavia, G. (2026). Tartil Method: A Solution for Cultivating High-Achieving Students in Quranic Learning. *Halifa: Journal of Islamic Education*, *10*(1). https://doi.org/https://doi.org/10.24036/kjie.v10i1.474

Engkizar, E., Muslim, H., Mulyadi, I., & Putra, Y. A. (2025). Ten Criteria for an Ideal Teacher to Memorize the Quran. *Journal of Theory and Research Memorization Quran*, *1*(1), 26–39. https://joqer.intischolar.id/index.php/joqer

Fauza Djalal. (2017). Optimalisasi Pembelajaran Melalui Pendekatan, Strategi, dan Model Pembelajaran. *Jurnal Dharmawangsa*, *2*(1), 33. https://doi.org/10.46576/jsa.v2i1.115

Fitriyati, D. N., & Karyanto, U. B. (2021). Efektivitas Penggunaan Metode Pembelajaran Mind Mapping Terhadap Peningkatan Hasil Belajar Fikih Siswa. *Indonesian Journal of Islamic Elementary Education*, *1*(2), 11–18. https://doi.org/10.28918/ijiee.v1i2.4243

Hadi, S., & Raharjo, R. (2024). Pembelajaran Mata Pelajaran Fiqih di Madrasah Ibtidaiyah Semarang. In *AL-MIKRAJ Jurnal Studi Islam dan Humaniora (E-ISSN 2745-4584)* (Vol. 5, Issue 01, pp. 90–102). https://doi.org/10.37680/almikraj.v5i01.5609

Hanafi, A. R. B. (2024). Inovasi Pendidikan Fikih Sebagai Dasar Pembentukan Karakter Religius Anak Usia Dini. *AUD Cendekia: Journal of Islamic Early Childhood Education*, *4*(2), 138–154. https://doi.org/10.53802/audcendekia.v4i2.602

Hidayat, H., Nurfadilah, A., Khoerussaadah, E., & Fauziyyah, N. (2021). Meningkatkan Kreativitas Guru dalam Pembelajaran Anak Usia Dini di Era Digital. *Jurnal Pendidikan Anak*, *10*(2), 97–103. https://doi.org/10.21831/jpa.v10i2.37063

Indayani, E., & Hartini, S. (2024). Analisa Model Pembelajaran Student Centred Learning. *Jurnal Psikologi Prima*, *7*(2), 180–189.

Indriani, F., & Amir Mukminin. (2025). Analisis Kendala Dan Solusi Yang Diterapkan Oleh Guru Dalam Pembelajaran Fiqih Di Kelas 2 Mi Arroudhoh Pancasila Sakti. *Jurnal Jaringan Penelitian Pengembangan Penerapan Inovasi Pendidikan (Jarlitbang)*, *114*https://doi.org/10.59344/jarlitbang.vi.297

Khoriyah, R. I., & Mukminin, A. (2025). Analisis Pendekatan Kontekstual Dalam Pembelajaran Fiqih Kelas Vi Di Tingkat Madrasah Ibtidaiyah Bamban Giriwoyo. *Jurnal Jaringan Penelitian Pengembangan Penerapan Inovasi Pendidikan (Jarlitbang)*, 215–226. https://doi.org/10.59344/jarlitbang.vi.331

Kiswanto, D., Arista, D., FItrah, J. I., Annisa, N. M., & Qomari, N. (2024). Implementasi Penilaian Acuan Norma (PAN) dan Penilaian Acuan Patokan (PAP) dalam Pengolahan Hasil Belajar Siswa. *Risalah, Jurnal Pendidikan Dan Studi Islam*, *10*(3), 1207–1219. https://doi.org/10.31943/jurnal_risalah.v10i3.1088

Lestari, A. R., & Yasin, Y. (2024). Analisis Peran dan Interaksi Otak Kiri dan Kanan Dalam Fungsi Kognitif. *Al-Ihsan: Journal of Islamic Guidence and Counseling*, *1*(2), 41–47.

Lina Lisnawati. (2024). Strategi Pengajaran Fikih pada Siswa Madrasah Ibtidaiyah di MI Datarbungur. *Karakter : Jurnal Riset Ilmu Pendidikan Islam*, *1*(3), 112–122. https://doi.org/10.61132/karakter.v1i3.800

Masriani, M., & Mayar, F. (2021). Pengembangan Bahan Ajar dalam Pembelajaran Tematik dengan Menggunakan Metode Mind Mapping di Sekolah Dasar. *Jurnal Basicedu*, *5*(5), 3513–3519. https://doi.org/10.31004/basicedu.v5i5.1357

Mea, F. (2024). Peningkatan Efektivitas Pembelajaran Melalui Kreativitas Dan Inovasi Guru Dalam Menciptakan Kelas Yang Dinamis. *Inculco Journal of Christian Education*, *4*(3), 252–275. https://doi.org/10.59404/ijce.v4i3.190

Nurrachmawati, R., & Istaryatiningtias, I. (2022). Pengaruh Model Pembelajaran Mind Mapping terhadap Hasil Belajar PPKn Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(5), 8026–8032. https://doi.org/10.31004/basicedu.v6i5.3597

Octavia, S. A. (2020). *Model-model pembelajaran*. Deepublish.

Prastya, C., Wayan Suastra, I., & Bagus Putu Arnyana, I. (2021). Perspektif Guru Sekolah Dasar Terkait Penggunaan Mind Mapping Dalam Menyeimbangkan Otak Kanan Dan Otak Kiri Siswa. *JURNAL HURRIAH: Jurnal Evaluasi Pendidikan Dan Penelitian*, *2*(4), 62–71. https://doi.org/10.56806/jh.v2i4.45

Prihantoro, A., & Hidayat, F. (2019). Melakukan Penelitian Tindakan Kelas. *Ulumuddin : Jurnal Ilmu-Ilmu Keislaman*, *9*(1), 49–60. https://doi.org/10.47200/ulumuddin.v9i1.283

Priyanata, A. B., Nasution, Subroto, W. T., & Zakariyah, M. F. (2025). Analisis Model Pembelajaran Mind Mapping Untuk Meningkatkan Hasil Belajar Siswa di Sekolah Dasar. *MODELING: Jurnal Program Studi PGMI*, *12*(1), 256–288.

Puspita, G., Hakim, N. A., & Anggitasari, O. D. (2024). The Importance of Classroom Action Research (CAR) to Improve Teacher Professionality. *Social, Humanities, and Educational Studies (SHES): Conference Series*, *7*(3). https://doi.org/10.20961/shes.v7i3.91653

Putri, Y., Nurhuda, A., & Huda, A. A. S. (2023). Konsep Dasar Penelitian Tindakan Kelas : Sebuah Pengantar dalam Metode Penelitian Pendidikan. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, *5*(2), 9–16. https://doi.org/10.52005/belaindika.v5i2.119

Rahman, T. (2018). *Aplikasi Model-Model Pembelajaran dalam Penelitian Tindakan Kelas. Semarang:CV.PILAR NUSANTARA.Cetakan I.2018*.

Refanda, F. R., & Dzarna, D. (2023). Penerapan Metode Student Centered Learning pada Siswa Kelas 2 SD Muhammadiyah Kaliwates Jember. *Journal of Education Research*, *4*(4), 2050–2057. https://doi.org/10.37985/jer.v4i4.427

Ridho, A., & Imron, M. (2023). Penerapan Metode Mind Mapping Dalam Upaya Peningkatan Hasil Belajar Siswa. *Journal Creativity*, *1*(2), 88–95. https://doi.org/10.62288/creativity.v1i2.10

Riska, & R, A. (2024). Pengaruh Metode Pembelajaran Mind Mapping terhadap Penalaran Siswa dalam Mata Pelajaran Fikih. *Ibtida'*, *5*(2), 245–257.

Ritongga, S. N., Rahmawati, N., & Noviyanti, S. (2024). Bahasa dan Otak Manusia. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, *10*(4), 223–229.

Saputra, J., Triyogo, A., & Frima, A. (2021). Penerapan Model Pembelajaran Mind Mapping terhadap Hasil Belajar di Sekolah Dasar. *Jurnal Basicedu*, *5*(6), 5133–5141. https://doi.org/10.31004/basicedu.v5i6.1563

Sukardi. (2022). Metode Penelitian Pendidikan Tindakan Kelas Implementasi dan Pengembangannya. In *Hukum Perumahan*. Bumi Aksara.

Susilowati, D. (2018). Penelitian Tindakan Kelas (Ptk) Solusi Alternatif Problematika Pembelajaran. *Jurnal Ilmiah Edunomika*, *2*(01). https://doi.org/10.29040/jie.v2i01.175

Syaifudin, S. (2021). Penelitian Tindakan Kelas. *Borneo : Journal of Islamic Studies*, *1*(2), 1–17. https://doi.org/10.37567/borneo.v1i2.440

Tri Pudji Astuti. (2019). Model Problem Based Learning dengan Mind Mapping dalam Pembelajaran IPA Abad 21. *Proceeding of Biology Education*, *3*(1), 64–73. https://doi.org/10.21009/pbe.3-1.9

Trianawati, A. (2025). Implemtasi Model Pembelajaran Konstektual-Kooperatif dengan Teknik Mind Map pada Mata Pelajaran Fiqih untuk Meningkatkan Hasil Belajar Peserta Didik di MA Bahrul Ulum TambakBeras Jombang. *Al-Furqan: Jurnal Agama, Sosial, Dan Budaya*, *4*(6), 2283–2297.

Turana, Y. (2025). *Menjaga dan Memaksimalkan Kecerdasan Otak*. Gramedia Pustaka Utama.

Ujang, S., & Hidayat. (2016). *Model-Model Pembelajaran Efektif*. Bina Mulia Publishing.

Wahyuni, R. S. (2024). *Buku Model-Model Pembelajaran*. Penerbit Widina.

Waluyo, M. E. (2014). Revolusi Gaya Belajar untuk Fungsi Otak. *Nadwa: Jurnal Pendidikan Islam*, *8*(2), 209–228. https://doi.org/10.21580/nw.2014.8.2.577

Wati, N. N. K. (2022). Dampak Model Pembelajaran Mind Mapping dalam Meningkatkan Hasil Belajar Siswa di Sekolah Dasar. *Journal of Education Action Research*, *5*(4), 440. https://doi.org/10.23887/jear.v5i4.43652

Wibowo, H. (2020). *Pengantar Teori-teori belajar dan Model-model pembelajaran*.

Widodo, H. (2020). Dinamika Pendidikan Anak Usia Dini. In *Alprin Finishing*. Alprin.

Wulandari, F. A., Mawardi, M., & Wardani, K. W. (2019). Peningkatan Keterampilan Berpikir Kreatif Siswa Kelas 5 Menggunakan Model Mind Mapping. *Jurnal Ilmiah Sekolah Dasar*, *3*(1), 10. https://doi.org/10.23887/jisd.v3i1.17174

Copyright holder:
© Lena, H., Jaili., H, Oktavia., G, Yumna., Y

First publication right:
Journal of Theory and Research in Islamic Elementary School Education

Thisarticleislicensedunder:
CC-BY-SA