



| RESEARCH ARTICLE

Analysis of Student Work Outcomes in the Introduction to Literature Course with Mind Map Media

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| ABSTRACT

The analysis of literary texts is a complex skill that requires structured learning approaches. The selection of appropriate learning media serves as an alternative solution to facilitate this process. This study aims to describe students' work in introductory literature courses using mind maps as a learning tool. This research employs a descriptive qualitative method, with data collected through concept map tests and documentation. The data analysis follows an interactive model consisting of data reduction, data presentation, and conclusion drawing/verification. The results indicate that students can comprehensively analyze and present literary material. This is evident from their ability to present their findings in class and respond to peer questions effectively. However, some students still face challenges in simplifying complex material when using mind maps. Despite this, students demonstrate an understanding of the learning resources, organize their insights into concept maps, engage in discussions, and apply their knowledge to problem-solving activities.

| KEYWORDS

Media, mind maps, Introduction to Literature

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I. INTRODUCTION

The success of learning is evidenced by the achievement of learning objectives. The introductory literature course is an introductory course that discusses literature. This is stated in the draft lesson plan. The objectives of the lecture include understanding the nature, function, genre, type of literature; assessing literary works; the relationship between literature and other fields; and literary approaches. One of the tools used to determine the success of achieving learning objectives is a test with an order to make a concept map related to the material taught.

Problems in learning are found in various aspects, such as the utilization of techniques, models, media, strategies, teaching materials, teaching resources, and other internal problems. Problems in the Introduction to Literature lecture, namely related to student literacy which is still considered low. Lack of interaction between students and mandatory and supporting learning resources. This is a complex situation that is influenced by the type of reading that is too serious, the use of unfamiliar terms, and the ability to capture the content of the message in the textbook / teaching source. Other research shows that student literacy at STAI Sheikh Maulana Qori (SMQ) Bangko is still relatively low. This can be seen through student activities in academic and non-academic activities [1]. This means that the issue of the ability to capture and process information still requires full attention.

Not only being able to capture information, problems are also found in writing activities. Writing ability is a complex skill so that a number of problems are found, such as the low frequency of writing activities, the quality of work that is still not good, the low enthusiasm in participating in Indonesian language learning, especially writing learning, and the lack of student creativity in writing activities (Badudu in [2]). Yanda [3] found problems in learning to write short stories, namely from teachers, students, and learning resources. Kosasih [4] explained that writing skill is a complicated skill. By understanding this, activities related to literacy are still considered a problem.

Lectures designed by utilizing various reference sources are a challenge for students. Activities in the classroom are not only about reading, but the ability to rewrite information, then present the results of their understanding through discussion activities.

Therefore, media utilization is an alternative solution. Breidle and Rossi [5] explain that learning media are tools and materials used to achieve educational goals, these media are books, papers, magazines, and so on. Therefore, it is very important to apply this media or learning model in learning activities. Especially learning to write short stories that require high concentration. Learning media can be interpreted as a means used by teachers or lecturers in learning with the aim of achieving learning objectives [6]. The mind map itself is a whole-brain utilization technique by utilizing visual images and other graphic infrastructure to form an impression [7]. Mind maps are a whole-brain thinking alternative to linear thinking (Micahalko in [8]).

Mind mapping can be used to encourage students to develop ideas and connect them with other concepts to foster courage in developing their creativity. In the mind mapping form of learning, long and boring lists of information can be transformed into colorful, memorable, and highly organized diagrams that are in line with the natural workings of the brain. Retelling activities in making end-of-learning reports carried out by students in content are expected to develop. Concepts that have been planted in the brain in an easy and fun way. Barra, et al. [9] examined the effect of inductive learning model assisted by mind map and mind manager on students' critical thinking skills in learning physics, optical instrument materials. The results showed that the inductive learning model assisted by MindJet MindManager influenced students' critical thinking skills. To Fu, et al. [10] examined the impact of a mind-mapping-based contextual game approach on TEFL students' writing performance, learning perceptions, and generative usage in an English course. The proposed learning approach had better writing performance in the aspects of fluency and elaboration with a small effect size. Students found the game useful and interesting. Students supported the mind mapping strategy. Amanda, et al. [11] also conducted a study on the validity of the development of differentiated media. Annisa, et al. [12] analyzed the effectiveness of the mind map-assisted process skills approach through lesson study in improving student learning outcomes showing that it can improve learning outcomes.

Mind mapping is an easy way to put information into the brain and get information out of the brain [8]. Mind mapping is a creative and innovative way of note-taking that can "map" information in the mind of the human brain. Mind mapping is also a great alternative to memory. The utilization of the mind map model is based on the characteristics of a learning model that contains aspects of learning, such as note-taking, memory, time management, and test preparation. The mind map model is more effective than traditional methods. Mind maps can encourage students to perform learning activities to improve learning skills to achieve learning objectives [13]. Based on this background, one of the alternative solutions in the Introduction to Literature lecture is to utilize concept map media to determine learning achievement, especially in the material on the relationship between literature and other fields of science.

II. METHODOLOGY

This study was conducted at Universitas Sindang Kasih Majalengka, involving first-semester students in the Introduction to Literary Science course, focusing on the relationship between literature and other fields of science. The research employed a qualitative approach with an analytical descriptive framework. Data collection methods included tests, note-taking, documentation, and observation. The test technique was used to assess student work related to the course material, while the note-taking technique was applied as part of the listening method [14].

According to Pohan, documentation review is a method of collecting information through existing documents [15]. In this study, data were gathered through reading and writing tests, specifically by having students create concept maps, followed by presentations and discussions. Data analysis followed the Miles and Huberman model, which emphasizes an interactive and continuous qualitative data analysis process until data saturation is reached. This model consists of three key stages: data reduction, data presentation, and conclusion drawing/verification [16].

III. RESULTS AND DISCUSSION

A. Analysis of Student Work Outcomes in the Introduction to Literature Course with Mind Map Media

The utilization of tests to be able to collect the results of reading comprehension in the form of writing conceptualized into mind maps can provide an overview of the difficulties and successes in understanding reading. This is emphasized through the session of presenting or delivering back to peers and discussion. In this case, the learning outcome used as a sample is the material for understanding the relationship between literature and other fields, such as social, religious, historical, political, and cultural fields. This Introduction to Literature course involves level 1B class 1 who have not been students for one semester. The indicators of achievement in this course are the delivery of material that is not rigid and fixated on concept maps, the ability to explain, the ability to solve problems, and provide examples. Here are some of the results of student work by utilizing concept map media.



FIGURE 1.
Student Work A. Materials on the Relationship between Literature and Other Fields

Figure 1 shows a student's work using mind maps. The student was able to provide an explanation of the relationship between literature and other fields of science. For example, literature relates to social, religious, historical, political, and cultural fields. This is illustrated by straight lines and further explanation. Although there was too much vocabulary used, the student was able to place the explanation according to its portion. The difficulty appeared to be in explaining concisely or making the core of the explanation. The student performed his assignment in class and explained according to what he had written. In this case, the student was still stuck with the language in the mind map. However, the student was able to answer several questions from her peers. For example, regarding the relationship between literature and religion. The student looked for a literary work as an example, of course a literary work with a religious theme.



FIGURE 2.
Student Work B. Materials on the Relationship between Literature and Other Fields

Figure 2 shows the results of students' reading or understanding of teaching sources/references which are reorganized in the form of a mind diagram. Student B still has problems, like student A, namely not being able to make keywords or simple sentences

related to the paragraphs they read. The understanding of the material is also known through presentations made in front of the class by utilizing the results of their work in the form of mind maps. Questions obtained from the audience can be answered even with the help of their peers. In presentations made in class, student B can present by describing it using his own language or not fixated on a mind map.



FIGURE 3.

Student Work C. Materials on the Relationship between Literature and Other Fields

Figure 3 shows the students' work on the same material as the previous students. The difference lies in giving examples in each relationship, such as literature and social fields in the novel *Gadis Pantai* by Pramoedya Anantatoer, literature and religious fields in *Divine Comedy* by Dante Alighieri, literature and history in the novel *War and Peace* by Leo Tolstoy, and other fields. As for presenting in front of the class, student C still has problems in the form of producing appropriate sentences so that they still follow or even just read the mind map. Questions from the audience can be given solutions, but there are still unanswered questions.



FIGURE 4.

Student Work D. Materials on the Relationship between Literature and Other Fields

Figure 4 shows the results of student work related to achieving the learning objectives of understanding the material on the relationship between literature and other fields. Students can create concept maps to explain these relationships. This understanding is tested through their presentation. The performance is considered successful because it fulfills the indicators such as the delivery of material that is not rigid and fixated on the concept map, the ability to elaborate, the ability to solve problems, and provide examples. Student D was able to answer a few questions from the audience by utilizing his knowledge outside of the concept map he worked on.



FIGURE 5.

Student Work E. Materials on the Relationship between Literature and Other Fields

Figure 5 shows the task of students making concept maps. Students can make a concept map although it can still be said that it is not optimal because it is too full of information that should be minimized with one or two keywords/sentences. Nevertheless, student E can give his best performance when presenting his assignment in front of the audience. The language used was not fixated on the language in the concept map. In addition, the student was able to provide problem solving and examples even with the help of peers.

B. Discussion: Analysis of Student Work Outcomes in the Introduction to Literature Course with Mind Map Media

In the Introduction to Literature course, students are not only directed to read, but can write back and present their understanding so that they can solve problems in the classroom related to learning material, in this case the relationship between literature and other fields. Especially so far, the media used by students is mostly power point. Variations in media selection are very important to maintain the stability of student learning motivation in the classroom. Therefore, activities are not only at the stage of understanding the text, but also can solve problems faced by their peers.

Previously, mind maps have been widely used by previous researchers to solve problems. For example, the utilization of mind map media in learning description text provides results in the form of increasing the ability to write description text by a number of VII grade junior high school students [17]. The selection of media must be in accordance with classroom conditions so that learning will provide optimal results. The next research, the development of learning media using the Freemind application in English courses with the results showing that the media is proven to be practical [18].

In this case, the analysis of student work in Introduction to Literature lectures can illustrate the ability of students to understand reading, process in the form of mind maps, present in discussions, and solve problems. This is also evidenced by research on mind map media in Civics learning which has a significant effect on creative thinking skills [19]. In another study conducted on students of the Master of Biology Education study program, the results of data analysis showed that the application of mind map media assisted by direct learning models could improve students' critical thinking skills by 59.85%, the increase in critical thinking skills was included in the moderate category [20].

Based on the explanation above, the analysis of student work in Introduction to Literature lectures by utilizing mind map media can illustrate the success of the learning process and the obstacles faced by students in the process of understanding the text. Not only that, the selection of concept map media can be followed using appropriate learning methods and techniques to

encourage students to find information, conceptualize the results of understanding in the form of mind maps, and offer solutions through continued discussion or question and answer activities. The utilization of concept map media can train learners to think critically about the text they read.

IV. CONCLUSIONS

Based on the results and discussion, the analysis of student work at Universitas Sindang Kasih Majalengka in the Introduction to Literature Course with concept map media provides an overview of the ability to understand teaching sources, the ability to rewrite the ideas obtained into the form of concept maps, the ability to present their work in the discussion room, and the ability to solve problems. However, there are still several students who have not been able to develop the ideas they get into the discussion, characterized by discussions that are too focused on the mind map media they made, namely only by reading. In addition, there are still students who have not been able to provide answers to audience questions. However, the concept map media can be used to train students in improving critical literacy of the material they read.

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