



# Seven Steps of the Implementation of Mind Mapping Method in Learning of Islamic Education

**Afifah Febriani<sup>1</sup>, Nurul Fadila Sindi<sup>2</sup>, Rina Aulia Rahman<sup>1</sup>,  
Loly Grenia Amanda<sup>3</sup>, Arsyah Rahmanda Putri<sup>4</sup>**

<sup>1</sup>Faculty of Social Sciences Universitas Negeri Padang, Indonesia

<sup>2</sup>Faculty Food Service and Technology Universitas Putra Malaysia, Malaysia

<sup>3</sup>Faculty of Language and Art Universitas Negeri Padang, Indonesia

<sup>4</sup>Faculty of Creative Industry Telkom University, Indonesia

✉ [afifah.febriani@student.unp.ac.id](mailto:afifah.febriani@student.unp.ac.id) \*

## Abstract

The use of learning methods is needed in learning activities, with the existence of learning methods the process of delivering learning is more effective. This study aims to find out what the steps for implementing the mind mapping method in learning morality in junior high schools are. This study uses a qualitative method with a case study approach. Sources of data were taken from three informants through a set of interview protocols that have been validated by one expert in their field, the informant is a teacher of Islamic religious education in junior high schools. The informants were selected through a purposeful sampling technique. Then, all of the interview results are analyzed by using Milles and Huberman pattern. From the results of the interview, it was stated that the use of the mind mapping method consisted of seven steps, namely four steps taken by the teacher consisting of first providing media and learning resources, second delivering mind mapping material, third dividing students into several groups, fourth carrying out evaluation while three implementation steps the activities carried out by the students consisted of the first students discussing making a complete mind map, the second students presenting the results of the discussion in front of the class and the third students concluding the lesson. The results of this study can be used as initial data for further research in examining this problem in different contexts and issues.

## Article Information:

Received November 23, 2021

Revised January 14, 2022

Accepted February 8, 2022

**Keywords:** *Method, mind mapping, learning, Islamic education*

## How to cite:

Febriani, A., Sindi, N. F., Rahman, R. A., Amanda, L. G., Putri, A. R. (2022). Seven Steps of the Implementation of Mind Mapping Method in Learning of Islamic Education. *Khalifa: Journal of Islamic Education*, 6(1), 24-42.

## E-ISSN:

2549-4783

## Published by:

Islamic Studies and Development Center Universitas Negeri Padang

## INTRODUCTION

Learning is one of the most important things to be done by every human being because in it there is a process of knowledge transfer between a teacher and students (Husain, 2014; Buchari, 2018; Ningsih, 2019; Rahmadani & Setiawati, 2019). This process can make a student smart and can bring a big change in the future (Lase, 2019). The teacher is required to make the learning process interesting by using methods that will get students involved in learning and activities (Fakhrurrazi, 2018; Abidin, 2019). The selection of this method must be adjusted to the material being taught and the condition of the students, because if the wrong method is chosen, it will have an impact on results that are less than optimal (Maesaroh, 2013; Sa'diyah, 2020; Hidayat, 2020; Kaputra et al., 2021).

The learning method is a method used in achieving the goals that have been set (Bahtiar, 2016; Ahyat, 2017; Ilyas, 2018; Asmara & Nindianti, 2019; Khairunnisa & Jiwandono, 2020; Khoerunnisa & Aqwal, 2020). In teaching and learning activities, the method is needed by the teacher (Adnan, 2018; Hazmi, 2019). The use of methods can be varied according to the objectives to be achieved. The use of varied learning methods will provide an interesting learning atmosphere and not be boring for students (Anditiasari et al., 2021; Aprilia et al., 2020). One of the learning methods that can be used in learning is the mind mapping method. According to Al-Afghany & Ikhtiono, (2021); Darusman, (2014), mind mapping is a creative, effective way to train students to think critically. The use of the mind mapping method in learning is expected to be able to help students become more skilled at solving problems by finding solutions (Abdilla & Turmudi, 2019; Kristiana, 2016; Murniyetti et al., 2016).

Related to the issue that the author raised in this research, as it is known that in learning, the method is an important element in learning activities, but in fact, learning methods are still often forgotten in learning for various reasons, among others, limited time to make teaching preparations, difficulty in finding the right method, unavailability of costs, and so on (Supriyono, 2019). Moral education is one example. Many teachers use improvised or traditional methods to deliver materials, which causes students to become bored and fail to pay attention to the material presented (Huda et al., 2018).

Learning that only uses the lecture method makes students easily bored with learning, so that the classroom atmosphere is not conducive, students are not involved in the learning process, and they consider moral learning to be boring because most of the material is memorized (Haryanto, 2021; Hulaimi, 2019). Students only rely on the results of their friends' work when class discussions are held. This can affect students' low motivation and learning outcomes. Problems caused by teachers include: teachers are less varied in applying the use of learning methods; teachers only provide ordinary notes; and not all students want to take notes (Fauziah et al., 2021).

Regarding moral education, it is an effort to instill moral basics

and virtues of attitudes, traits that must be possessed and become habits in the hope that the educated have an understanding of the good and bad of action, can practice Islamic teachings, have firm beliefs and have a noble character, which in the end will become the main human or insanul kamil (Zafirah et al., 2018; Zaini et al., 2022; Zamroni, 2017).

Regarding the issues and problems that the authors raise in this study, it is necessary to explain that research related to the use of the mind mapping method in moral education has been widely discussed by previous researchers, but after the authors have read and analyzed all of these articles, in general, it can be concluded that, from the results, Nurbayati research Hamid & Yudiawan, (2018); Soleha et al., (2019) the results are more focused on moral learning models, moral learning media, and media implementation on moral learning. In fact, the author believes that this topic should be turned into a scientific study with the goal of expanding the literature and investigating the steps for implementing the mind-mapping method on moral learning in junior high schools.

## LITERATURE REVIEW

As the author has stated in the background section of this article, the use of learning methods is important in learning activities and this learning method can also affect student learning outcomes in moral education. Learning methods are very important in the learning process because teachers can convey material to students in a more meaningful way (Hasanah & Himami, 2021; Santika et al., 2022). The teacher does not only convey material in the form of words with lectures but can also bring students to really understand the material conveyed (Rinnie, 2015; Tafonao, 2018).

Learning methods are everything both physical and technical in the learning process that can help teachers make it easier to convey subject matter to students so as to facilitate the achievement of learning objectives that have been formulated (Reza et al., 2021; Rosyid et al., 2021). The use of the method is a tool used in the teaching and learning process so that the process of communication and interaction will be more interesting. Learning by integrating various subjects will be more meaningful if taught using a mind-mapping-based method (Qondias et al., 2016).

According to Acesta, (2020) mind mapping is a technique to maximize the working power of the brain by creating lines of thought or mind mapping. Mind mapping is an excellent way to generate and organize ideas before starting to write or create an idea. And it can have a positive impact on their ability to express themselves, both through ideas and through classroom learning (Setyaningrum & Hutami, 2021; Septikasari, 2018).

In the right learning environment, the mind-mapping method is very important in the learning process. Therefore, as a teacher, you must be able to use methods that are in accordance with the material to be taught and varied (Susanto, 2013). Mind mapping can work well because it uses imagination and association. When a person can remember well, then he can achieve everything he wants (Agustyaningrum &

[Simanungkalit, 2016](#)). Thus, the use of the mind mapping method in moral learning so that children can better understand the material being taught and students do not become bored. Because, so far, most moral learning in schools is only one-way and centered on my teacher.

Mind mapping can help students and teachers in the learning process in the classroom by summarizing the subject matter into several mind-mapping sheets that are much easier for students to learn and remember. Through mind mapping, all key and important information from each lesson material can be organized using a radian structure that is in accordance with the natural working mechanism of the brain so that it is easier to understand and remember ([Angela, 2019](#)).

Based on the description above, it is clear that the learning method plays an important role in the implementation of learning activities. Mind mapping methods in learning can be used in learning in junior high schools as well as in learning activities using mind mapping can improve brain memory in learning because the information is arranged in branches from the main theme that includes a variety of images, symbols, colors, and reading materials that can be used ([Evayanti & Sumantri, 2017](#); [Lubis et al., 2019](#)). It enables students to use the full potential and capacity of the brain effectively and efficiently ([Muali, 2016](#); [Qondias et al., 2016](#); [Vikagustanti et al., 2014](#)). The use of this mind mapping method can be used in every subject. Because the use of this method can condition students to think critically and creatively, in this case, and can be used as a learning tool with which active participation is achieved, the author will only focus on the discussion of the implementation of the mind mapping method steps in moral learning in junior high school ([Marxy, 2017](#); [Masita & Wulandari, 2018](#); [Polat et al., 2021](#); [Rahayu, 2016](#)).

So, mind mapping is a model designed to help students in the learning process, store information in the form of subject matter received by students during learning, and help students compile the important points of the subject matter in the form of maps, graphs, and the use of symbols so that students more easily remember the lesson ([Sulfemi, 2019](#)). Through the Mind Mapping learning method, students are no longer required to always take notes on the writing on the blackboard or as dictated by the teacher as a whole ([Lubis et al., 2019](#); [Rismawati & Ganing, 2019](#)). Students will know the core of the problem, then make their own mind maps according to their creativity ([Cemara & Sudana, 2019](#); [Isnayni & Zaqiyah, 2020](#); [Venisari et al., 2015](#)).

The Mind Mapping learning method is a way that can make it easier for students to receive information in their brain regarding the material and to retrieve information from the brain, poured in the form of a visual mind map ([Asmara, 2017](#); [McCrea & Lorenzet, 2018](#); [Variani & Gede Agung, 2020](#)). Mind mapping combines and develops the working potential of the brain contained within a person ([Lestari, 2018](#); [Saputra, 2019](#); [Munasti et al., 2021](#); [Pane, 2022](#); [Yuslia et al., 2021](#)). With the involvement of both hemispheres of the brain, it will make it easier for a person to organize and remember all forms of information, both written and verbal. The combination of colors, symbols, shapes, and so on makes

it easier for the brain to absorb the information received (Elita, 2018; Acesta, 2020; Suryanda et al., 2020).

The use of the mind mapping method is a creative way to be applied in moral education learning, because previously this moral education may only be centered on teachers or even students only receive moral learning at school, without questioning and thinking why studying moral education (Azizah, 2019; Al-Afghany & Ikhtiono, 2021). The learning process for Moral Education is carried out mostly with methods, memorization, lectures, and notes so that students experience boredom in the learning process (Rahmawati & Budiningsih, 2014; Maulida, 2017). This causes students to be less interested and less active in learning. In addition, students seem bored with the Aqidah Akhlak learning model that has been applied so far and student involvement is still lacking, using learning methods can support moral learning activities in the classroom (Muammar & Suhartina, 2018; Utami et al., 2022).

Moral education is the essence of education. Morals lead to behavior (Abidin, 2021; Khaironi, 2017; Nawali, 2018; Sinulingga, 2016). Akhlakul karimah is when human behavior follows Islamic rules in every aspect of life, as implied in the hadith; Aisyah ra, which means the character of the Messenger of Allah is the Quran (HR. Muslim). Meanwhile, education outside of moral education is only technical or life skills (Suryadarma & Haq, 2015). Moral education is an attitude or human will be accompanied by a peaceful intention in the soul based on the Quran and Al-Hadith from which actions or habits arise easily without the need for prior guidance (Marshallsay, 2012; Bafadhol, 2017).

Moral education, according to al-Ghazali, is an attempt to eliminate all bad habits that have been explained by Shari'a in detail, things that humans must ignore so that they will get used to noble morals. According to him, moral education has three dimensions, namely: (1) the self-dimension, namely the person with himself and God, (2) the social dimension, namely society, government, and association with others, and (3) the metaphysical dimension, namely faith, and basic principles. Furthermore, in an effort to improve morals and treat the soul, al-Ghazali has the concept of tazkiyat an-nafs. Tazkiyat an-nafs, as conceptualized by al-Ghazali, is closely related to efforts to improve morals and mental treatment. This is done by means of Takhliyat An-Nafs and Tahliyat An-Nafs in the sense of emptying the soul of despicable morals and decorating it with commendable morals (Suryadarma & Haq, 2015).

Related to the issue that the author raised in this research, it is known that in the world of education, the learning method is a component of learning. Methods can help teachers in teaching in the classroom, such as in learning morals (Budiman, 2013; Chairilsyah, 2015; Kusnilawati et al., 2018; Rohmawati, 2015; Sandria et al., 2022; Saputra & Yani, 2020). Teachers can use the mind mapping method. Like the teacher presenting mind mapping in general, students are asked to complete what they can from what the teacher puts in, and participants use mind mapping.

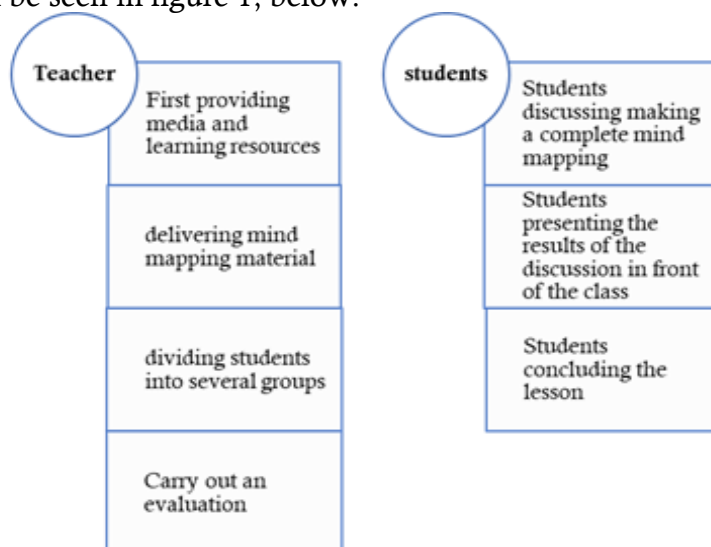
## METHODS

This study uses a qualitative research method with a case study approach according to (Bartlett & Vavrus, 2016; Bolton, 2021; Crowe et al., 2011; Fusch et al., 2017; Gustafsson, 2017; Martell, 2017; Mustaffa et al., 2020; Rahawarin et al., 2021; Taylor, 2013; Yin et al., 2011; Zhang et al., 2018). A case study is a type of research if the researcher wants to observe in depth a phenomenon or event, both individually and in community groups. Referring to the opinion above, it is related to the issues and problems that the authors raise in this study. This type of research is very appropriate to use. Sources of data were taken from three informants through in-depth interviews who were selected using a purposive sampling technique. Those selected had met four criteria, namely: understanding the problems being studied, being active in the field being studied, having time to provide information to researchers, and providing information. According to the facts on the ground (Elkhaira et al., 2020; Engkizar et al., 2018; Sugiyono, 2016; Syafril et al., 2020).

Research data was taken through direct interviews with informants using a set of interview protocols. To meet these criteria, all informants are teachers of Islamic religious education in junior high schools. After the interview has been given to all informants, the transcription process is carried out, then the author analyzes data from the results of interviews, field notes, and others then informs others, then reduces the data, and then makes conclusions that can be conveyed to others (Bogdan & Biklen, 1997). Data analysis was carried out using the pattern proposed by Milles and Huberman namely through the stages of data reduction, data presentation, and drawing conclusions.

## RESULT AND DISCUSSION

Based on the results of interviews conducted with three informants, the results of the analysis actually found that there were seven steps to using the mind mapping method for moral learning. The seven steps can be seen in figure 1, below.



**Fig 1. Steps for Learning Morals Using Mind Mapping**

Based on figure 1, the author can explain that after in-depth interviews with informants were held, there were seven steps of the mind mapping method on moral learning. Four of these steps were carried out by the teacher, namely: first providing media and learning resources, second delivering mind mapping material, third dividing students into several groups, and the fourth is to carry out an evaluation, while the three steps of implementation are carried out by the students, consisting of the first students discussing making a complete mind map, the second students presenting the results of the discussion in front of the class, and the third students concluding the lesson.

To make it more interesting, in the following, the writer will describe the excerpts from interviews with informants based on three themes as explained above. The description of the interview that will be displayed by the author is a short statement excerpt from the informant when the interview was conducted. Although the interview excerpts were conveyed by informants in slightly different language editorials, they actually had more or less the same purpose and intent. The following contains excerpts from the interview:

*(Provide media and learning resources) ...by providing media and learning resources, can help teachers achieve learning goals and create an active learning atmosphere (I-1); (showing an overview of learning with the mind mapping method) ...by using mind mapping, students can easily map the ideas to be studied (I-2), (divide students into several groups) ...by dividing into several groups, students can discuss and convey their ideas to be mapped according to learning (I-3); (Carry out evaluations) ...to find out the extent to which students understand the material being studied and assess the success of the learning method (I-1).*

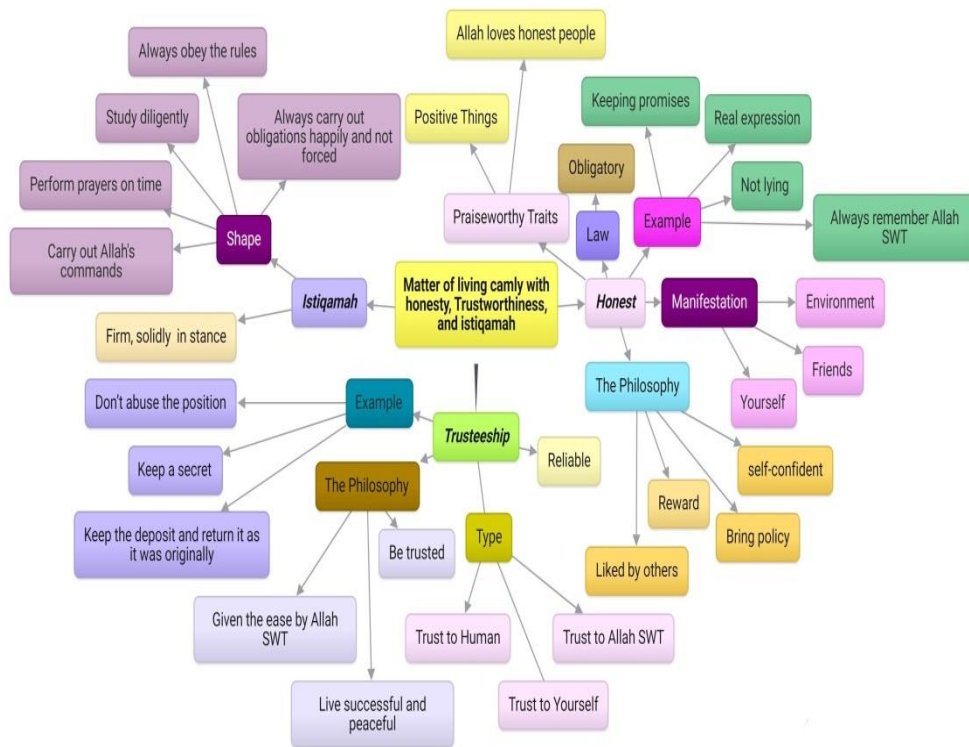
*(Students discuss making a complete mind mapping) ...Students will convey their ideas to group members, which will be compiled into mind mapping (I-3); (Students present the results of the discussion in front of the class) ...Students will present the results of their respective group's mind mapping, and this presentation can also improve students' public speaking skills (I-2); (students conclude) ...Some students are asked to convey conclusions from the learning outcomes (I-3).*

Actually, research and issues related to the use of methods on learning outcomes have been widely studied in the world of education, especially in the learning process in the classroom. However, previous studies discussed the use of the mind mapping method for students' creative thinking, for example, the results of research on the effect of applying the mind mapping method on students' creative thinking abilities (Acesta, 2020); or the influence of the mind mapping method on the Thinking aloud pair problem-solving strategy on the mathematical creative thinking skills of (Evayanti & Sumantri, 2017), and the application of the mind mapping method (mind map) to improve the mathematical creative thinking skills of junior high school students, then the application of mind media mapping Network Tree type to improve student learning outcomes in social science subjects (Engkizar et al., 2018; Nursoviani et al., 2020). All the results of the research above conclude

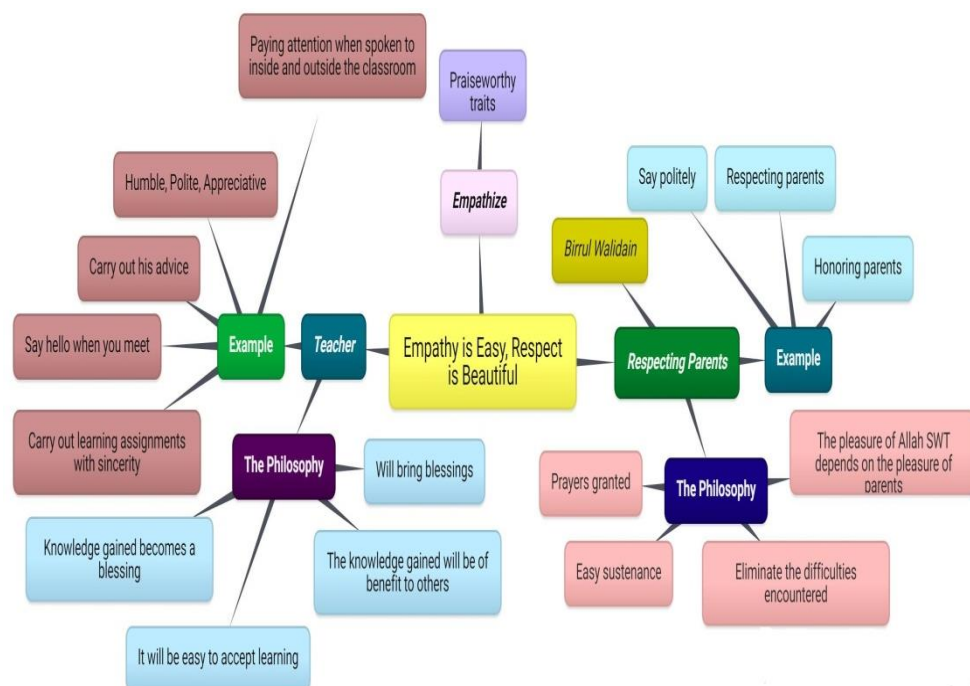
that the use of this learning media can affect the ability to think creatively and student learning outcomes.

Related to this, the results of the research through interviews, with the authors describe. To make it more interesting, the authors will discuss based on theories, expert opinions, and the results of previous research that discusses this problem in more or less the same context and issues. The use of the mind mapping method helps develop creativity in compiling main ideas that are easily understood by students. As this learning media is important in learning activities, Like [Zahwa & Syafi'i, \(2022\)](#) previous research the nature of the selection of learning media is based on certain criteria in order to achieve learning objectives. Because the right learning method is when it can stimulate and involve students to be creative, active, and have fun learning experiences that will ultimately improve the quality of learning.

The use of the mind-mapping method in moral learning is one of the alternative learning media. As moral education is education regarding the basics of morals and the virtues of temperament, the character possessed must be made a habit by children from childhood until they become mukallaf ([Unwanullah & Zuchdi, 2017](#); [Lestari et al., 2021](#)).



**Fig 2. Examples of the Use of Mind Mapping in Learning**



**Fig 3. Examples of Using Mind Mapping in Moral Learning**

The steps for using the mind mapping method in moral learning are divided into seven steps, and four steps are carried out by the teacher, namely first providing media and learning resources. According to the informant, providing media and learning resources can help teachers achieve learning goals and can facilitate students' understanding of the (Agustien et al., 2018; Nugroho, 2018; Suherman et al., 2021; Syafril et al., 2021) secondly presents an overview of learning with the mind mapping method, because it is expected to be able to help students make it easier to express ideas and remember their learning (Faelasofi et al., 2015); third, divides students into several groups; fourth, carries out evaluations, while three The implementation steps carried out by the students consisted of the first students discussing making a complete mind map, the second students presenting the results of the discussion in front of the class, and the third students concluding the lesson.

## CONCLUSION

This study states that there are seven steps to using the mind-mapping method in moral learning. The seven steps support the use of the mind-mapping method for moral learning. Using this method is an excellent way to generate and organize ideas before starting to write. Creating a mind map allows them to clearly and creatively identify what they have learned or what they are planning to do. And the use of this media can increase the creativity of students. At least this research can be used as a basis and reference for future researchers to examine this problem in different contexts and issues.

## REFERENCES

- Abdilla, F., & Turmudi, M. (2019). Pemanfaatan Media Moodle Dan Mind Mapping Dalam Pembelajaran Pendidikan Agama Islam Di SMK Negeri 1 Blitar. *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 9(01), 65–78. <https://doi.org/10.33367/ji.v9i01.968>
- 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>
- Abidin, A. M. (2021). Pendidikan Moral Dan Relevansinya Dengan Pendidikan Islam. *Jurnal Paris Langkis*, 2(1), 57–67. <https://doi.org/10.37304/paris.v2i1.3282>
- Acesta, A. (2020). Pengaruh Penerapan Metode Mind Mapping Terhadap Kemampuan Berpikir Kreatif Siswa. *NATURALISTIC : Jurnal Kajian Penelitian Pendidikan Dan Pembelajaran*, 4(2b), 581–586. <https://doi.org/10.35568/naturalistic.v4i2b.766>
- Adnan, M. (2018). Pola Asuh Orang Tua Dalam Pembentukan Akhlak Anak Dalam Pendidikan Islam. *CENDEKIA : Jurnal Studi Keislaman*, 4(1), 66–81. <https://doi.org/10.37348/cendekia.v4i1.57>
- Agustien, R., Umamah, N., & Sumarno, S. (2018). Pengembangan Media Pembelajaran Video Animasi Dua Dimensi Situs Pekauman di Bondowoso Dengan Model Addie Mata Pelajaran Sejarah Kelas X IPS. *Jurnal Edukasi*, 5(1), 19. <https://doi.org/10.19184/jukasi.v5i1.8010>
- Agustyaningrum, N., & Simanungkalit, dan H. T. (2016). Pengaruh Penggunaan Media Pembelajaran Mind Mapping Terhadap Prestasi Belajar Matematika Siswa Kelas VII SMP Tunas Baru Jin-Seung Batam Tahun Ajaran 2014/2015. *Jurnal Pythagoras*, 2(1), 32–37. <https://doi.org/10.33373/pythagoras.v5i1.237>
- Ahyat, N. (2017). Metode Pembelajaran Pendidikan Agama Islam. *EDUSIANA: Jurnal Manajemen Dan Pendidikan Islam*, 4(1), 24–31. <https://doi.org/10.30957/edusiana.v4i1.5>
- Al-Afghany, & Ikhtiono, G. (2021). Model Mind Mapping Terhadap Hasil Belajar Siswa Mata Pelajaran Akidah Akhlak. *Jurnal Penelitian Pendidikan Sosial Humaniora*, 6(1), 25–31. <https://doi.org/10.32696/jp2sh.v6i1.717>
- Anditiasari, N., Pujiastuti, E., & Susilo, B. E. (2021). Systematic literature review : pengaruh motivasi terhadap kemampuan berpikir kreatif matematis siswa. *Aksioma: Jurnal Matematika Dan Pendidikan Matematika*, 12(2), 236–248. <https://doi.org/10.26877/aks.v12i2.8884>
- Angela, L. (2019). Pengembangan Modul Fisiologi Tumbuhan Berorientasi Konstruktivisme Dilengkapi Peta Pikiran. *Tarbawi : Jurnal Ilmu Pendidikan*, 15(1), 107–117. <https://doi.org/10.32939/tarbawi.v15i1.360>
- Aprilia, I., Nelson, N., Rahmaningsih, S., & Warsah, I. (2020). Implementasi Metode Pembelajaran Bervariasi pada Materi SKI di Madrasah Ibtidaiyyah. *JIP Jurnal Ilmiah PGMI*, 6(1), 52–72.

- <https://doi.org/10.19109/jip.v6i1.6026>
- Asmara. (2017). Penilaian Hasil Belajar Siswa Dalam Pembelajaran Kimia Materi Kimia Unsur Menggunakan Mind Map Di Kelas Xii Ipa Semester 1 Sma Negeri 1 Wonosari. *Lantanida Journal*, 3(1), 34. <https://doi.org/10.22373/lj.v3i1.1438>
- Asmara, Y., & Nindianti, D. S. (2019). Urgensi Manajemen Kelas Untuk Mencapai Tujuan Pembelajaran. *SINDANG: Jurnal Pendidikan Sejarah Dan Kajian Sejarah*, 1(1), 12–24. <https://doi.org/10.31540/sdg.v1i1.192>
- Azizah, A. N. (2019). Pengaruh Penerapan Strategi Pembelajaran Mind Mapp Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Fikih Di SMP IT Al-Huda Karawang Jawa Barat. In *Skripsi . Yogyakarta: Fakultas Ilmu Agama Islam Universitas Islam Indonesia*. (Vol. 53, Issue 9, pp. 1689–1699). <https://dspace.uui.ac.id/handle/123456789/16761>
- Bafadhol, I. (2017). Pendidikan Akhlak Dalam Perspektif Islam Pendidikan Akhlak ... Pendidikan Akhlak .... *Edukasi Islami: Jurnal Pendidikan Islam*, 0(12), 19. <https://doi.org/10.30868/ei.v6i12.178>
- Bahtiar, A. R. (2016). Prinsip-Prinsip Dan Model Pembelajaran Pendidikan Agama Islam. *TARBAWI: Jurnal Pendidikan Agama Islam*, 1(2), 149–158. <https://doi.org/10.26618/jtw.v1i2.368>
- Bartlett, L., & Vavrus, F. (2016). Rethinking case study research: A comparative approach. In *Rethinking Case Study Research: A Comparative Approach* (pp. 1–132). Routledge. <https://doi.org/10.4324/9781315674889>
- Bogdan, R. C., & Biklen, S. K. (1997). Qualitative Research for Education ch 2. In *Qualitative Research for Education: An Introduction to Theory and Methods*. Allyn & Bacon.
- Bolton, W. (2021). Measurement Case Studies, Instrumentation and Control Systems. *Newnes*, 371.
- Buchari, A. (2018). Peran Guru Dalam Pengelolaan Pembelajaran. *Jurnal Ilmiah Iqra'*, 12(2), 106. <https://doi.org/10.30984/jii.v12i2.897>
- Budiman, A. (2013). Efisiensi Metode dan Media Pembelajaran dalam Membangun Karakter Pembelajaran Pendidikan Agama Islam. *At-Ta'dib*, 8(1). <https://doi.org/10.21111/at-tadib.v8i1.514>
- Cemara, G. A. G., & Sudana, D. N. (2019). Pengaruh Model Pembelajaran SAVI Bermuatan Peta Pikiran Terhadap Kreativitas dan Penguasaan Kompetensi Pengetahuan IPA Siswa. *Jurnal Ilmiah Sekolah Dasar*, 3(3), 359. <https://doi.org/10.23887/jisd.v3i3.18895>
- Chairilisyah, D. (2015). Metode dan Teknik Mengajarkan Kejujuran Pada Anak Sejak Usia Dini. *Educhild*, 5(1), 8–14. <https://doi.org/10.33578/jpsbe.v4i2.3379>
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *Teaching Undergraduate Political Methodology*, 11(1), 189–196. <https://doi.org/10.4337/9781800885479.00033>
- Darusman, R. (2014). Penerapan Metode Mind Mapping (Peta Pikiran) Untuk Meningkatkan Kemampuan Berpikir Kreatif Matematik

- Siswa Smp. *Infinity Journal*, 3(2), 164. <https://doi.org/10.22460/infinity.v3i2.61>
- Elita, U. (2018). Peningkatan Hasil Belajar Menggunakan Metode Pembelajaran Mind Mapping. *BIOEDUSAINS: Jurnal Pendidikan Biologi Dan Sains*, 1(2), 177–182. <https://doi.org/10.31539/bioedusains.v1i2.372>
- Elkhaira, I., Audina B.P., N., Engkizar, E., K., M., Arifin, Z., Asril, Z., Syafril, S., & Brita Deborah Mathew, I. (2020). Seven Student Motivations for Choosing the Department of Early Childhood Teacher Education in Higher Education. *Al-Athfal: Jurnal Pendidikan Anak*, 6(2), 95–108. <https://doi.org/10.14421/al-athfal.2020.62-01>
- Engkizar, E., Alfurqan, A., Murniyetti, M., & Muliati, I. (2018). Behavior and Factors Causing Plagiarism Among Undergraduate Students in Accomplishing The Coursework on Religion Education Subject. *Khalifa: Journal of Islamic Education*, 1(1), 98. <https://doi.org/10.24036/kjie.v1i1.8>
- Evayanti, A. D., & Sumantri, M. (2017). Penerapan Metode Mind Mapping Untuk Meningkatkan Keterampilan Menulis Surat Pribadi Siswa Kelas IIIA. *Jurnal Ilmiah Sekolah Dasar*, 1(1), 42. <https://doi.org/10.23887/jisd.v1i1.10124>
- Faelasofi, R., Arnidha, Y., & Istiani, A. (2015). Metode Pembelajaran Mind Mapping untuk Meningkatkan Kemampuan Komunikasi Matematik Siswa dalam Pemecahan Masalah Matematika. *JURNAL E-DuMath*, 1(2), 122–136. <https://doi.org/10.52657/je.v1i2.116>
- Fakhrurrazi, F. (2018). Hakikat Pembelajaran Yang Efektif. *At-Ta'fkir*, 11(1), 85–99. <https://doi.org/10.32505/at.v11i1.529>
- Fauziah, S. R., Deswati, L., & Sari, R. T. (2021). Penerapan Metode Mind Mapping terhadap Hasil Belajar Biologi Siswa Di Sma Pgri 1 Padang. *Jurnal Edukasi Dan Sains Biologi*, 3(1), 39–52. <https://doi.org/10.37301/esabi.v3i1.9>
- Fusch, P. I., Fusch, G. E., & Ness, L. R. (2017). How to conduct a mini-ethnographic case study: A guide for novice researchers. *Qualitative Report*, 22(3), 923–941. <https://doi.org/10.46743/2160-3715/2017.2580>
- Gustafsson, J. (2017). Single case studies vs. multiple case studies: A comparative study. In *Academy of Business, Engineering and Science Halmstad University, Sweden*. <http://www.diva-portal.org/smash/record.jsf?pid=diva2:1064378%0Ahttp://www.diva-portal.org/smash/get/diva2:1064378/FULLTEXT01.pdf>
- Hamid, I. Al, & Yudiawan, A. (2018). Model Pembelajaran Mind Mapping Kelas VII Pada Mata Pelajaran Akidah Akhlak Di MTs Az-Zikra Kota Sorong. *AL-FIKR: Jurnal Pendidikan Islam*, 4(1), 6–10. <https://doi.org/10.32489/alfikr.v4i1.35>
- Haryanto, H. (2021). Upaya Pencapaian Kriteria Ketuntasan Minimal (KKM) Tentang Perubahan Sosial Melalui Model Pembelajaran Ceramah dan Penugasan Pada Siswa Kelas XII IPS 1 SMA Negeri 1 Punggur Semester Ganjil Tahun Pelajaran 2019/2020. *Berkala Ilmiah Pendidikan*, 1(1), 9–19. <https://doi.org/10.51214/bip.v1i1.72>

- Hasanah, Z., & Himami, A. S. (2021). Model Pembelajaran Kooperatif Dalam Menumbuhkan Keaktifan Belajar Siswa. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 1(1), 1–13. <https://doi.org/10.54437/irsyaduna.v1i1.236>
- Hazmi, N. (2019). Tugas Guru dalam Proses Pembelajaran. *Journal of Education and Instruction (JOEAI)*, 2(1), 56–65. <https://doi.org/10.31539/joeai.v2i1.734>
- Hidayat, B. (2020). Tinjauan Historis Pendidikan Ips Di Indonesia. *Jurnal Pendidikan IPS Indonesia*, 4(2), 147–154. <https://doi.org/10.23887/pips.v4i2.3493>
- Huda, H., Dewi, N. M., & Widyaningrum, L. (2018). Mengemas Kelas Bahasa Inggris (EFL) melalui Joyful Learning Based Social Constructivism Pedagogy. *Dimas: Jurnal Pemikiran Agama Untuk Pemberdayaan*, 17(2), 237. <https://doi.org/10.21580/dms.2017.172.2428>
- Hulaimi, A. (2019). Strategi Model Pembelajaran Contextual Teaching and Learning (CTL) dan Keaktifan Siswa dalam Pembelajaran Pendidikan Agama Islam:(Pembelajaran Melalui Tindakan). *Jurnal Penelitian Tarbawi: Pendidikan Islam Dan Isu-Isu Sosial*, 4(1), 76–92. <https://doi.org/10.37216/tarbawi.v4i1.167>
- Husain, C. (2014). Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran di SMA Bayt al-Hikmah Pasuruan. *Tarbawi: Jurnal Studi Pendidikan Islami*, 11(1), 07–23. <https://doi.org/10.55757/tarbawi.v11i1.312>
- Ilyas, A. H. (2018). Penggunaan Model Pembelajaran e-learning dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Warta*, 56. <https://doi.org/10.46576/wdw.v0i56.4>
- Isnayni, M. Y., & Zaqiyah, D. A. (2020). Penerapan Metode Peta Pikiran dalam Meningkatkan Motivasi Belajar Mahasiswa pada Mata Kuliah Biologi Dasar. *ALVEOLI: Jurnal Pendidikan Biologi*, 1(2), 91–100. <https://doi.org/10.35719/alveoli.v1i2.15>
- Kaputra, S., Akyuni, Q., Rahawarin, Y., Safarudin, R., & Pattimura, P. (2021). Dampak Pendidikan Orang Tua Terhadap Kebiasaan Religius Anak Dalam Keluarga Jama'Ah Tabligh. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 12(2), 249–268. <https://doi.org/10.24042/atjpi.v12i2.9979>
- Khaironi, M. (2017). Pendidikan Moral Pada Anak Usia Dini. *Jurnal Golden Age*, 1(01), 1. <https://doi.org/10.29408/goldenage.v1i01.479>
- Khairunnisa, K., & Jiwandono, I. S. (2020). Analisis Metode Pembelajaran Komunikatif untuk PPKn Jenjang Sekolah Dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 4(1), 9. <https://doi.org/10.30651/else.v4i1.3970>
- Khoerunnisa, P., & Aqwal, S. M. (2020). Analisis Model-model Pembelajaran. *Fondatia*, 4(1), 1–27. <https://doi.org/10.36088/fondatia.v4i1.441>
- Kristiana, D. (2016). Implementasi Mind Mapping Terhadap Motivasi Dan Hasil Belajar Mahasiswa. *Jurnal Dimensi Pendidikan Dan*

- Pembelajaran*, 4(2), 1–9. <https://doi.org/10.24269/dpp.v4i2.198>
- Kusnilawati, K., Fauziddin, M., & Astuti, A. (2018). Meningkatkan Aspek Perkembangan Nilai Agama dan Moral Anak Usia Dini dengan Penerapan Metode Bercerita Tema Islami. *Aulad: Journal on Early Childhood*, 1(1), 28–38. <https://doi.org/10.31004/aulad.v1i1.4>
- Lase, D. (2019). Pendidikan di Era Revolusi Industri 4.0. *SUNDERMANN: Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora Dan Kebudayaan*, 12(2), 28–43. <https://doi.org/10.36588/sundermann.v1i1.18>
- Lestari, S. (2018). Peran Teknologi dalam Pendidikan di Era Globalisasi. *Edureligia; Jurnal Pendidikan Agama Islam*, 2(2), 94–100. <https://doi.org/10.33650/edureligia.v2i2.459>
- Lestari, Syafril, S., Latifah, S., Engkizar, E., Damri, D., Asril, Z., & Yaumas, N. E. (2021). Hybrid learning on problem-solving abilities in physics learning: A literature review. *IOP Conference Series: Earth and Environmental Science*, 1796(1), 12021. <https://doi.org/10.1088/1742-6596/1796/1/012021>
- Lubis, R., Herlina, M., & Rukmana, J. (2019). Pengaruh Model Pembelajaran Think Pair Share Menggunakan Media Mind Mapping terhadap Aktivitas dan Hasil Belajar Kognitif Siswa. *BIOEDUSAINS: Jurnal Pendidikan Biologi Dan Sains*, 2(2), 160–178. <https://doi.org/10.31539/bioedusains.v2i2.978>
- Maesaroh, S. (2013). Peranan Metode Pembelajaran Terhadap Minat Dan Prestasi Belajar Pendidikan Agama Islam. *Jurnal Kependidikan*, 1(1), 150–168. <https://doi.org/10.24090/jk.v1i1.536>
- Marshallsay, Z. (2012). Twists and turns of Islamic education across the Islamic world. *International Journal of Pedagogies and Learning*, 7(3), 180–190. <https://doi.org/10.5172/ijpl.2012.7.3.180>
- Martell, C. C. (2017). Approaches to teaching race in elementary social studies: A case study of preservice teachers. *Journal of Social Studies Research*, 41(1), 75–87. <https://doi.org/10.1016/j.jssr.2016.05.001>
- Marxy, A. (2017). Pengaruh Model Pembelajaran Mind Mapping terhadap Hasil Belajar Matematika Siswa. *JKPM (Jurnal Kajian Pendidikan Matematika)*, 2(2), 173. <https://doi.org/10.30998/jkpm.v2i2.2490>
- Masita, M., & Wulandari, D. (2018). Pengembangan Buku Saku Berbasis Mind Mapping Pada Pembelajaran Ipa Kelas Iv Sd. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 3908–3920. <https://doi.org/10.23969/jp.v8i1.8557>
- Maulida, A. (2017). Konsep dan Desain Pendidikan Akhlak dalam Islamisasi Pribadi dan Masyarakat. *Edukasi Islami Jurnal Pendidikan Islam*, Vo. 02(04), 04, Juli. <https://doi.org/10.30868/ei.v12i03.4480>
- McCrea, E. A., & Lorenzet, S. J. (2018). Mind Mapping: An Experiential Approach to Syllabus Review. *Organization Management Journal*, 15(1), 35–43. <https://doi.org/10.1080/15416518.2018.1427540>
- Muali, C. (2016). Konstruksi Strategi Pembelajaran Berbasis Multiple Intelligences Sebagai Upaya Pemecahan Masalah Belajar. *Jurnal Pedagogik*, 3(2). <https://doi.org/10.33650/pjp.v3i2.119>

- Muammar, M., & Suhartina, S. (2018). Media Pembelajaran Berbasis Teknologi Informasi dalam Meningkatkan Minat Belajar Akidah Akhlak. *KURIOSITAS: Media Komunikasi Sosial Dan Keagamaan*, 11(2), 176–188. <https://doi.org/10.35905/kur.v11i2.728>
- Munasti, K., Hibana, H., & Surahman, S. (2021). Penggunaan Mind Mapping sebagai Media Pengembangan Kreativitas Anak di Masa Pandemi. *Aulad: Journal on Early Childhood*, 4(3), 179–185. <https://doi.org/10.31004/aulad.v4i3.104>
- Murniyetti, M., Engkizar, E., & Anwar, F. (2016). Pola Pelaksanaan Pendidikan Karakter Terhadap Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 7(2). <https://doi.org/10.21831/jpk.v6i2.12045>
- Mustaffa, F. Y., Salam, A. R., Sharif, N. M., Sirri, A., & Abdullah, A. H. (2020). Needs and Preferences of Qur'anic Arabic Vocabulary Learners Regarding Learning through Qur'anic Arabic Mobile Applications. *International Journal of Psychosocial Rehabilitation*, 24(5), 152–162. <https://doi.org/10.37200/ijpr/v24i5/pr201678>
- Nawali, A. K. (2018). Hakikat, Nilai-Nilai Dan Strategi Pembentukan Karakter (Akhlak) Dalam Islam. *TA'LIM: Jurnal Studi Pendidikan Islam*, 1(2), 325–346. <https://doi.org/10.52166/talim.v1i2.955>
- Ningsih, T. (2019). Peran Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Revolusi Industri 4.0 Di Madrasah Tsanawiyah Negeri 1 Banyumas. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 24(2), 220–231. <https://doi.org/10.24090/insania.v24i2.3049>
- Nugroho, Y. A. (2018). Pemanfaatan Dan Pengembangan Blog Sebagai Media Dan Sumber Belajar Pada Mata Pelajaran Fiqih Tingkat Madrasah Tsanawiyah. *Paramurobi: Jurnal Pendidikan Agama Islam*, 1(1), 15–28. <https://doi.org/10.32699/paramurobi.v1i1.175>
- Nursoviani, L. D., Sahal, Y. F. D., & Ambara, B. (2020). Penerapan Media Mind Mapping Tipe Network Tree untuk Meningkatkan Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Sosial Madrasah Ibtidaiyah. *Bestari | Jurnal Studi Pendidikan Islam*, 16(2), 189. <https://doi.org/10.36667/bestari.v16i2.405>
- Pane, R. M. (2022). Pendekatan Strategi Mind Mapping Dalam Pelajaran Sejarah Perkembangan Demokrasi Indonesia. *Education & Learning*, 2(1), 16–21. <https://doi.org/10.57251/el.v2i1.229>
- Polat, Ö., Sezer, T., & Atış-Akyol, N. (2021). Collaborative learning with mind mapping in the development of social skills of children. *Participatory Educational Research*, 9(1), 463–480. <https://doi.org/10.17275/per.22.25.9.1>
- Qondias, D., Anu, E. L., & Niftalia, I. (2016). Pengembangan Media Pembelajaran Tematik Berbasis Mind Mapping Sd Kelas Iii Kabupaten Ngada Flores. *JPI (Jurnal Pendidikan Indonesia)*, 5(2), 176. <https://doi.org/10.23887/jpi-undiksha.v5i2.8590>
- Rahawarin, Y., Darakay, J., Rumlus, C., & Manuputty, F. (2021). The Role of the Latupati Institution in Overcoming Religious and Social Conflicts in Maluku in 1999. *Khalifa: Journal of Islamic Education*, 5(1), 93. <https://doi.org/10.24036/kjie.v5i1.175>
- Rahayu, R. (2016). Peningkatan Karakter Tanggung Jawab Siswa Sd

- Melalui Penilaian Produk Pada Pembelajaran Mind Mapping. *Jurnal Konseling Gusjigang*, 2(1). <https://doi.org/10.24176/jkg.v2i1.562>
- Rahmadani, & Setiawati. (2019). “Aplikasi Pendidikan Online Ruang Guru sebagai Peningkatan Minat Belajar Generasi Milenial dalam Menyikapi Perkembangan Revolusi Industri 4.0. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 3(2), 242. <https://doi.org/10.30743/bahastra.v3i2.3179>
- Rahmawati, M. M. E., & Budiningsih, C. A. (2014). Pengaruh Mind Mapping Dan Gaya Belajar Terhadap Pemahaman Konsep Siswa Pada Pembelajaran Ipa. *Jurnal Inovasi Teknologi Pendidikan*, 1(2), 123–138. <https://doi.org/10.21831/tp.v1i2.2524>
- Reza, R., Ellyawati, N., & Masyanah, R. (2021). Pengembangan Media Pembelajaran Berbasis Mind Mapping Dengan Powerpoint Di Sma Islam Terpadu Granada Samarinda. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 9(1). <https://doi.org/10.24127/pro.v9i1.3835>
- Rinnie, N. (2015). Pendekatan dan Metode Pendidikan Islam (Sebuah Perbandingan dalam Konsep Teori Pendidikan Islam dan Barat). *Jurnal: Management of Education*, 1(1), 166. <https://doi.org/10.18592/moe.v1i2.350>
- Rismawati, N. W. R., & Ganing, N. N. (2019). Pengaruh Model Pembelajaran Mind Mapping Berbantuan Media Audiovisual Terhadap Kompetensi Pengetahuan Ipa. *Journal for Lesson and Learning Studies*, 2(3), 351–360. <https://doi.org/10.23887/jlls.v2i3.19509>
- Riswanto, H., & Dasmo, D. (2015). Upaya Meningkatkan Hasil Belajar Ilmu Pengetahuan Alam (IPA) dengan Metode Pembelajaran Mind Map. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 5(2). <https://doi.org/10.30998/formatif.v5i2.330>
- Rohmawati, A. (2015). Efektivitas Pembelajaran. *Jurnal Pendidikan Usia Dini*, 9(1), 15–32. <https://doi.org/10.21009/JPUD.091.02>
- Rosyid, M. Z., Sa'diyah, H., & Septiana, N. (2021). *Ragam Media Pembelajaran Di SD/MI*. CV Literasi Nusantara Abadi.
- Sa'diyah. (2020). Metode Pembelajaran Aktif Dan Kreatif Pada Madrasah Diniyah Takmiliyah Di Kota Bogor. *Edukasi Islami: Jurnal Pendidikan Islam*, 9(01), 73–74. <https://doi.org/http://dx.doi.org/10.30868/ei.v9i01.639>
- Sandria, A., Asy'ari, H., & Siti Fatimah, F. (2022). Pembentukan Karakter Religius Melalui Pembelajaran Berpusat pada Siswa Madrasah Aliyah Negeri. *At-Tadzkir: Islamic Education Journal*, 1(1), 63–75. <https://doi.org/10.59373/attadzkir.v1i1.9>
- Santika, Suastra, & Arnyana. (2022). Membentuk Karakter Peduli Lingkungan pada Siswa Sekolah Dasar Melalui Pembelajaran IPA dengan Melalui Audio Visual (Menonton Video). *Jurnal Pembelajaran Dan Matematika Sigma (Jpms)*, 9(1), 82–88. <https://doi.org/10.36987/jpms.v9i1.3771>
- Saputra, B. P. (2019). Efektifitas Penerapan Mind Mapping dalam Meningkatkan Hasil Belajar IPA pada Peserta Didik Sekolah Dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan*

- Pembelajaran Sekolah Dasar*, 3(2), 87–97.  
<https://doi.org/10.30651/else.v3i2.2632>
- Saputra, F. W., & Yani, M. T. (2020). Peranan Pola Asuh Orang Tua dalam Pembentukan Karakter Anak. *AL-USWAH: Jurnal Riset Dan Kajian Pendidikan Agama Islam*, 1(2), 100.  
<https://doi.org/10.24014/au.v1i2.6253>
- Septikasari, R.; Rendy N. F. (2018). Keterampilan 4c Abad 21 Dalam Pembelajaran Pendidikan Dasar Resti. *Jurnal Kependidikan Islam Tingkat Dasar*, 8(2), 107–117.  
<https://doi.org/10.15548/alawlad.v8i2.1597>
- Setyaningrum, F., & Hutami, H. A. (2021). Pembentukan Kreativitas Melalui Pembelajaran Sbdp Kelas IV Pada Materi Melukis di SD Muhammadiyah Condongcatur. *Taman Cendekia: Jurnal Pendidikan Ke-SD-An*, 5(1), 515–527. <https://doi.org/10.30738/tc.v5i1.9736>
- Sinulingga, S. P. (2016). Teori Pendidikan Moral Menurut Emile Durkheim Relevansinya Bagi Pendidikan Moral Anak Di Indonesia. *Jurnal Filsafat*, 26(2), 214. <https://doi.org/10.22146/jf.12784>
- Soleha, S., Purnomo, A., & Nisa, A. N. S. (2019). Pengaruh Media Pembelajaran Mind Map Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ips Kelas Vii Di Smp Negeri 38 Semarang. *Sosiolium: Jurnal Pembelajaran IPS*, 1(1), 1–13.  
<https://doi.org/10.15294/sosiolium.v1i1.29898>
- Sugiyono. (2016). Metode Penelitian Pendidikan Pendekatan Kualitatif. In *Alfabeta*. Alfabeta.  
[https://digilib.unigres.ac.id/index.php?p=show\\_detail%5C&id=43](https://digilib.unigres.ac.id/index.php?p=show_detail%5C&id=43)
- Suherman, S., Zafirah, A., Agusti, F. A., Sandra, R. P., Engkizar, & Efendi. (2021). Encouraging Students' Active Learning Activities through the Implementation of MASTER Learning Model Based on Mind Mapping Techniques. *Journal of Physics: Conference Series*, 1940(1), 12094. <https://doi.org/10.1088/1742-6596/1940/1/012094>
- Sulfemi, W. B. (2019). Model Pembelajaran Kooperatif Mind Mapping Berbantu Audio Visual Dalam Meningkatkan Minat, Motivasi Dan Hasil Belajar Ips. *Jurnal PIPSI (Jurnal Pendidikan IPS Indonesia)*, 4(1), 13. <https://doi.org/10.26737/jpipsi.v4i1.1204>
- Supriyono. (2019). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa. *Pendidikan Dasar*, II(1), 43–48.  
<https://doi.org/10.26740/eds.v2n1.p43-48>
- Suryadarma, Y., & Haq, A. H. (2015). Pendidikan Akhlak Menurut Imam Ghozali. *Journal of Pesantren Education*, 1(2), 12.  
<https://doi.org/10.21111/at-tadib.v10i2.460>
- Suryanda, A., Azrai, E. P., & Julita, A. (2020). Analisis Kebutuhan Pengembangan Buku Saku Biologi Berbasis Mind Map (Biomap). *Jurnal Pendidikan Matematika Dan IPA*, 11(1), 86–98.  
<https://doi.org/10.26418/jpmipa.v11i1.31861>
- Susanto, W. (2013). *1St Mind Map: Teknik Berpikir & Belajar Sesuai Cara Kerja Alami Otak untuk siswa, Guru, & Orang tua*. Gramedia.
- Syafril, S., Aini, N. R., Netriwati, Pahrudin, A., Yaumas, N. E., &

- Engkizar. (2020). Spirit of Mathematics Critical Thinking Skills (CTS). *Journal of Physics: Conference Series*, 1467(1). <https://doi.org/10.1088/1742-6596/1467/1/012069>
- Syafril, S., Asril, Z., Engkizar, E., Zafirah, A., Agusti, F. A., & Sugiharta, I. (2021). Designing prototype model of virtual geometry in mathematics learning using augmented reality. *IOP Conference Series: Earth and Environmental Science*, 1796(1), 12035. <https://doi.org/10.1088/1742-6596/1796/1/012035>
- Tafonao, T. (2018). Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103. <https://doi.org/10.32585/jkp.v2i2.113>
- Taylor, L. (2013). The Case as Space: Implications of Relational Thinking for Methodology and Method. *Qualitative Inquiry*, 19(10), 807–817. <https://doi.org/10.1177/1077800413503799>
- Unwanullah, A., & Zuchdi, D. (2017). Pendidikan akhlak mulia pada sekolah menengah pertama Bina Anak Soleh Tuban. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 5(1), 1. <https://doi.org/10.21831/jppfa.v5i1.14400>
- Utami, D. M. B., Sukari, S., Amin, L. H., & Wulandari, I. A. (2022). Penerapan Model Pembelajaran Cooperative Learning Tipe Make a Match Untuk Meningkatkan Hasil Belajar Akidah Akhlak Siswa Kelas Ii Mim Sidokerto. *TEACHING: Jurnal Inovasi Keguruan Dan Ilmu Pendidikan*, 2(1), 99–111. <https://doi.org/10.51878/teaching.v2i1.1080>
- Variani, N. L. D., & Gede Agung, A. A. (2020). Model Pembelajaran Discovery Learning Berbantuan Media Mind Mapping Terhadap Hasil Belajar IPA Siswa Kelas V. *Jurnal Pedagogi Dan Pembelajaran*, 3(2), 290. <https://doi.org/10.23887/jp2.v3i2.26631>
- Venisari, R., Gunawan, G., & Sutrio, S. (2015). Penerapan Metode Mind Mapping pada Model Direct Instruction untuk Meningkatkan Kemampuan Pemecahan Masalah Fisika Siswa SMPN 16 Mataram. *Jurnal Pendidikan Fisika Dan Teknologi*, 1(3), 193–199. <https://doi.org/10.29303/jpft.v1i3.258>
- Vikagustanti, D. A., Sudarmin, & Pamelasari, S. D. (2014). Pengembangan Media Pembelajaran Monopoli IPA Tema Organisasi Kehidupan sebagai Sumber Belajar untuk Siswa SMP. *Unnes Science Education Journal (USEJ)*, 3(2), 468–475. <https://doi.org/10.15294/usej.v3i2.3330>
- Yin, G., Li, G., Wei, Z., Wan, L., Shui, G., & Jing, X. (2011). Stability analysis of a copper tailings dam via laboratory model tests: A Chinese case study. *Minerals Engineering*, 24(2), 122–130. <https://doi.org/10.1016/j.mineng.2010.10.014>
- Yuslia, D., Hasnah, H., Safarudin, R., & Helfikri, H. (2021). The Effectiveness of The Picture and Picture Learning Model in Improving Student Learning Outcomes In Elementary Schools. *Khalifa: Journal of Islamic Education*, 5(1), 80. <https://doi.org/10.24036/kjie.v5i1.33>
- Zafirah, A., Agusti, F. A., Engkizar, E., Anwar, F., Alvi, A. F., &

- Ernawati, E. (2018). Penanaman nilai-nilai karakter terhadap peserta didik Melalui permainan congkak sebagai media pembelajaran. *Jurnal Pendidikan Karakter*, 9(1).  
<https://doi.org/10.21831/jpk.v8i1.21678>
- Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 19(01), 61–78.  
<https://doi.org/10.25134/equi.v19i01.3963>
- Zaini, A., Zakariya, F., & Samporno, S. (2022). Pondasi Pendidikan Akhlak Dalam Membangun Pendidikan Anak Usia Dini Prespektif Islam. *Journal of Early Childhood Education Studies*, 2(2), 367–403.  
<https://doi.org/10.54180/joeces.v2i2.3698>
- Zamroni, A. (2017). Strategi Pendidikan Akhlak Pada Anak. *Sawwa: Jurnal Studi Gender*, 12(2), 241.  
<https://doi.org/10.21580/sa.v12i2.1544>
- Zhang, Y., Liu, Y., Zhang, Y., Liu, Y., Zhang, G., & Chen, Y. (2018). On the spatial relationship between ecosystem services and urbanization: A case study in Wuhan, China. *Science of the Total Environment*, 637–638, 780–790.  
<https://doi.org/10.1016/j.scitotenv.2018.04.396>

**Copyright holder:**

© Febriani, A., Sindi, N. F., Rahman, R. A., Amanda, L. G., Putri, A. R. (2022)

**First publication right:**

Khalifa: Journal of Islamic Education

**This article is licensed under:**

**CC-BY-SA**