

**MIND MAPPING LEARNING MODEL:
A STRATEGY TO FOSTERING THE BEGINNER STUDENTS' LITERACY COMPETENCE AT KLATE
REGENCY INDONESIA**

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Abstract

Literacy competence is the important competency to face the reality of social change and information technology development. For this reason, improving literacy competencies need to be prioritized since elementary school. This study aims to fostering students' basic literacy competence which consists of reading competence and writing competence through the application of Mind Mapping. This research was conducted at SD Negeri 2 Dompuyongan, Klaten Regency, Indonesia in the 2021-2022 academic year. The subjects of this study were the second grader of students with 35 students. The research method applied was class action research with the type of individual action research. The instrument used was multiple choice for measuring the reading competence and written test for measuring the writing competence. Research data were collected through students' learning outcomes tests in the 1st cycle, 2nd cycle, dan 3rd cycle. Data analysis techniques were carried out using descriptive methods to determine the mean, median, mode, and presenting them in tables. The results of this study indicated that(1) the application of the mind mapping learning model can improve students' reading competence by the average score of 82.77 with the passing rate of 88.57% of students;and (2) the application of the mind mapping learning model can improve students' writing competence by the average score of 84.77 with the passing rate of 88.57% of students. Thus it can be concluded that the application of the mind mapping learning model can improve students' basic literacy competencies consisting of reading and writing competencies at SD Negeri 2 Dompuyongan, Klaten Indonesia.

Keywords: *Mind Mapping, Fostering, Literacy Competence, Reading, Writing*

INTRODUCTION

The dynamics of life in the 21st century is a reality marked by very rapid changes and developments in information technology where no one cannot rely solely on literacy basic skills, but all skills possessed by humans have the relationship with the critical thinking, creative thinking, collaborative thinking, and communicative thinking(Annan, 2005, Oghenekohwo, 2017., andDolmaci, 2021). In responding to the dynamics of change and development, every person's literacy competence has an influence on his ability to adapt to change. So Dolmaci (2021) emphasizes that the literacy capacity of students needs to be added, updated, prioritized, and improved so that every one can respond the changes and developments in information technology appropriately. For this reason, increasing students' literacy competencies needs to be prioritized starting from basic literacy competencies since at the elementary school level which consists of reading and writing skills. Literacy activities at the elementary school level can foster the students' interest in reading and writing which aims to improve students' ability to find, understand and use information wisely (Husna &Supriyanto, 2021 and Sereliciouz, 2021).

According to Widayani et al., (2016) literacy competence is the skill of accessing, understanding, and using information carefully through various activities such as reading, viewing, listening, writing, and speaking. In the other hands,Gunawardena et al., (2017) explains that literacy competence is a high level ability and all students are required to develop basic literacy skills consisting of reading and writing skills. Both of theoretical above in line withPohan (2020) definiesthat literacy skills affect critical thinking skills because literacy activities can open one's horizons to know and master various things based on information obtained from various sources. Based on the theoretical explanation above, it can be concluded that literacy competence is a person's ability to access various information and then understand the information and use the information for certain purposes. This explanation is reinforced by Saomah (2019) stating literacy is literacy, which means the ability to write and read, make habits of thinking through the process of reading, writing and creating a work, cultivating or getting used to reading. Literacy can also be interpreted as the ability to read and write or can be called literacy or literacy (Ihsan et al., 2018 and Gunawardena et., 2017).

In this study, reading and writing competence are meant as basic of literacy competencies. Reading is the learning way which oriented to build the reading skills of the elementary grades when students start entering school (Halimah, 2014). Reading material in elementary school as a basis for language development to the higher

level next. The early readers are not just to be able to read, but they are intended to become the students who can develop into adult humans who are able to use reading skills with the aim of increasing knowledge and further personal development (Muhayidin, 2018). Dewi (2015) argues that increasing students' reading skills can have a positive impact on students' writing skills and motivation in doing the tasks given by the teacher so that they can follow the learning to completion. According to Slamet (2014), evaluation in early reader is emphasized on reading techniques which limited to the reasonableness of pronunciation and intonation. It can be explained that in evaluating early reading learning should include 1) accuracy of voicing writing, 2) reasonableness of pronunciation, 3) reasonableness of intonation, 4) fluency, 5) clarity of voice, and 6) understanding of the meaning of words.

According to Manshour et al., (2016) writing is a system of communication which signifies language through the writing of signs and symbols. Writing can also be interpreted as a form of thinking, but it is thinking for a particular audience and for a particular occasion Pohan (2020). It can be concluded that writing is the ability to express opinions, ideas, and new ideas into written form in a text using good and correct language rules. According to Wasita (2013) revealed that initial writing skills include: 1) holding a writing utensil, 2) moving the writing utensil, 3) copying letters, words, sentences using block letters, 4) writing names in block letters, 5) writing block letters from remotely, 6) copying letters, words, and sentences in cursive writing, and 7) copying cursive writing remotely. Aspects of the assessment include: 1) the quality of the scope of content 2) the organization and presentation of the content 3) the style and form of language 4) mechanics, grammar, spelling, punctuation, writing neatness, and cleanliness 5) the teacher's affective response to the essay. Pohan (2018) revealed on his study that students' difficulties on writing were addressed to the selective words, using of singular and plural nouns in writing the complex sentences, using of verb tense, using of article, using of punctuation, using of subject verb agreement, using of word form, and sentences fragment.

Data from the Progress International Reading Literacy Study in 2012 reported the reading ability of elementary school students in the age range of 9-10 years put Indonesia in 44th place out of 45 countries. The results of research conducted by the Program for International Student Assessment (PISA) quoted from the guidebook for the school literacy movement in elementary schools held by the Organization for Economic Cooperation and Development (OECD) illustrates that in 2009 and 2012, Indonesian students ranked 64th and 65 participating countries in math, science and reading. The low level of these skills proved that the elementary school education process has not been able to develop students' basic literacy competencies which consist of students' reading and writing interest and the school functions as an educational institution that encourages all its components as lifelong learners to improve their literacy competencies (Salma & Mudzanatun, 2019). The results of research by Dharma et al., (2022) shown that the basic literacy competence of elementary school students is still low with an average value of 58.89. The low basic literacy competence of these students is influenced by the Covid-19 condition (Aji, 2020., Dhawan, 2020., Fauzi et al., 2020., & Lestari et al., 2021), the occurrence of learning loss and loss of opportunity to hone the potential through learning and this condition lasts more than a year (Setiwan & Iasha, 2019 and Reuge et al., 2021), inadequate learning support media where students cannot participate in learning effectively (Napitupulu, 2020), and the learning model applied by the teacher has not relevant to improve students' basic literacy competence (Nurcholis & Istiningih, 2021).

Understanding the context of the problem above indicates that teachers must apply learning models that are relevant to the student's character and learning objectives to improve students' reading and writing literacy competence at the elementary school level. The learning model applied by researchers to improve students' literacy competence was the Mind Mapping learning model. According to Buzan (2012) the mind mapping learning model is a learning that can and is easy to generate imagination and help remember because mind mapping involves the right side of the brain naturally through. Furthermore, Wulandari et al., (2019) mind mapping is a learning model that functions to express ideas or ideas that cause sparks of brain creativity which aims to improve students' creative thinking skills. This learning model is appropriate to use because it is able to stimulate students to find their own material to be studied and present it in an interesting way so that they will learn more effectively and retain what has been learned longer (Wibowo, 2017).

According to Swadarman (2013), challenge the steps or implementation of the mind mapping learning model are: 1) The teacher conveys the learning objectives, 2) The teacher throws a topic related to the material, 3) The teacher gives a brief explanation with questions and answers, 4) At the end the teacher's explanation gives questions, 5) Students are grouped into 4-5 people, 6) In each group the teacher provides references, 7) Each student in their group makes a Mind Map based on the reference book they have read, 8) Each group presents the results of their group's mind mapping. Triana (2021) states that there are several steps used in the mind mapping learning method in learning activities, namely: 1) Delivering learning objectives; 2) Presenting the material; 3) Students are divided into

several groups; 4) Students start compiling a mind map or mind map; 5) Students present the results of group discussions in front of the class; 6) Students convey conclusions.

The results of previous studies showed that the application of the mind mapping learning model could improve student learning outcomes in general (Betaubun et al., 2018, Wulandari et al., 2019, & Hidayat et al., 2020). Furthermore, research by Suparmi et al., (2019) revealed that the mind mapping learning model can improve students' writing literacy skills. The results of Liberta (2020) also revealed that the implementation of the mind mapping learning model can improve students' writing literacy competence. The application of this mind mapping learning model also shows other findings where its implementation can help students improve creative thinking skills in casting new ideas (Wibowo, 2017 dan Wulandari et al., 2019). This model also helps students learn information by encouraging them to organize it and add concepts to a clear map (Jones & Chloe Ruff, 2021). The theoretical and empirical studies above become the main reasons to apply mind mapping as a strategy to fostering students' basic literacy competencies at the elementary school level in Klaten Regency Indonesia.

RESEARCH METHODS

The research design used by the researcher is a class action research type of individual action research. According to Sugiyono (2018), action research is a scientific way to obtain data with the aim of finding new problems and actions that can be used to solve problems, improve or improve work situations. To obtain effective and efficient action, the action is tested through several cycles, until a consistent action is found that can improve the situation. Meanwhile, individual action research is research conducted individually on social situations on a small scale such as in organization, production, and class. Meanwhile, individual action research is research conducted individually on social situations on a small scale such as in organization, production, and class. The steps of this research consist of planning, actuating, observing, and reflecting.

This research was conducted at SD Negeri 2 Dompoyongan, Klaten Regency, Indonesia. The subjects of this study were the second grader of students SD Negeri 2 Dompoyongan, Klaten Regency, Indonesia. The total subjects of this study consisted of 35 students. The type of data in this study was quantitative data in the form of ordinal which taken from the results of students' exams in each cycles of research. Ordinal data is quantitative data in the form of rankings taken from measurement results (Sugiyono, 2019). The instrument used to collect data was multiple-choice questions consisting of 4 choices. The instrument validity test was carried out with construct validity after the researcher creat the test questions and then given to the expert to check the suitability between the exam questions and the exam grid. The research data was collected through written examinations in each research cycle. The data were analyzed descriptively to visualize and explain the improvement of students' learning outcomes based on the cycle. The method used to analyze the data from this research was descriptive method. For quantitative data, it was analyzed by finding the mean, median, mode, and presenting it in tabular form. The data were analyzed to explain the results of the actions given in each research cycle and to compare the results of the actions given between the cycles. The research procedure consists of stages of planning, action, observation, and reflection.

Planning phase, at this stage the researcher develops mind mapping-based learning plan. In developing the mind mapping lesson plan, the writer consulted with other teachers to make instruments and develop teaching materials. The design was carried out jointly between researchers who will take action with other teachers.

Actuating phase, the implementation phase of this action was carried out by applying the mind mapping learning model in the classroom. This learning design has previously been carefully studied to be applied in the classroom according to the learning steps. Learning scenarios were implemented effectively to obtain maximum learning outcomes.

Observation phase, observations were made when the action was running, so both of observation and teaching taken place at the same time. At this stage the teacher who acts as a researcher makes observations and records all things that occur during the implementation of the ongoing learning. This data collection was carried out using student achievement tests, including the results of careful observations in the classroom from time to time and their impact on the process and student learning outcomes.

Reflection phase, this stage was carried out to thoroughly analyze the actions that have been given. The analysis was carried out based on the data that has been collected and then an evaluation was carried out to perfect the next action to be taken. Reflection in research includes analysis, synthesis, and assessment of the results of observations of the actions taken. If there were problems from the reflection process, then a re-analysis was carried out through the next cycle which includes activities: re-planning, re-action, and re-observation so that the problem can be resolved.

RESEARCH RESULTS AND DISCUSSION

The results of this study consist of the results of measurements of students' basic literacy competencies which consist of reading competence and writing competence. The results of this measurement started from the pre-cycle and the research cycle which consisted of 3 cycles. Pre-cycle measurements were carried out to determine the initial competence of basic literacy students possessed by the second grader of students at SD Negeri 2 Dompuyongan, Klaten Regency, Indonesia. Each research cycle was given an action by applying the mind mapping learning model which consists of 3 meetings in each cycle. The measurement results of pre-cycle, 1st cycle, 2nd cycle, and 3rd cycle can be seen in table 1 below.

1. Reading Literacy Competence

The results of the measurement of reading literacy competence at the beginning of grade 2 SD Negeri 2 Dompuyongan were carried out based on 6 assessment indicators consisting of accuracy in voicing writing, pronunciation reasonableness, intonation fairness, fluency, voice clarity, and understanding the meaning of words. The results of measuring students' initial reading literacy competence can be seen in table 1 below.

Table 1. Reading Literacy Competency

No	Assessment criteria	Reading Literacy Competency			
		Pre-Cycle	1 st Cycle	2 nd Cycle	3 rd Cycle
1	Total scores	2423	2577	2734	2897
2	Average Score	69,22	73,62	78,11	82,77
3	Highest score	79	84	89	93
4	Lowest score	47	52	60	68
5	Median	70	74	77	80
6	Mode	70	75	85	93
7	Passing rate	28.57%	57.14%	65.71%	88.57%
8	Total students	35	35	35	35
9	Number of students passing	10	20	23	31
10	Not passing	25	15	12	4

2. Writing Literacy Competency

The results of measuring literacy competence in writing of the second grader students of 2 SD Negeri 2 Dompuyongan were carried out based on 6 assessment indicators which consisting of holding writing tools, moving writing instruments, copying letters, words, sentences using block letters, writing names in block letters, writing block letters from a distance, remotely, copying letters, words, sentences in cursive, and copying cursive from a distance. The results of measuring students' writing competence can be seen in table 2 below.

Table 2. Writing Literacy Competency

No	Assessment criteria	Writing Literacy Competency			
		Pre-Cycle	1 st Cycle	2 nd Cycle	3 rd Cycle
1	Total scores	2493	2647	2804	2967
2	Average Score	71,22	75,62	80,11	84,77
3	Highest score	81	86	91	95
4	Lowest score	49	54	62	70
5	Median	72	75	80	82
6	Mode	75	77	87	95
7	Passing rate	34%	37.14%	80%	88.57%
8	Total students	35	35	35	35
9	Number of students passing	12	22	28	31
10	Not passing	23	13	8	4

3. Discussion

The results of measuring students' learning progress in the literacy competence of reading and writing have increased consistently from pre-cycle to the 3rd cycle. Table 1 above shows that students' reading competence in pre-cycle is still low with an average score of 69.22. At this stage the students who achieved the standard passing grade were 10 students where this number was equal to 28.57%. While those who did not pass were 61.43% where students who did not pass were more than students who passed the minimum passing standard. Students' score in the reading aspect experienced by increasing in the first cycle after giving the action by applying the mind mapping

learning model. In this cycle, students' achievement reached 57.14% with 20 students got passing grade. This passing rate was marked by an increasing in the average value of students by 73.62. The increasing in the average score of students from pre-cycle to first cycle was 16.48%. However, the results of the application of the mind mapping learning model in the first cycle have not yet reached the target of the research results set. Means, the next cycle need to conduct again by the optimal preparation based on the problems occurred in the learning process.

Based on the results of measurements and observations in the first cycle, it was still found that students were not optimal in participating in learning so that there were still many students who were not yet proficient at reading and understanding the words in the text in the form of mapping presented. Writer made improvements to the application of the mind mapping learning model in the second cycle where students' reading competence increased as evidenced by an average score of 78.11 with the passing rate of 65.71% or 23 students got the good score. The results of this measurement indicated that the increasing of the average score from the first cycle to the second cycle was 4.49%. Although students' reading competence increased in the second cycle, it was still found that students had difficulty reading sentences and understanding the meaning of the words they read. So these results still indicated that the researcher continued to the research to third cycle. Weaknesses and shortcomings of the application of the mind mapping learning model in the previous cycle become the basis for re-planning for researcher to fostering the effectiveness of the learning process in the classroom. The measurement results shown that students' reading competence in the third cycle has increased and reached the research target where students' passing rate has reached 88.57%.

The application of the mind mapping learning model in the third cycle was more effective so that it seem could provide very good learning experience for students. Students experienced an increasing of the understanding the discourse which presented by the teacher because the display of the text designed using mapping and various colors makes it easier for students to understand the patterns displayed. Mapping various types of words and sentences helped students to construct the deeper understanding. In the learning process students were involved to concentrate on understanding the teaching material being studied because the information presented was in the classified manner through road mapping. The results of this study were in line with [Triana \(2021\)](#) who revealed that an increasing in students' learning outcomes occurred because students were able to build mind maps. Presentation of teaching materials with mind mapping also helped students remember the differences in the classification of teaching materials being studied. Even some students in the second grader of SD Negeri 1 Dompuyangan, Klaten Regency can understand teaching materials independently without teacher explanations because the mapping flow shown has guided students to understand the subject matter ([Hidayat et al., 2020](#) and [Suparmi et al., 2019](#)).

Furthermore, the results of measurements and observations of students' writing competence in the second grader students of SD Negeri 1 Dompuyangan, Klaten Regency, showed consistent increasing from pre-cycle to the third cycle. Students' writing competence in pre-cycle was still low with an average score of 71.22 where students who reach the passing standard was 34%. The number of students who were not able to achieve the minimum score was still more than the students who pass. The application of the mind mapping learning model in first cycle can improve students' writing skills with an average value of 75.62 where students who achieved completeness were 37.14%. The number of students who graduated experienced an increase in writing competence in the second cycle, which increased to 80% where the number of students who graduated was 28 people. However, the researcher still continued to the next stage to third cycle because there were still 20% of students who had not been able to write properly and correctly in accordance with the rules of using grammar. However, the problem of students' writing competence in the first cycle and second cycle can be improved by optimizing the application of the mind mapping learning model. Based on the results of observations and reflections in the third cycle, it was stated that students' writing competence had increased where the student's graduation rate reached 88.57%.

Logically, students' basic literacy skills can affect students' writing abilities. Improving students' reading skills through the application of the mind mapping learning model in this study greatly affects students' writing skills. This is in line with the results of research ([Betaubun et al., 2018](#) and [Suparmi et al., 2019](#)). In particular, in the learning process there were several activities which can stimulate students' writing abilities, namely when the teacher explained the material with the clear mapping concept. Thus, students can develop their thoughts to express their ideas in a complete sentence.

Presentation of material in the form of mapping through slides made it easier for students to classify various types of words. This affected the ability of students to arrange words into a complete sentence and contains a complete meaning. This mapping process made easier for students to understand what to do first, what to prepare then and what to do next. The results of this study have similarities with [Jones & Chloe Ruff \(2021\)](#) where the application of the mind mapping learning model can help students learn information by encouraging them to organize and add the concept to a clear mapping. In addition, this mind mapping learning process encouraged students to be bolder in expressing their ideas, the results of their mind power ([Wibowo, 2017](#)), and to be more

confident in expressing their ideas because it helped by the mind map formed through the learning process in the classroom (Wulandari et al., 2019 and Liberta, 2020).

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion above, the results of this study can be concluded that the application of the mind mapping learning model can improve students' basic literacy competencies which consist of reading and writing competencies. The results of observations and reflecting showed that students' reading competence reached an average value of 82.77 with a passing rate of 88.57% of students. While the observation and reflecting of the research showed that the students' writing competence reached an average value of 84.77 with a passing rate of 88.57% of students. The results of this study need to be adopted by other parties to fostering students' basic literacy competencies, especially reading and writing competencies. These two competencies are the main keys for the effectiveness of student learning in all subjects and all levels of education that they will follow in the future.

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