LEARNING THE QURAN HADITH WITH THE MIND MAP METHOD TO IMPROVE STUDENT LEARNING OUTCOMES

Zarkasi
Madrasah Aliyah Miftahussalam Demak
e-mail: zarkasi.624@gmail.com

Abstract. This study intends to improve the student's learning outcomes of Al-Qur'an Hadith subjects in class XII-IPA 1 at MAS Miftahussalam Demak by using the mind mapping method. The approach used in this research is Classroom Action Research (CAR) using Kurt Lewin's research model which consists of four stages: Planning, Implementation, Observation, and Reflection. Based on the results of the study, it was concluded that the use of the mind mapping method could improve student learning outcomes in the subjects of Al-Qur'an Hadith, the subject of preserving the environment. This can be seen from the data on student learning outcomes in the first cycle which initially only 44% (seven) of students have achieved the desired competence according to the Minimum Completeness Criteria (KKM) from their learning outcomes, while 56% (nine) students have not achieved Minimum Completeness Criteria. Then in cycle II, the learning outcomes of students increased by 81%, namely 13 students whose scores were above the KKM, while there were still three more students who had not reached the Minimum Completeness Criteria. In cycle III the increase in student learning outcomes finally achieved very satisfying results, namely 100% passing the KKM and there were four students whose scores reached 100 and the scores of other students experienced a very satisfying increase.
Keywords. Qur'an Hadith; Mind Map; Learning Outcomes

A. INTRODUCTION

Three components influence the teaching and learning process, namely: learning conditions, learning methods, and learning outcomes. Teachers are required to be able to relate and develop the material so that teaching and learning activities achieve learning objectives and get maximum results. To improve learning competence, the program should be implemented aimed at increasing the competence of students by training teachers to plan lessons, implement learning, and evaluate them to improve higher order thinking skills (HOTS) (Tune Sumar & Tune Sumar, 2020).

In the learning and teaching process that takes place in madrasas, most of them still experience many obstacles, including choosing and using the right teaching method between the content and the learning objectives. For example, the delivery of material that should use the demonstration method instead uses the marketplace method. In addition, we often encounter several teachers who can choose the right method for certain materials but are not able to apply it optimally (Muhibbin, 2002). According to Hamzah, the success of achieving competency in one subject depends on several aspects, including how a teacher carries out learning (Uno & Mohamad, 2012).

Qur'an Hadith mostly still uses the lecture method and communication unidirectional. Teachers are still considered the only source of all-knowing learning. because the learning process becomes boring because of its monotonous nature. It's this situation that affects the low results study as well as student activity in the classroom. Whereas many methods of learning can be used in Al-

Qur'an Hadith learning to increase the liveliness of participant education using interactive multimedia macro-enabled (Zarkasi & Taufik, 2019), Android, and so on. Even though the teachers of the Qur'an Hadith can also utilize the role of MGMP to increase competence with methods to develop appropriate programs with needs together (Zarkasi Zarkasi, 2021).

The causative factor of a score that does not reach the Minimum Completeness Criteria (KKM) is a lack of motivation in learning, participants educate less active reading and lack of concentration resulting in a lack of understanding of writing/reading. The results of learning the Qur'an Hadith can reach the KKM and even exceed it if they have the motivation and enthusiasm to learn. Surely it would happen if the teacher had already been right when choosing the method of teaching.

Nowadays, many teachers come from Generation X, born in range 1970s. While the teacher must teach participants to educate generation "Z" because they were born range in the 2000s. It become a new problem for teachers because they still use theory and methods of outdated learning (traditional, conventional, and colonial) governed by classical eras and centuries of the Middle Ages, the decline of Islam. So from that, religion becomes " drug " expiration " for " sufferers religiosity " generation " millennial (Suyadi & Widodo, 2019).

From the background of the problem, it is felt that there is a need for a change in the method when teaching so that it is not only lectures and notes material as usual but needs to apply the concept map method (mind mapping). Mind mapping can also be adapted to become a method of online teaching and assessment, through Support participant education as well as effective communication at the institution education will also reduce stress during the time of covid 19 when using mind maps, participants learn to believe that participant educate next get Skills addition that is organized, plan, take decisions, as well think critical that is obtained through mind maps (Alsuraihi, 2022).

Felt method relevant to the subjects of the Qur'an Hadith with characteristic typical the scope of the material is broad with various detailed concepts as well as divided into various sub-chapters. One method that provides detailed concepts is the mind mapping method. Mind mapping is one of the learning methods where students can be creative in generating an idea or thought, noting what must be learned. This method emphasizes the combination of colors and shapes that will make students more interested and enthusiastic in the learning process so that the material absorbed can be easily understood.

Therefore, the authors are interested in conducting a study entitled " learning the quran hadith with the mind map method to improve student learning outcomes at MA Miftahussalam Demak."

1. **Mind Map**

In the 1970's Mind map introduced by Tony Buzan first, he is a psychologist. According to Mind map is one way to make learning more effective and creative. The mind map is one method used to take notes creatively, effectively, and make someone maps his thoughts very simply (Tony Buzan, 2012).
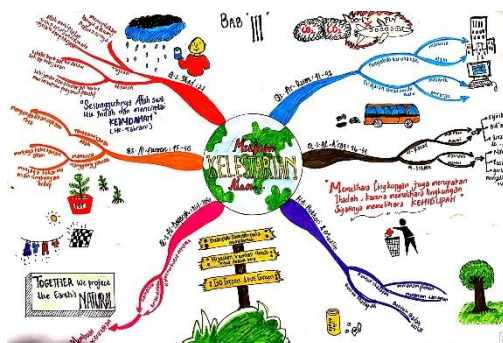

Figure 1. Example of Mind mapping

Mind mapping is the easiest way to get information into the brain and take information out of the brain. Mind mapping is also a great route map for memory, allowing us to structure facts and thoughts in such a way that the natural workings of the brain are involved from the start. This means remembering information is easier and more reliable than using traditional note-taking techniques.

Mind mapping is a technique of utilizing the whole brain by using visual means and other graphic infrastructure to form impressions. Because in general, the brain can often remember information in the form of images, symbols, sounds, shapes, and feelings. Mind maps use these visual and sensory reminders in a pattern of related ideas such as road maps used for learning to organize and plan. These maps can generate original ideas and trigger easy memories. This is much easier than traditional note-taking methods because it activates both hemispheres of the brain. This method makes students calmer in remembering things, fun, and makes them more creative.

Mind mapping can also be used to help write essays or tasks related to the mastery of concepts. Mind maps can be used to form, visualize, design, record, solve problems, make decisions, revise and clarify main topics so that students can do even a lot of tasks.

The optimal use of Mind Map can summarize the material to be more flexible (Williams et al., 1997). Mind maps can be used as a guide for teaching, supervising, and mapping research method concepts and can help produce more robust research (Crowe & Sheppard, 2012). Visual teaching techniques (mind maps) promote effective learning in 65% of visual learners. Today, critical thinking is increasingly gaining ground in education, which is applied through various educational strategies including mind mapping as one of these innovative learning methods (Rezapour-Nasrabad, 2019).

Hisyam et al (Hisyam Zaini et al., 2011) in his book explains the purpose of the *Mind Map method*, among others:

a. Develop the ability to draw reasonable conclusions
b. Develop the ability to synthesize and integrate information or ideas into one
c. Develop the ability to think in a heliistic way to see the whole and the parts
d. Develop strategic skills and study habits
e. Learn the concepts and theories of the subject
f. Learn to understand perspectives and values about the subject
g. Develop an openness to new ideas
h. Develop the capacity to think independently

The steps of learning using the mind map method briefly are: the teacher conveys the subject matter, students pay attention and then take notes on the material in the form of important keywords from the material, students begin to make mind maps, then present and give conclusions.

Seven steps in creating a mind map based on Tony Buzan's smart book (Tony Buzan, 2012) are as follows:

a. Start from the center of the blank paper with the long side lying flat, because starting from the center gives the brain the freedom to spread out in all directions and to express itself more freely and naturally
b. Use pictures or symbols for central ideas, because a picture means a thousand words and helps us use our imagination. A more attractive central image keeps us focused, helps us concentrate, and activates our brain
c. Use color because for the brain color is as interesting as pictures. Color makes mind maps come alive, adds energy to creative thinkers, and is fun
d. Connect the main branches to the central image (main idea) and the branch relationships to levels two and three to levels one and two, and so on. Because the brain works by association, it likes to associate two or three or four things at once. When we connect the branches, we will more easily understand and remember
e. Make a curved line, not straight, because straight lines will bore the brain
f. Use one keyword per line, as single keywords give a *mind map a lot of power and flexibility*. Every single word or picture is like a multiplier, producing a freer range of associations and can trigger new ideas and thoughts
g. Use pictures, because like the central picture each picture means a thousand words

Mind mapping method according to Aris Shoimin (Shoimin, 2014) including:

a. This model is fairly quick to understand and fast in solving problems
b. *Mind mapping* is proven to be used to organize ideas that come to mind
c. The process of drawing a diagram can lead to other ideas
d. The diagram that has been formed can be a guide for writing

e. Easy to understand the material as a whole
f. Makes it easy to add new information

While the disadvantages of the *mind mapping method* include:

a. Not all students are involved, only active students are involved
b. Not all students can learn
c. Detailed amount of information cannot be entered

Each method has advantages and disadvantages, However, the teacher must be able to design learning according to the objectives to be achieved. Collaborating several methods in learning by looking at the characteristics of the subjects being taught. Thus, it will bring up continuity between the use of various methods with subjects that will improve student understanding.

The expected result with the application of this mind mapping method is that students have the spirit of working together to solve problems, increase activity when learning, discuss to determine the subject and essence of the material, and reduce boredom in learning the Qur'an Hadith (Anwar et al., 2022).

2. **Learning outcomes**

Learning outcomes are also defined as changes in behavior and overall abilities possessed by students after learning, where the form is cognitive, affective, and psychomotor abilities (not just one of their potentials) resulting from experience (Hariyadi & Darmuki, 2019). Therefore, learning outcomes not only emphasize mastery of knowledge but also mastery of skills which have an impact on changing attitudes. The mastery can occurs through the learning process continuous with a theoretical and practical learning experience .

Slamet (Susanto, 2016) in the book explain principles success study among others:

a. Changes in learning occur consciously
b. Change in learning has a purpose
c. Changes in learning positively
d. Changes in learning are continuous
e. Changes in learning are permanent

Thus, what is meant by learning success is the actual stage of achievement that is displayed in the form of behavior that includes cognitive, affective, and psychomotor aspects that can be seen in the form of attitudes, habits, and awards. In this study, researchers used the mind mapping method to determine the improvement of learning outcomes through cognitive aspects.

The application of the mind mapping method is to increase students' understanding which fosters students' enthusiasm in teaching and learning activities so that it has an impact on student learning achievement. The application of the model helps students in improving learning outcomes.

Mind mapping learning method is very beneficial for students, because with this method students are required to process their thoughts and write them down and provide opportunities to bring out their creative power.

The scope of Al-Qur'an-Hadith subjects at Madrasah Aliyah includes: reading and writing which are elements of the application of the science of recitation; translating the meaning (interpretation) which is the understanding, interpretation of verses, and hadiths in enriching intellectual treasures; apply the contents of the verse/hadith which are elements of real practice in everyday life. Learning the Qur'an Hadith should present moderate Islam in madrasas to prevent and counteract radicalism and extremism, moderate Islamic values will make a significant contribution to preventing hate speech and hoaxes (Mustakim et al., 2021).

B. **METHODS**

The type of study used is Classroom Action Research or research conducted in class. In this case, the researcher will do a study through Class Action and work the same with other people i.e researcher collaborates with eye teacher Qur'an hadith lesson (Hamzah et al., 2022). Which becomes the subject of the study is a teacher of the Qur'an hadith and participants educate class XII IPA 1 MAS Miftahussalam Demak. Whereas the object is to use the mind map method to increase the results of the study participant Educate on Learning the Qur'an hadith class XII IPA 1 at MAS Miftahussalam Demak. This Classroom Action Research will be held in three cycles to see enhancement results learn on the learning of the Qur'an hadith through the use mind map method.

The researcher uses Kurt Lewin's model which in each cycle consists of planning, implementing, observing, and reflecting (Basuki As'adie, 2009). Data Analysis Techniques Observational data were analyzed using qualitative descriptions. Meanwhile, data on test scores or student learning outcomes were analyzed using quantitative descriptions with percentage techniques. Students are said to be complete if they get a minimum score of 78 (according to the KKM).

The study is said to be successful if 100% of the number of students who at the time of the test obtained a score above the KKM, which is 78. If 100% of the students have not reached a minimum score of 78, then the cycle will be repeated until the average score of students can be obtained. reach the predetermined indicators. Another indicator as a determinant of the success of this research is if there is a change in student behavior in a positive direction as a sign of increasing student learning outcomes in the material and student interest in the mind mapping method used.

C. RESULT AND DISCUSSION

1. Explanation of Per-Cycle Data

In the first, second, and third cycles, the learning processes carried out were planning, action, observation and reflection. The following is the concept of activities in cycle I, cycle II and cycle III.

a. Cycle I

1) Planning
   - Make a Learning Implementation Plan (RPP) on Natural Damage Due to Human Actions.
   - The teacher prepares learning media and learning resources that will be used.
   - Prepare assessment sheets to measure the achievement of student competencies.
   - Prepare Minimum Completeness Criteria (KKM) to measure the achievement of student competencies.
   - Make student worksheets (LKPD) to measure student learning outcomes.

2) Action
   a) Introduction
      - Start learning with greetings and prayers.
      - The teacher takes the attendance of students.
      - The teacher reviews the previous material to remind the lesson that has been learned.
      - Communicatively, the teacher conducts questions and answers to students regarding the lessons to be studied.
      - The teacher connects or collaborates the lessons that have been discussed with the lessons to be discussed.
      - The teacher provides information about the benefits and objectives of studying the lessons that will be discussed together.
      - Describe the scenario of the learning process.
   b) Core activities
      - Through some pictures given by the teacher, students are asked to observe and make some questions related to the pictures.
      - The teacher provides an initial description and reinforcement of the illustrations given.
      - Students are asked to make questions about the sunnah muakkad prayer.
      - Students ask questions related to natural damage caused by humans, for example: "what are the damages caused by human activities?"
      - The teacher answers questions from students and conveys material about the muakkad sunnah prayer.
      - Divide students into several groups.
      - The teacher conveys instructions for making a mind map of the lessons that have been conveyed.
      - The teacher explains the procedure for making mind maps to students.
   c) Closing

- Teachers and students conclude the material taught to students.
- The teacher gives some questions to the students to do independently.
- The teacher appreciates the work of students by giving grades.
- The teacher gives homework with some questions on the student worksheets.
- Ending learning activities with prayers and greetings.

3) Observation

The activity carried out at this stage is, the researcher observes the ability of each student in learning the Qur'an Hadith on the subject of Natural Damage Due to Human Activities in Class XII-IPA 1. Following the results study learners MAS Miftahussalam Wonosalam Demak.

Based on the data that has been obtained, it can be concluded that from 16 students there are seven students who have achieved the desired competence, but there are still nine students who have not achieved the desired competence (KKM) from the subject matter that has been studied.

4) Reflection

Based on the results of the action and observations in the first cycle of Al-Qur'an Hadith subject matter of natural damage due to human actions, the first cycle obtained data as the table above. In learning activities cycle I, the researcher take the conclusion activity that has been done has not reached the desired competency (KKM) because it is caused by several factors constraint.

Some of these obstacles include when learning activities take place, some students being less orderly, they have other activities when the teacher is explaining the material. They are cool to talk to themselves with their friends and do not pay attention to the teacher's explanation. In addition, students are less active in asking things that have not been understood from the explanations given by the teacher both regarding subjects and the steps of the mind mapping method in teaching and learning activities, which is also an obstacle to not achieving satisfactory student learning achievements. From these constraints, researchers evaluated learning activities in cycle II, which aims to achieve maximum learning outcomes.

To overcome the obstacles in the first cycle, the researchers made improvements to the process of teaching and learning activities in the second cycle, namely by:

1) Teachers provide full assistance in the teaching-learning process which use method *Mind Mapping* so that students focus on the material being studied.
2) The teacher provides opportunities for students to actively ask or provide questions, so that students are motivated to pay more attention to and understand the material presented.
3) Teacher give appreciation or *rewards* to learners which active and orderly when learning in progress with provide additional value. Rewards *will* be given at the time of learning end.

b. Cycle II

1) Planning
- Develop a Learning Implementation Plan (RPP) on the Prohibition of Destructing Nature and the Order to Preserve Natural Resources.
- The teacher prepares the learning media and learning resources that will be used.
- Prepare assessment sheets to measure the achievement of student competencies.
- Prepare Minimum Completeness Criteria (KKM) to measure participant competency achievement educate.
- Make Student Worksheets (LKPD) to measure student learning outcomes.

2) Action

In this stage, among others:

a) Introduction
- Start learning with greetings and prayers.
- The teacher takes the attendance of students.
- The teacher reviews the previous lesson to remind the lesson that has been

studied.
- The teacher conducts questions and answers to students regarding the lessons to be studied.
- The teacher connects or collaborates the lessons that have been discussed with the lessons to be discussed.
- The teacher provides information about the benefits and objectives of studying the lessons that will be discussed together.
- The teacher provides opportunities for students to ask questions.
- Describe the io scenario of the learning process.

b) Core activities
- Through some pictures given by the teacher, students are asked to observe and make some questions related to the pictures.
- The teacher provides an initial description and reinforcement of the illustrations given.
- Students are asked to make questions about the prohibition of destroying nature.
- The teacher appoints several students to ask and answer questions submitted by other students.
- Students ask questions related to what natural damage is happening around us, for example: "what are the natural damages that occur around our environment?"
- The teacher provides answers to questions raised by students and conveys material about the muakkad sunnah prayer.
- Divide students into several groups.
- The teacher explains the procedure for making mind maps to students.
- Students present the results of the mind mapping made in front of the class with their groups randomly, while the others observe it.
- Each group draws conclusions from the results of the mind mapping of all groups about the lessons they have learned.

c) Closing
- The teacher concludes the material taught to students.
- The teacher gives some questions to the students to do independently.
- The teacher appreciates the work of students by giving grades.
- The teacher gives homework with some questions on the student worksheets.
- The teacher closed the meeting with prayers and greetings.

3) Observation

At this stage the researchers observed the learning outcomes of students in learning the Qur'an Hadith on the subject of Sunnah Prayers in class XII-IPA 1 MAS Miftahussalam Wonosalam Demak as in cycle II. The researcher applied the *mind mapping method* to overcome various obstacles in cycle II.

According to the data obtained, it can be concluded that from the 16 students in class XII-IPA 1 MAS Miftahussalam Wonosalam Demak, there were 13 students who achieved the Minimum Completeness Criteria (KKM) in Al-Qur'an Hadith subjects. Meanwhile, three students have not reached the Minimum Completeness Criteria (KKM).

4) Reflection

In cycle II, researchers compared and analyzed the results obtained in cycle I and cycle II. Based on the results of the action and observation on cycle II Subjects of the Qur'an Hadith, the material for the prohibition of doing damage is obtained data as in the table above. In the second cycle of learning activities , the researchers concluded that the learning activities did not meet all the desired competencies (KKM). Although the results obtained have increased from cycle I to cycle II. A total of 13 students have reached the Minimum Completeness Criteria, but researchers feel that research should be continued to cycle III in order to meet the objectives research that all students achieve learning achievement (passed the KKM).

c. **Cycle III**
1) Planning

- Develop a Learning Implementation Plan (RPP) on the Command to Preserve Natural Resources.
- The teacher prepares learning media and learning resources that will be used.
- Prepare assessment sheets to measure the achievement of student competencies.
- Prepare Minimum Completeness Criteria (KKM) to measure the achievement of student competencies.
- Make Student Worksheets (LKPD) to measure student learning outcomes.

2) Action

In this stage, among others:

a) Introduction
- Start learning with greetings and prayers.
- The teacher takes the attendance of students.
- The teacher reviews the previous lesson to remind the lesson that has been learned.
- Communicatively, the teacher conducts questions and answers to students regarding the lessons to be studied.
- The teacher connects or collaborates the lessons that have been discussed with the lessons to be discussed.
- The teacher provides information about the benefits and objectives of studying the lessons that will be discussed together.
- The teacher provides opportunities for students to ask questions.
- Describe the scenario of the learning process.

b) Core activities
- Through some pictures given by the teacher, students are asked to observe and make some questions related to the pictures.
- The teacher provides an initial description and reinforcement of the illustrations given.
- Students are asked to make questions about the prohibition of destroying nature.
- The teacher appoints several students to ask and answer questions submitted by other students.
- Students ask questions related to the command to preserve the environment, for example: "what are the benefits of preserving our own environment?"
- The teacher provides answers to questions raised by students and conveys material about the command to preserve the environment.
- Divide students into several groups.
- The teacher explains the procedure for making mind maps to students.
- The teacher explains the procedure for making mind maps to students.
- Students present the results of the mind mapping made in front of the class with their groups randomly, while the others observe it.
- Each group draws conclusions from the results of the mind mapping of all groups about the lessons they have learned.

c) Closing
- The teacher concludes the material taught to students.
- The teacher gives some questions to the students to do independently.
- The teacher appreciates the work of students by giving grades.
- The teacher gives homework with some questions on the student worksheets.
- The teacher closed the meeting with prayers and greetings.

3) Observation

In this case, the researchers observed the learning achievement of students in learning Al-Qur'an Hadith, the subject of the Command to Preserve the Environment in class XII-IPA 1 MAS Miftahussalam Wonosalam Demak as in cycle II. The researcher applied the *mind mapping method* to overcome various obstacles in cycle III.

Based on the data obtained, it can be concluded that the sixteen students in class XII-IPA 1 MAS Miftahussalam Wonosalam Demak, there are sixteen students who

achieve the Minimum Completeness Criteria (KKM) in the subjects of Al-Qur'an Hadith. While four students got a score of 100 and the other students experienced an increase in learning achievement.

4) Reflection

In cycle I II, researchers compared and analyzed the results obtained in cycle I, cycle II and cycle III. Based on the results of the action and observation on cycle III Subjects of the Qur'an Hadith, the material for the command to preserve the environment is obtained data as in the table above. In the learning activities of cycle I II, the researcher concluded that the learning activities had fulfilled all the desired competencies (KKM). The results obtained also experienced a drastic increase from cycle I, cycle II to cycle III. As many as 16 students have reached the Minimum Completeness Criteria, therefore the researcher feels that the research is sufficient in cycle III because the research objectives have been achieved.

2. **Per-Cycle Data Analysis Process**

   a. **Cycle I**

Action conducted in the process learning Al-Qur'an Hadith lessons in the first cycle are planning, implementation, observation, and reflection. Based on the data on the results of learning activities in the cycle I, the researcher concludes that in the first cycle, the desired maximum results have not been achieved.

The percentage obtained by students is based on learning outcomes in the first cycle of research in Al-Qur'an Hadith subjects, the subject of natural damage due to human actions using the *mind mapping method* in class XII-IPA 1 MAS Miftahussalam Wonosalam Demak as follows:

Table 1. Student Learning Outcomes In Cycle I

Amount	Percentage	Information
7 students	44%	Complete
9 students	56%	Not Complete

Based on the percentage data above, it is concluded that of the 16 students, 7 students with a percentage of 44% have reached the minimum learning limit (KKM), while 9 other students have not reached the minimum learning limit (KKM) with a 56% process. From the data obtained, the research needs to conduct a second cycle of research so that learning achievement reaches the minimum learning limit (KKM).

   b. **Cycle II**

In the process of learning the subjects of the Qur'an Hadith. The actions taken are planning, implementation, observation, and reflection. According to the learning activities carried out in cycle II, the researchers concluded that there was an enhancement in this cycle but the results were not quite satisfactory.

The percentage of students' learning in the second cycle of the subject of Al-Qur'an Hadith, the subject of Prohibition of destroying nature based on the *mind mapping method* for class XII-IPA 1 MAS Miftahussalam Wonosalam Demak is as follows:

Table 2. Percentage of Student Learning Outcomes in Cycle II

Amount	Percentage	Description _
13 participant educate	81%	Complete
3 participant educate	19%	Not Complete

Judging from the percentage data above, it is concluded that of the 16 students, there are 13 students with a percentage of 81% who have reached the minimum learning limit. While the other three students have not reached the minimum learning limit (KKM) with a percentage of 19%. From the data obtained, the researchers decided to do the next cycle III because there are still students who haven't achieve maximum learning achievement (KKM).

   c. **Cycle III**

In the process of learning the subjects of Al-Qur'an Hadith, the actions taken are planning, implementing, observing, and reflecting. According to the learning activities carried out in cycle II, the researchers concluded that there was an enhancemnent in this cycle but the results were not

quite satisfactory.

The percentage of students' learning in the third cycle of Al-Qur'an Hadith subjects, the subject of the Command to Preserve the Environment by using the mind mapping method for students in class XII-IPA 1 MAS Miftahussalam Wonosalam Demak is as follows:

Table 3. Percentage of Student Learning Outcomes in Cycle III

Amount	Percentage	Information
16 participants educate	100%	Complete

Based on the percentage of the data above, it is concluded that of the 16 students, there are 16 students with a percentage of 100% who have reached the minimum learning limit, there are even four students who get a score of 100 and other students also experience a very significant increase in learning achievement. significant. From the data obtained, the researchers decided to stop this class action research in this third cycle because all students have achieve maximum learning achievement (KKM).

It can be concluded that the learning activities of the Qur'an Hadith preserve the environment by using method *mind mapping* take effect on the learning achievement of students in class XII-IPA 1 MAS Miftahussalam Wonosalam Demak. This is evidenced by an enhancement in learning outcomes in cycle I, cycle II and cycle III.

Based on student achievement data in the first cycle, only 44% (seven) students have achieved the desired competencies according to the KKM from their learning achievements, while 56% (nine) students have not reached the Minimum Completeness Criteria (KKM). Then in the second cycle, the learning achievement of students has increased as big as 81% that is 13 learners whose value is above the KKM, while there are still more three students who have not yet reached limit Criteria Completeness Minimum (KKM). In cycle III the enhancement student learning achievement finally achieved very satisfying results, namely 100% passing the KKM and there were four students whose scores reached 100 and the scores of other students experienced a very satisfying increase.

Based on the table of research results shows that the learning achievement of students with the mind mapping method has increased in each cycle, the following is a comparative table of student learning achievements:

Table 4. Comparison of Learning Outcomes

Cycle I		Cycle II		Cycle III		Note.
Amount	Percentage	Amount	Percentage	Amount	Percentage	
7 students	44%	13 students	81%	16 students	100%	Complete
9 students	56%	3 students	19%	0 students	0%	Not Complete

From the table above, it can be seen that from cycle I to cycle II and cycle III, there was an enhancement in student learning achievement. There were 7 students in the complete category in the first cycle with a percentage of 44% and an increase of 81% or as many as 13 students, then in the third cycle the students who completed reached 100% or as many as 16 students. Based on this increase, it can be concluded that learning Al-Qur'an Hadith at MAS Miftahussalam Wonosalam Demak, the implementation method mind mapping can improve student learning outcomes.

D. **CONCLUSION**

Based on classroom action research conducted by researchers in class XII-IPA 1 MAS Miftahussalam Wonosalam Demak, it can be concluded that using *mind mapping method* can improve student learning outcomes Al-Qur'an Hadith lesson of preserving the environment. It can be seen from the data on student learning outcomes in the first cycle, only 44% (seven) students have achieved the desired competencies according to the KKM from their learning outcomes, while 56% (nine) students have not reached the Minimum Completeness Criteria (KKM). Then the second cycle, the learning achievement of students has increased as big as 81% that is 13 learners whose value is above the KKM , while there are still more three students who have not reached limit Criteria Completeness Minimum (KKM). In cycle III the enhancement in student learning outcomes finally

achieved very satisfying results, namely 100% passing the KKM and there were four students whose scores reached 100 and the scores of other students experienced a very satisfying increase.

REFERENCES

Alsuraihi, A. A. (2022). The effect of implementing mind maps for online learning and assessment on students during COVID-19 pandemic: a cross sectional study. *BMC Medical Education*, *22*(1). https://doi.org/10.1186/s12909-022-03211-2

Anwar, S., Siyami, F., Avid, F., Nahdlia Ifada, N., & Asyarah, W. N. (2022). Peningkatan Hasil Belajar Materi Tarikh Islam dengan Model Pembelajaran Kooperatif Berbasis Metode Mind mapping. In *Jurnal Pendidikan Islam* (Vol. 3, Issue 1). https://doi.org/10.21154/maalim.v3i01.3942

Basuki As'adie. (2009). *Desain Pembelajaran Berbasis Penelitian Tindakan Kelas*. Ponorogo: STAIN Ponorogo Press.

Crowe, M., & Sheppard, L. (2012). Mind mapping research methods. *Quality and Quantity*, *46*(5). https://doi.org/10.1007/s11135-011-9463-8

Hamzah, H., Khairiah, K., Tambak, S., Hamzah, M. L., & Purwati, A. A. (2022). Implementation of Jigsaw type cooperative learning method to increase student learning activity in Fiqh learning during COVID-19. *International Journal of Health Sciences*, 4438–4446. https://doi.org/10.53730/ijhs.v6nS1.5914

Hariyadi, A., & Darmuki, A. (2019). Prestasi dan motivasi belajar dengan konsep diri. *Prosiding Seminar Nasional*.

Hisyam Zaini, Bermawy Munthe, & Sekar Ayu Aryani. (2011). *Strategi pembelajaran aktif* (Cet 10). CTSD UIN Sunan Kalijaga.

Mustakim, Z., Ali, F., & Kamal, R. (2021). Empowering Students as Agents of Religious Moderation in Islamic Higher Education Institutions. *Jurnal Pendidikan Islam*, *7*(1). https://doi.org/10.15575/jpi.v7i1.12333

Rezapour-Nasrabad, R. (2019). Mind map learning technique: An educational interactive approach. *International Journal of Pharmaceutical Research*, *11*(1).

Shoimin, A. (2014). 68 Model Pembelajaran Inovatif dalam Kurikulum 2013. In *AR-RUZZ MEDIA* (Issue Yogyakarta).

Susanto, A. (2016). Teori Belajar dan Pembelajaran di Sekolah Dasar (Cetakan ke-4). *Jakarta: Prenadamedia Group*, *2*.

Suyadi, & Widodo, H. (2019). Millennialization of islamic education based on neuroscience in the third-generation university in yogyakarta Indonesia. *Qudus International Journal of Islamic Studies*, *7*(1). https://doi.org/10.21043/qijis.v7i1.4922

Tony Buzan. (2012). *Buku Pintar Mind Map* (Susi Purwoko, Ed.; Februari 2012, Vol. 10). PT Gramedia Pustaka Utama.

Tune Sumar, W., & Tune Sumar, S. (2020). Implementasi Program Pengembangan Keprofesian Berkelanjutan Guru melalui Peningkatan Kompetensi Pembelajaran Berbasis Zonasi. *PEDAGOGIKA*, *10*(2). https://doi.org/10.37411/pedagogika.v10i2.60

Uno, H. B., & Mohamad, N. (2012). Belajar dengan Pendekatan PAIKEM: Pembelajran Aktif Inovatif Kreatif Efektif Menarik. *Jurnal Ilmiah Multi Sciences*, *10*(1).

Williams, C., Williams, S., & Appleton, K. (1997). Mind maps: An aid to effective formulation. In *Behavioural and Cognitive Psychotherapy* (Vol. 25, Issue 3). https://doi.org/10.1017/s1352465800018555

Zarkasi, Z., & Taufik, A. (2019). Implementasi Pembelajaran Fikih Berbasis Multimedia Interaktif Macro-Enabled untuk Meningkatkan Keaktifan Siswa. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, *7*(2). https://doi.org/10.21093/sy.v7i2.1787

Zarkasi Zarkasi. (2021). Development Of Subject Teacher Consultation Management in Improving the Competence of The Qur'an Hadits' Teachers In Madrasah Aliyah In Demak District Benchmarking towards MGMP D.I. Yogyakarta Province. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, *9*(2), 117–150. https://doi.org/10.21093/sy.v9i2.3839