International Journal of Educational Research Excellence (IJERE)
https://ejournal.ipinternasional.com/index.php/ijere
Vol. 4 Issue 2, July-December 2025
e-ISSN: 2830-7933
DOI:10.55299/ijere.v4i2.1368

Mind Mapping Techniques Are Useful to Improving the Learning Outcomes of Explanatory Text Material for Grade Vi Elementary School Students

[1]Menik Handayani, [2]Abdul Wachid BS, [3]Saryono
[1,2] State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
e-mail: menikhandayani85@guru.sd.belajar.id[1], abdulwachidbs@uinsaizu.ac.id[2], sarbiokim@gmail.com[3]
Correspondence Authors: menikhandayani85@guru.sd.belajar.id
Article history: Received September 04, 2025; revised October 06, 2025; accepted October 24, 2025

ABSTRACT

Teachers who still teach in a monotonous and lecture way, make students feel confused and their learning results decrease. In grade VI students, it is still found that students have not understood the core of the text, and have not been able to compile the core of the reading into a summary. The summaries and explanatory texts made by students are also less than optimal. Aims: This study aims to examine the use of mind mapping techniques in improving the learning outcomes of explanatory text material in elementary schools. Method: Descriptive approaches and qualitative methods are used in this study. The sources of information came from interviews, observations, and explanatory text tests. Data analysis was carried out descriptively to describe students' ability to understand explanatory text material. Result: The results of the study showed that the learning outcomes of explanatory text material increased with the mind mapping technique in grade VI students in elementary schools. There was an increase in completeness from 2 students to 21 students and only 4 students did not complete. Conclusion: The conclusion of this study is that mind mapping techniques are more efficient and applicable in improving student learning outcomes in elementary school.

Keywords: Mind Mapping Technique, Explanatory Text, Learning Outcomes.

I. INTRODUCTION

Learning is the process of changing oneself to acquire skills (Wibowo, 2019). The ability to write and convey content in the Indonesian context is an important aspect for readers to understand. Examples of the writing skills learned in Grade VI are explanatory texts. Most students consider writing materials difficult, so their learning outcomes are declining. Teachers still do not use technology to find references to learning. Based on the results of interviews with students, namely, skills that most Grade VI elementary school students have not mastered, one of them is the lack of understanding of the content of reading, the lack of punctuation ability, the content of reading obtained from the text, and many readings that are rewritten. This shows that the ability to create explanatory texts is unsuitable.

The ability to make explanatory texts is still low and is influenced by several factors, namely, the way teachers give ordinary explanations, lectures, and assignments that are not in detail; students are crowded in class, busy with stories, and do not pay attention to the material presented by the teacher. The use of linear note-taking styles caused students to imitate it. However, this style causes students to feel bored, the learning results obtained are poor, and it is difficult to combine reading points. Teaching strategies used by teachers, such as materials, techniques, tools, media, and teaching methods, are used to achieve learning outcomes and objectives (July 2020). This is in line with previous research in Bumiayu, which showed that teachers play a role in creating a classroom atmosphere that can motivate students to study more earnestly (Fuadi & Suharto, 2022).

Previous studies on learning outcomes and explanatory texts show that before carrying out learning, teachers should understand the core of the material and the use of the learning model (Rahmawati et al., 2021). However, the study did not explain the steps involved in using the mind-mapping model in detail. Other research has shown that *Mind Mapping* can increase student involvement in expansive text learning (Syafitri et al., 2023). However, this study did not explain the use of *mind mapping* and only explained the results of the questionnaire. Septianingrum (2024) also showed that teaching materials based on *Mind*

Vol. 4 Issue 2, July-December 2025
e-ISSN: 2830-7933
DOI:10.55299/ijere.v4i2.1368

Mapping could improve explanatory text writing skills (Septianingrum, 2024). However, the researcher focused only on learning with student worksheets; therefore, the flow could not be explained. Several studies have shown that explanatory text materials use *mind mapping.* This can be considered to be successful.

The problem of learning explanatory text material in Grade VI elementary school students is suspected to improve with *the Mind Mapping* technique. The *Mind Mapping* technique can provide ease in students' understanding of the material by involving activeness, detailed information, and developing it into sentences so that learning outcomes can be improved. Therefore, it is necessary to conduct research on the use of *mind mapping* techniques in writing explanatory texts to provide understanding and improve learning outcomes. In line with this, the researcher focused on the use of *mind mapping* techniques to improve the learning outcomes of explanatory text materials in Grade VI elementary school students.

Theoretical Framework

Technique *Mind Mapping* is a way of learning by remembering, focusing, and being creative more easily as an interesting story, and providing motivation to think in more detail and simply related to the material being studied (Agustina & Hutabarat, 2023). According to Khusnul Fatimah, Teknik *Mind mapping* is a way of combining learning skills that can increase creativity and collaboration, and makes it easier for people to improve the learning process (Fatimah, 2023).

Mind Mapping motivates students to be more creative and fluent in writing an idea that will later make it easy for students to write explanatory texts (S. et al., 2021). Technique *mind mapping* is one way to combine many skills in the brain, making students focused, creative, easy to remember, and easier to describe the framework of goals and improve their learning process (Langkat, 2025). Application of *mind mapping* techniques that are adjusted to the learning flow that has been prepared. In making an explanatory text story, it is easier to create a mind map that is then developed into an interesting story (Novita Sari, Daeng Ayub Natuna, 2023).

Explanatory texts describe the phenomena and events related to their origins (Paulina, 2021). Explanatory texts can explain the process of natural and social phenomena that are outlined in the idea accompanied by evidence (Nugroho et al., 2023). The ability to write ideas or ideas accompanied by evidence is indirectly similar to procedural texts (Megayati et al., 2024).

Learning outcomes are the ability of students to achieve results after receiving material delivery by the teacher (Yandi et al., 2023). Learning outcomes can be interpreted as a proof of learning. The better the effort of the students, the better the learning outcomes that will be obtained (Bestiana, et al., 2015). Therefore, learning outcomes can serve as benchmarks for assessing students' learning success.

Engineering learning *mind mapping* In the development of elementary school students using writing and charts, it is possible to encourage them to concentrate more on the learning process and improve their learning outcomes (Rahmah et al., 2025). This can be seen in the way the assignment is clearly given by the teacher and the rules are definite. *Mind mapping* not only helps students process information but also increases their motivation, enthusiasm, and engagement in learning to achieve better learning outcomes (Prince, 2025).

II. METHODS

This study uses a qualitative research method with a descriptive approach. Qualitative research is a humanistic research model because humans are placed as the main subjects in a social event. In this case, the nature of human beings as subjects has the freedom to think and make choices based on the culture and systems that each individual believes. This approach allows researchers to identify and understand problems carefully with in-depth information from various sources, such as direct observations, interviews, and test results.

The use of *the Mind Mapping* technique in explanatory texts is carried out as follows: First, the teacher divides students into five groups. Second, the teacher gave the students reading the texts. Each group used *mind mapping techniques* to create explanatory text forms uses the concept of *mind mapping techniques*. The implementation of the use of *mind mapping* in Class VI Explanatory Text material begins with the delivery of the learning objectives to be achieved, namely writing explanatory texts in the form of a systematic essay framework. The teacher delivered the materials by showing explanatory text videos and asking for questions and answers.

The research was conducted on Grade VI students at Elementary School N 1 Majatengah. The research data came from interviews with students, teachers, and student learning outcomes. The materials used for the interviews were learning outcomes and observations of learning and teachers during teaching.

Vol. 4 Issue 2, July-December 2025
e-ISSN: 2830-7933
DOI:10.55299/ijere.v4i2.1368

Primary and secondary data were used for data collection. Secondary data is a type of additional data that is not obtained from the primary source but has been obtained through a previous source that is represented in the form of research notes presented to the public (Jabnabillah et al., 2023). Secondary data includes documents such as Achievements Learning (CP), Learning Objective Flow (ATP), Objectives Learning, Teaching Modules, and other documents that provide additional context to support the findings of the primary data. The data collection techniques used in this study were observation, interviews, and documentation, which were used simultaneously to ensure the validity of the data. The collected data were analyzed to describe this phenomenon.

III. RESULT

Before learning, the teacher prepares explanatory text material, understands learning outcomes (CP), and limits the completeness of learning outcomes and learning flows. The teachers systematically applied *mind mapping* techniques. Students are divided into five groups so that it is possible to create *mind mapping* under the supervision of teachers. The teacher provided reading text to the students. Each group used *mind mapping techniques* to create explanatory text forms uses the concept of *mind mapping techniques*. The results showed that each student actively worked on mind mapping. The implementation of *mind mapping* in Class VI Explanatory Text material begins with the delivery of the learning objectives to be achieved, namely writing explanatory texts in the form of a systematic essay framework. The teacher delivered the materials by showing explanatory text videos and asking for questions and answers.

During interviews with students after learning, it was found that they found it easy to understand the core of the materials presented. The results of the interviews showed that the teachers hoped that the learning process would not be monotonous, involve students actively in learning, provide easy-to-understand methods, and achieve complete student learning outcomes.

Teachers also taught lectures. Students were given the opportunity to directly create explanatory texts. The results showed that students could exceed the minimum limit set by the teacher. The results of interviews with fellow teachers showed that students' learning outcomes improved, with complete evidence and better scores than before the application of the *mind mapping technique*. The changes that are observed are a more fun and student-focused way of teaching to improve students' understanding of the core of the material being studied. Of the 25 students, 21 completed the questionnaire and four did not. Before the application of the mind-mapping technique, only two students completed the task.

IV. DISCUSSION

Students' lack of ability to learn and apply explanatory texts results in unsatisfactory learning outcomes. There are still students who have not reached the 68 complete limit, thus encouraging their selection *Mind mapping* as a learning technique to improve the comprehension of explanatory text writing. This study used *mind mapping* for elementary school students in classroom learning activities by adjusting the materials to be taught. (Syuhaimi, 2018). The teacher conducted interviews with the students regarding their expectations of learning explanatory texts. The teacher provides an explanation that is easy to understand because it is conveyed along with how to use it to complete the task in the form of explanatory text. The teacher provided guidance to the students who did not understand the groups. Teachers convey the motivation and various ways for students to become the focus of learning.

The mind-mapping technique causes systematic changes in learning patterns (Bukhori et al., 2021). This is in line with other studies proving that the use of *mind mapping* has a positive impact on improving student learning outcomes (Saputra et al., 2023). Overall, the learning techniques *mind mapping* to improve student learning outcomes in elementary school has an influence on student learning outcomes in elementary school and is included in the medium category (Watts, 2022), until the application of the technique *mind mapping* appropriate for elementary school level, especially explanatory text materials (Septiani et al., 2021).

This is in line with previous research that showed that the process of using *mind mapping* is carried out systematically, starting from the theme, and the core branches of the discussion are made and described (Sari et al., 2020). In fact, research shows that when learning, students are interested and can tell ideas creatively, so that the model *Mind Mapping* in the form of a network of main story ideas. Learning using *mind mapping* makes students feel happy (Ermiyanti et al., 2022).

The teacher conducts an assessment as a benchmark for students' learning outcomes in explanatory text materials (Ridho & Imron, 2023). After mind mapping, students can exceed the minimum limit set by the teacher. Therefore, to improve student learning outcomes, the right learning medium is needed, one of which is *Mind mapping.* This main mapping technique has been proven to be effective in improving learning

Vol. 4 Issue 2, July-December 2025
e-ISSN: 2830-7933
DOI:10.55299/ijere.v4i2.1368

outcomes (Santoso et al., 2023). There is a change in the student regarding the skills possessed as a result of the learning process after the student receives the learning experience process (Andriani et al., 2023). The use of techniques *mind mapping* provides better learning outcomes because students are more active in learning, making them more memorable for students (Nisak et al., 2024). The use of technique *mind mapping* can improve the learning outcomes of explanatory text materials in Grade VI students in elementary schools. The results of this study motivate schools to provide better-quality learning, which can create better learning outcomes.

Mind mapping is a method that describes information to help students better understand concepts. This method is arranged by making simple pictures, colors, and words to attract the interest of elementary school students. Elementary school students generally need visual information; therefore, mind mapping provides several benefits. *Mind mapping* helps students organize and group important information from the subject matter, thus improving their concentration. By neatly organizing information, it is easier for students to understand complex concepts. This helps students think more systematically and creatively (Wang, WC., Lee, CC., Chu, YC., 2010). The use of graphical forms containing images, keywords, and important phrases can also enhance students' creativity. According to one study, the use of *the mind mapping* can improve creative thinking skills. *Mind mapping* sharpens students' memories. The use of simple keywords helps students remember important materials related to their main ideas. The *mind mapping method* makes it easier for students to remember information because it involves both sides of the brain. Learning activities have become increasingly fun and efficient. The process of creating a mind map, such as determining branching models, choosing colors, and determining keywords, can motivate students to be more productive and make learning activities less boring. Similar to other studies, mind mapping increases students' learning motivation (Nuramalina, A. R., et al., 2022). Creating a neat and structured concept map makes it easier for students to relearn material. Thus, students could use the remaining time to study other materials. The use of *mind mapping* with the help of picture-card media can improve students' language skills. Through the use of mind maps, students'potential can be raised, and characters such as creativity, responsibility, honesty, and respect for others can be instilled.

Mind mapping helps elementary school student organize complex information into simple ways by visualizing it (Dhindsa, H.S., Makarimi-Kasim & Anderson, RO., 2011). The linkage of information is arranged in the form of a branched diagram, from the main idea in the middle and branches to the sub-idea using keywords, images, and colors. With this technique, mind mapping makes it easier for students to see the big picture of a concept and connect ideas that were previously separate, making complex concepts clearer and easier to understand (Davies, M., 2011). Mind mapping makes it easier for elementary school students to visually understand complex concepts through various stages. Mind mapping helps to break down complex materials into smaller, easy-to-understand pieces. Each main concept was placed in the middle and then connected to sub-topics through branches so that the child could see the relationships between the sections in a clear and structured way. This process also trains students' logical and analytical thinking skills because they learn to understand the relationships between ideas systematically. Research shows that the application of mind mapping in elementary school students can significantly improve concept comprehension with improved learning outcomes and higher learning completeness (Mutaqin, A. S., & Nurhamzah., 2024). Overall, mind mapping is an effective method that facilitates visual understanding of concepts through the systematic organization of ideas and stimulation of students' creativity. Children can organize information according to their style and needs without relying too much on teachers (Birbili M, 2006). Mind-mapping allows students to see the relationship between one idea and another. In mind mapping, students learn to understand complex concepts through the stages of simplifying, organizing, and connecting information visually so that it is easier to understand and remember.

Visualization through a combination of colors, images, symbols, and keywords stimulates both sides of the brain (logic and creativity). This visualization makes it easier for information to remember and strengthens a child's memory, as the human brain tends to remember images and visual associations more easily than long texts. By arranging information visually and in a structured manner, students focus more on the core of the material and are not easily distracted by less relevant details. This helps students to remember important information more effectively. *A* neat and structured mind map makes it easy for students to quickly repeat the subject matter. Students can easily see big, detailed, and important pictures without having to reread the entire text. The combination of images, colors, and keywords causes the information to become visually appealing. This makes it easier for the child's brain to remember and understand the material because it corresponds to the natural workings of the brain, such as visualization and association. Visualization of branches and sub-topics helps students to understand the connections between concepts and

Vol. 4 Issue 2, July-December 2025
e-ISSN: 2830-7933
DOI:10.55299/ijere.v4i2.1368

build a well-rounded understanding. Attractive visualizations make it easier for the child's brain to absorb and remember the subject matter because the human brain is easier to remember images and colors than regular text. Other research has shown that the integration of the mind-mapping-robot (MM-R) approach improves students' learning achievement, performance in digital painting creation, creative thinking tendency, and critical thinking awareness (Chiu and Hwang, 2024).

Images and colors in mind mapping make learning more interesting (Muryanto S, 2006), because they both naturally attract attention, increase engagement, and provide visual stimulation that is appropriate for the students' psychological development. Elementary school students tended to be more interested in bright colors and striking images. Studies show that about 70% of elementary school students choose bright colors, such as yellow, red, and green, because they are considered more attractive and visually striking. Bright colors also contribute positively to mood, making students feel happier and more enthusiastic about learning. The use of unique images, colors, and keywords in mind mapping helps students to remember information more easily and improves their concentration. Colors make the mind map look more vivid and add energy to creative thinking, while pictures help students stay focused and concentrate on the material being studied. The process of choosing and drawing images and colors on the mind map provides space for students to express their ideas creatively. Visual learning can be achieved through mind mapping and flowcharts (Cantatore, F., & Stevens, I., 2016). This encourages imagination and allows students to discover new relationships between concepts, so that their understanding of the material becomes deeper. Bright colors and images not only beautify the mind map look, but also create a fun and unboring learning atmosphere. A visually stimulating learning environment has been shown to increase student motivation, concentration, and learning activities. Images and colors in mind mapping are very effective in making the learning process more interesting, fun, and meaningful for elementary school students, while supporting their cognitive, emotional, and creative development. This makes the learning process more enjoyable and motivates students to become more actively involved in learning. Mind mapping stimulates students and teachers to become more active and increases learning achievement (Hikmawati N, 2020).

Mind mapping can increase students' creativity and learning independence (Fortuna, K. P. D., & Aeni, K., 2024). Mind-mapping allows students to develop their ideas freely without limitations by creating interconnected branches of ideas from one main idea. This freedom stimulates creative thinking as students can explore various possibilities and discover new ideas that were previously unthinkable. Students can choose various colors, images, symbols, and keywords according to their personal learning styles and preferences. This flexibility allows students to express creativity in a unique and personal manner, making the learning process more enjoyable and meaningful. Through mind mapping, students learn to identify problems, formulate solution ideas, and relate concepts creatively. This process trains critical and innovative thinking skills, which are a part of creativity. In addition, *mind mapping* optimizes the performance of the right and left brain using simple images, colors, and words, which stimulate students' creativity and imagination. A mind Map triggers the child to reflect on his or her own ideas, recognize creative powers, and devise strategies to enhance personal creativity. It also fosters awareness of the learning process itself, thereby supporting independent learning. This increases the sense of responsibility, initiative, and confidence in the learning process so that students' learning independence is increasingly developed. However, other studies have shown that the mind mapping technique has no effect on creativity but affects cognitive learning outcomes. However, its simultaneous implementation affects learning outcomes (Hindrasti NEK, Anggraini NF, Amelia T., 2021).

Overall, mind mapping is not only a tool for understanding the material, but also an effective means of developing students' creativity and learning independence by providing freedom of thought, space for expression, and the ability to manage and reflect on their own learning process (Polat, Ö., 2021). Thus, mind mapping not only helps with visual understanding of concepts but also improves students' memory, concentration, and critical thinking skills in solving problems. The use of mind mapping examples in elementary school learning includes the following: In social science learning, students are divided into small groups, write down the main concept in the middle of the paper, make branches of the main concept, and add pictures and colors. Each group then presented a mind map of their work. The application of this method has proven to significantly improve students' learning outcomes. Another example is that students create a mind map to organize the math concepts learned, thus helping them understand and remember the material better. An example of a mind map of student learning outcomes shows the visual organization of the material that facilitates understanding.

Vol. 4 Issue 2, July-December 2025
e-ISSN: 2830-7933
DOI:10.55299/ijere.v4i2.1368

V. CONCLUSION

Teachers play a major role in creating the classroom atmosphere. The use of *mind mapping techniques* to improve learning outcomes and objectives has been proven to be correct. The use *of mind mapping techniques* can improve the learning outcomes of explanatory text materials in Grade VI students in elementary schools. The results of the assessment showed that there were 21 students who completed and four who did not, an increase from the previous two students who completed.

This research has a very high urgency, considering the importance of finding *mind mapping* techniques that can improve student learning outcomes, especially at the basic education level that is adjusted to a systematic flow. Given the challenges faced in explanatory text materials, this study is expected to provide more effective and applicable solutions that can be applied in elementary school classes so that students can be active and memorable.

ACKNOWLEDGMENTS

The authors are grateful to Grade VI students for their participation in data research support.

REFERENCES

Agustina, R., & Hutabarat, Z. S. (2023). Mind Mapping Technique: Motivation to learn through writing skills. *Eureka Media Literary*, 1–21. http://repo.iain-tulungagung.ac.id/5510/5/BAB 2.pdf

Andriani, A. A., Saad, R., Sultan, A.–D. (2023). Improving Student Learning Outcomes through the Application of the Concept Map Learning Model (Mind Mapping) in physics. *JIIP - Scientific Journal of Educational Sciences 6*(4): 2196–2203. https://doi.org/10.54371/jiip.v6i4.1832

Bestiyana, et al., 2024. (2015). Influence of the model. *Journal of Educational Science Research 8*(1): 95–111.

Birbili, M. (2006). Mapping Knowledge: Concept Maps in Early Childhood Education. *Early Childhood Research & Practice* 8(2):1-10.

Bukhori, H. A., Ayyubi, I. I. Al, Rohmatulloh, R., & Saepulloh. (2021). Effectiveness of management in the application of a mind-mapping type learning model to improve student learning outcomes. *Islamic Education Management 02*:65–78. https://doi.org/10.30868/im.v4i02.3445

Cantatore, F., & Stevens, I. (2016). Making connections: Incorporating visual learning in law subjects through mind mapping and flowcharts. *Canterbury Law Review* 22(1): 153–170. https://search.informit.org/doi/10.3316/informit.982365954434756

Chiu MC., Hwang GJ. (2024) Enhancing students' critical thinking and creative thinking: An integrated mind mapping and robot-based learning approach. *Educ Inf Technol,* 29: 22779–22812. https://doi.org/10.1007/s10639-024-12752-6

Davies, M. (2011). Concept, mind, and argument mapping: What are the differences and wheder they matter? *High Educ.,* 62: 279–301. https://doi.org/10.1007/s10734-010-9387-6

Dhindsa, H.S., Makarimi-Kasim, Anderson R.O. (2011). Constructivist-visual mind map teaching approach and quality of students' cognitive structures. *J Sci Educ Technol*, 20: 186–200. https://doi.org/10.1007/s10956-010-9245-4

Ermiyanti, E., Irawati, L., & ... (2022). Application of the mind mapping model with image media for learning to write explanatory texts for Class VI students of SDN Bendo 1, Padas District. *Wewarah Journal*, *1*(3): 251–266. http://e-journal.unipma.ac.id/index.php/WEWARAH/article/view/14060%0Ahttp://e-journal.unipma.ac.id/index.php/WEWARAH/article/download/14060/4595

Fatimah, K. (2023). *Diksa : Journal of Indonesian Language and Literature Education*. *9*(2): 99–115. https://doi.org/10.33369/diksa.

Fortuna, K. P. D. ., & Aeni, K. . (2024). Effectiveness of the Mind Mapping in PjBL on the Learning Outcomes and the Creativity of Elementary School Students. *International Journal of Elementary Education*, 8(2), 324–335. https://doi.org/10.23887/ijee.v8i2.78006

Fuadi, A., Suharto, A. W. B. (2022). The Role of Teachers in Classroom Management at MI Khaerul Huda Bumiayu, Bumiayu District. *An-Nidzam: Journal of Education Management and Islamic Studies 9*(2): 190–195. https://doi.org/10.33507/an-nidzam.v9i2.359

Hikmawati, N. (2020). Mind Mapping Natural Science Learning in Elementary Schools. *Kariman,* 08(02): 303-325.

Hindrasti NEK, Anggraini NF, Amelia T. (2021). Does the mind-mapping technique affect creative thinking

Vol. 4 Issue 2, July-December 2025
e-ISSN: 2830-7933
DOI:10.55299/ijere.v4i2.1368

skills and cognitive learning outcomes? ICOME 2021: Proceedings of the 1st International Conference on Maritime Education, November 03-05, Tanjungpinang, Indonesia.

Jabnabillah, F., Aswin, A., & Fahlevi, M. R. (2023). Effectiveness of government websites as a secondary source of data for teaching materials in statistics lectures. *Sustainable Journal of Education Quality Studies 6*(1): 59–70. https://doi.org/10.32923/kjmp.v6i1.3373

Julhadi. (2020). *Student Learning Outcomes*. Edu Publisher.

Langkat, M. I. N. (2025). Application Of The Mind Mapping Method For Indonesian Language Class V. *Journal of Student Studies and Research 2*(2): 1127–1138.

Megayati, S., Indihadi, D., Saputra, E. R., Education, U., Campus, I. (2024). *The use of the mind mapping method in explanatory text writing skills in elementary school*. *pp. 7*(06): 1087–1090.

Muryanto S. (2006). Concept Mapping: An Interesting and Useful Learning Tool for Chemical Engineering Laboratories. *Int. J. Engng Ed*. 22950; 979-985.

Mutaqin, A. S. and Nurhamzah. (2024). Improving student learning outcomes using the mind-mapping method. *Jurnal Keprofesian Guru Keagamaan*, 2(2): 67–78. https://doi.org/10.15575/jkgk.v2i2.917

Nisak, H., Masfuah, S., Hilyana, F. S. (2024). Improving the Learning Outcomes of Social Studies for Grade IV Elementary School Students through the Mind Mapping Learning Model Assisted by VINTAMI Media. *Scientific Journal of the Education Profession 9*(3): 1758–1767. https://doi.org/10.29303/jipp.v9i3.2545

Novita Sari, Daeng Ayub Natuna, S. S. A. (2023). Optimizing elementary school literacy education through mind mapping learning techniques. *Journal of Social Science Research*. j-innovative.org

Nugroho, B.A. P., Sudaryanto, M., Istiani, M. (2023). Improving Explanatory Text Writing Skills through the Mind-Mapping Learning Method at SMP Negeri 1 Sokaraja. *Thematic: Journal of Basic Education Research 2*(1): 37–44. https://doi.org/10.57251/tem.v2i1.898

Nuramalina, A. R., Rahmatan, H. ., Safitri, R. ., Pada, A. U. T. ., Nurmaliah, C. ., & Evendi, E. (2022). A project-based learning model with a mind-mapping method was used to increase students' learning motivation. *Jurnal Penelitian Pendidikan IPA*, 8(6): 2712–2716. https://doi.org/10.29303/jppipa.v8i6.2152

Paulina. (2021). *The structure and language of Explanatory Texts*. IAARD Curriculum and Book Center.

Polat, Ö. (2021). Effects of mind mapping studies on creativity skills of 6072-month-old children. *Egitim Ve Bilim*, 46(207) Retrieved from https://www.proquest.com/scholarly-journals/effects-mind-mapping-studies-on-creativity-skills/docview/2553451642/se-2

Putri, U. L. N. (2025). *Increase the creativity of elementary school students through*. *Sec. 10*.

Rahmah, M. P., Indihadi, D., Saputra, E. R., Study, P., Teacher, P., Basic, S., Education, U. & Campus, I. (2025). The use of mind mapping media in students' poetry-writing skills in elementary schools. *pp. 8*(01): 62–71.

Rahmawati, I., Sutansi, S., & Muzaki, F. I. (2021). Improving Learning Outcomes Summarizing Explanatory Texts using Modle Mind Mapping with Strengthening Character and Responsibility in Grade V Students of SDN Sumber 02 Blitar Regency. *Journal of Learning, Guidance, and Educational Management*, *1*(2): 120–129. https://doi.org/10.17977/um065v1i22021p120-129

Ridho, A., Imron, M. (2023). The mind-mapping method was applied to improve student-learning outcomes. *Journal of Creativity 1*(2): 88–95. https://doi.org/10.62288/creativity.v1i2.10

S., S., N., K., & I. N. P. H., S. (2021). Application of Mind Mapping Techniques to Improve Explanatory Text-Writing Skills. *Indonesian Gender and Society Journal*, *2*(1): 33–38. https://doi.org/10.23887/igsj.v2i1.39584

Santoso, A., Sholikah, O. H., & Pudjiwati, S. (2023). The effect of mind mapping learning media on improving mathematics learning outcomes in data presentation materials for Grade 5 students of the SDN 05 Madiun Lor. *Journal of Educational Sciences 8*(2): 54–68.

Saputra, I. M. A. S., Agustiana, I. G. A. T., & Dharmayanti, P. A. (2023). A problem-based learning model assisted by mind mapping improves science learning outcomes in class V. *MIMBAR PGSD Undiksha*, *11*(1): 41–47. https://doi.org/10.23887/jjpgsd.v11i1.60203

Sari, L., Wikanengsih, & Fauziya, D. S. (2020). Learning to write short stories using mind mapping. *Parole: Journal of Indonesian Language and Literature Education 3*(2): 159–170.

Septiani, E., Toybah, T., Mashannuddin, M. (2021). Mind Mapping Model To Improve Student Learning Outcomes Theme 7 Subtheme 1 Ethnic And Religious Diversity In My Country Grade IV at SDN 08 Buay Sandang Aji. *Journal of Elementary School Innovation*, *8*(2): 95–102. https://doi.org/10.36706/jisd.v8i2.15849

Vol. 4 Issue 2, July-December 2025
e-ISSN: 2830-7933
DOI:10.55299/ijere.v4i2.1368

Septianingrum. (2024). Development of Mind Mapping-Based Teaching Materials to Improve Class V Explanatory Text-Writing Skills at SD Mangunharjo. *Journal of Education and Learning*.

Syafitri, Y., Budiawan, R. Y. S., & Kurniawan, L. A. (2023). Application of the Mind Mapping Model to Explanatory Text Learning in Grade XI Students of UPGRIS Laboratory High School in 2022/2023. *Journal of Education Buds 6*(1): 149–158.

Syuhaimi R. (2018). Implementation of the Mind Mapping Method *Journal of Tambusai Education 2*(3): 394–404.

Wang WC, Lee CC, Chu Y, et al. (2010). A brief review of developing creative thinking in young children using mind mapping. *International Business Research* 3(3):233-238.

Watts, N. N. K. (2022). Impact of the Mind Mapping Learning Model in Improving Student Learning Outcomes in Elementary Schools. *Journal of Education Action Research*, *5*(4), 440. https://doi.org/10.23887/jear.v5i4.43652

Wibowo, T. (2019). Social Studies Subjects in MI/SD: An Implementive Learning Strategy. *Southeast Asian Journal of Islamic Education 1*(2): 147–163. https://doi.org/10.21093/sajie.v1i2.1516

Yandi, A., Nathania Khan Putri, A., & Syaza Khan Putri, Y. (2023). Factors Affecting Student Learning Outcomes (Literature Review). *Journal of Cyber Education Nusantara 1*(1): 13–24. https://doi.org/10.38035/jpsn.v1i1.14