Southeast Asian Journal of Global Trends and Issues in Education
E-ISSN 3110-6714 | Print ISSN 3110-679X, Volume 2, Issue 2 (2026), DOI: 10.64420/sajgtie.v2i2
Journal homepage: https://ojs.aeducia.org/index.php/sajgtie

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This article is available online at https://doi.org/10.64420/sajgtie.v2i2

How to Cite this Article:

Marlina, I., & Amaliyah, A. (2026). The Application of the Mind Mapping Cooperative Learning Model to Improve Learning Outcomes of Islamic Religious Education on the Fathu Makkah Material in Elementary School. *Southeast Asian Journal of Global Trends and Issues in Education*, *2*(2), 61069. https://doi.org/10.64420/sajgtie.v2i2.547

Article Information

Article info:
DOI: https://doi.org/10.64420/sajgtie.v2i2.547

Word Count: 5422

Southeast Asian Journal of Global Trends and Issues in Education, 2(2), 2026,61-69

Contents lists available at ojs.aeducia.org

Southeast Asian J. Glob. Trends Issues Educ.

Volume 2, Issue 2 (2026), DOI: 10.64420/sajgtie.v2i2

Journal homepage: https://ojs.aeducia.org/index.php/sajgtie

SAJGTIE

E-ISSN 3110-6714

P-ISSN 3110-679X

Research Article **Read Online:** https://doi.org/10.64420/sajgtie.v2i2.547 **Open Access**

The Application of the Mind Mapping Cooperative Learning Model to Improve Learning Outcomes of Islamic Religious Education on the Fathu Makkah Material in Elementary School

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ARTICLE HISTORY

Submitted: April 17, 2026
Revised: July 8, 2026
Accepted: July 13, 2026
Published: July 16, 2026

KEYWORDS

Cooperative learning model;
Mind mapping;
Learning outcomes;
Islamic Religious Education;
Fathu Makkah material;
Elementary School

ABSTRACT

Background: Learning outcomes in Islamic religious education, particularly on the topic of Fathu Makkah, remain suboptimal because classroom instruction is often teacher-centered, which limits student motivation and active engagement. **Objective:** This study aims to analyze the effectiveness of the Mind Mapping cooperative learning model in improving learning outcomes, motivation, and student engagement among fifth-grade elementary school students. **Method:** The study utilizes a Classroom Action Research design based on the Kemmis and McTaggart model, conducted in two cycles, encompassing planning, action implementation, observation, and reflection. Data were collected through learning achievement tests, motivation questionnaires, observations, and documentation, and were subsequently analyzed quantitatively and qualitatively using a descriptive approach. **Results:** The findings show that the average student score increased from 75 to 85, learning mastery improved from 60% to 90%, motivation scores increased from 3.2 to 4.5, and student engagement increased from 70% to 85%. **Conclusion:** The Mind Mapping cooperative learning model effectively enhances learning outcomes, motivation, and student engagement. **Contribution:** This study provides empirical evidence that Mind Mapping supports active, collaborative, and student-centered Islamic religious education learning in elementary schools.

1. INTRODUCTION

Islamic Religious Education plays a strategic role in shaping the character, morals, and religious understanding of learners starting from the elementary school level. In line with the implementation of the Merdeka Curriculum, the learning process is expected not only to be oriented toward material mastery but also to encourage learners to think critically, actively, creatively, and collaboratively (Khasanah & Muthali'in, 2023). Therefore, teachers are required to implement innovative learning models so that the learning process becomes more meaningful and improves the quality of student learning outcomes (Asyhari & Sifa'i, 2021; Harahap et al., 2024).

One of the important topics in Islamic religious education subjects at the elementary school level is the event of Fathu Makkah. This material contains not only Islamic historical facts but also exemplary values such as tolerance, forgiveness, leadership, and peaceful conflict resolution that are relevant to learners' character building (Abu et al., 2020). However, the delivery of the Fathu Makkah material is frequently still conducted through the lecture method, causing students to tend to be passive, lack participation in the learning process, and experience difficulties in

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understanding the relationships between historical events and the values contained within them (Istiqomah et al., 2023; Ulya & Arifi, 2021). This condition affects students' motivation and learning outcomes.

One approach considered capable of overcoming these problems is the Mind Mapping cooperative learning model. This model provides opportunities for students to organize information visually, connect important concepts, discuss in groups, and actively build understanding (Saputra, 2019). Through the preparation of concept maps, students not only memorize the material but also understand the interrelationships among concepts, making the learning process more interesting, interactive, and meaningful (Juanengsih et al., 2017; Utami & Yuliyanto, 2020).

Various studies have shown that implementing innovative learning models can improve the quality of Islamic Religious Education (Anwar et al., 2022; Cahyaningsih et al., 2025; Hasan & Rozaq, 2024). Khayrun et al., (2024) reported that group-based learning significantly improves student learning outcomes, while Sudirman (2023) showed that the Problem-Based Learning model is effective in increasing motivation to learn for the Fathu Makkah material. These findings indicate that student-centered learning models can create a more active and meaningful learning process. Nevertheless, previous research has generally focused only on one or two aspects of learning, such as learning outcomes or motivation. Therefore, this study was conducted to more comprehensively examine the effectiveness of the Mind Mapping cooperative learning model by integrating learning outcomes, learning motivation, and student engagement into a single study.

Nonetheless, prior studies remain dominated by measurements of increases in learning outcomes or motivation in isolation. Furthermore, research examining the effectiveness of the Mind Mapping cooperative learning model, comprehensively integrating aspects of learning outcomes, learning motivation, and student engagement in learning the Fathu Makkah material at the elementary school level, remains limited. However, these three aspects are important indicators in realizing active learning in accordance with the characteristics of the Merdeka Curriculum.

Based on this gap, this study contributes through a more comprehensive analysis of the application of the Mind Mapping cooperative learning model to the Fathu Makkah material, assessing improvements in learning outcomes, learning motivation, and student engagement simultaneously through a Classroom Action Research approach. This approach is expected to provide a more complete picture of the learning model's effectiveness in improving the quality of both the process and outcomes of Islamic Religious Education in elementary schools.

This study aims to analyze the application of the Mind Mapping cooperative learning model to improve the learning outcomes, motivation, and student engagement of fifth-grade students in the Fathu Makkah material in elementary school. The results of this study are expected to provide empirical contributions to the development of Islamic Religious Education learning strategies while also serving as a practical reference for teachers in choosing learning models that are more innovative, participatory, and oriented toward improving learning quality.

2. METHOD

2.1 Research Design

This study utilizes a Classroom Action Research approach, following the Kemmis and McTaggart model, which consists of four stages in each cycle: planning, acting, observing, and reflecting. The research was conducted in two cycles, with the reflection results from the first cycle used as the basis for action improvement in the second cycle (Utomo et al., 2024). The Classroom Action Research design was chosen because it allows teachers to systematically improve the learning process while enhancing student learning outcomes by implementing the Mind Mapping cooperative learning model for the Fathu Makkah material.

2.2 Participants

The research was conducted at SDN 01 Kota Bengkulu during the odd semester of the 2024/2025 Academic Year. The research participants were all fifth-grade students who were studying the Fathu Makkah material in the Islamic Religious Education subject. The classroom was selected purposively because initial observations indicated that student learning outcomes had not yet reached the expected level of mastery, and student engagement in the learning process was still relatively low. The classroom teacher served as a collaborator during implementation, while the researcher served as the action designer, learning instructor, data collector, and data analyst.

2.3 Data Collection

Research data were collected using several techniques to obtain a comprehensive overview of the effectiveness of the learning model's implementation. 1) Learning outcomes tests were used to measure the level of student mastery regarding the Fathu Makkah material at the end of each cycle. The tests were developed based on the predetermined learning achievement indicators. 2) Observations were conducted during the learning process using

observation sheets to assess learning implementation, active student engagement, group cooperation, and the ability of students to develop and present Mind Mapping. 3) Learning motivation questionnaires were used to determine changes in student learning motivation after the implementation of the Mind Mapping model. The instrument used a five-level Likert scale, ranging from strongly disagree to agree strongly. 4) Documentation was used as supporting data, which included teaching modules, student worksheets, student work results, grading lists, photos of learning activities, and other documents related to the research execution. To enhance data validity, technical triangulation was conducted by comparing test results, observations, questionnaires, and documentation to obtain more accurate information about the implementation of the action.

2.4 Data Analysis

Data analysis was performed quantitatively and qualitatively using a descriptive approach. Quantitative data derived from learning outcomes tests were analyzed by calculating the classroom average score and the percentage of learning mastery in each cycle. Learning motivation data were analyzed using average scores and percentages for each indicator. Meanwhile, observational and documentary data were analyzed qualitatively using a descriptive approach, through the stages of data reduction, data display, and conclusion drawing, to depict changes in student activity, engagement, and responses during the learning process. The success of the action was established if at least 85% of the students met the Minimum Mastery Criteria (KKM) and if learning motivation and student engagement increased in each cycle compared to the baseline condition.

3. RESULT AND DISCUSSION

3.1 Result

The Mind Mapping cooperative learning model was implemented through two cycles of Classroom Action Research. Evaluation in each cycle was conducted using three main indicators: learning outcomes, learning motivation, and student engagement during the learning process. In general, all indicators increased after action improvements were made in the second cycle.

3.1.1 Student Learning Outcomes

The evaluation results indicate that implementing the Mind Mapping cooperative learning model can improve student learning outcomes for the Fathu Makkah material. In cycle I, the average student score was 75, with a learning mastery percentage of 60 percent. After reflection and learning improvements were conducted in cycle II, the average score increased to 85, while the learning mastery percentage increased to 90 percent.

This increase demonstrates that most students have been able to understand the learning material better than in the previous cycle.

Table 1. Comparison of Student Learning Outcomes in Each Cycle

Indicator	Cycle I	Cycle II
Average score	75	85
Mastery percentage	60%	90%
Students who achieved mastery	18	27
Students who have not achieved mastery	12	3

Based on Table 1, the average student score increased by 10 points, while the learning mastery percentage increased by 30 percent. The number of students who had not reached the KKM also decreased significantly.

3.1.2 Student Learning Motivation

The questionnaire results indicate an increase in students' motivation to learn after the implementation of the Mind Mapping model. In cycle I, the average score for learning motivation was 3.2 on a five-point scale. After-action improvements were implemented in cycle II, and the average score increased to 4.5.

This increase in score shows that students were increasingly enthusiastic about learning, more confident in expressing their opinions, and more active during activities.

Table 2. Development of Student Learning Motivation

Indicator	Cycle I	Cycle II
Average motivation score	3.2	4.5

According to Table 2, students' motivation to learn increased after the implementation of the Mind Mapping cooperative learning model. The average motivation score increased from 3.2 in Cycle I to 4.5 in Cycle II. This increase shows that learning with Mind Mapping can increase students' interest, enthusiasm, and active participation in studying the Fathu Makkah material.

3.1.3 Student Engagement in Learning

Observations during the learning process show that student engagement increased in each cycle. In cycle I, approximately 70 percent of students actively participated in group discussions and the presentation of Mind Mapping results. After improvements were made in cycle II, the active engagement percentage increased to 85 percent.

In addition to the increase in active participation, students' ability to cooperate in groups also showed greater development. Students appeared more confident when presenting discussion results, were able to share tasks with group members, and were more active in responding to other groups' presentations.

Table 3. Development of Student Engagement

Indicator	Cycle I	Cycle II
Active participation	70%	85%
Group cooperation	65%	80%
Communication skills	75%	90%

The research results show an increase in all observed indicators. Learning outcomes, learning motivation, and student engagement experienced positive development after the implementation of the Mind Mapping cooperative learning model. These findings become the basis for conducting a discussion regarding the effectiveness of the learning model in improving the quality of Islamic Religious Education learning on the Fathu Makkah material.

3.2. Discussion

The implementation of the Mind Mapping cooperative learning model has been shown to improve the learning outcomes, motivation, and student engagement of fifth-grade students in the Fathu Makkah material. This finding demonstrates that using Mind Mapping not only helps students understand the material more systematically but also encourages them to be actively involved in the learning process. The increase in learning outcomes, along with rising student motivation and participation, indicates that educational success is determined not only by material mastery but also by students' involvement in building knowledge through collaborative learning activities. Accordingly, the research objective to analyze the effectiveness of implementing the Mind Mapping cooperative learning model in improving the quality of Islamic Religious Education learning has been achieved.

This research finding has significant implications for the development of Islamic Religious Education practices in elementary schools. Thus far, the learning of Islamic history has often been dominated by the lecture method, which places students as passive recipients of information. The research results show that implementing a learning model that emphasizes visual activities, group discussions, and the arrangement of interconcept relationships can foster more active and meaningful learning. This condition aligns with the demands of the Merdeka Curriculum, which encourages student-centered learning by developing critical thinking, communication, collaboration, and creativity (Alhayat et al., 2023). Therefore, the Mind Mapping model can be a relevant alternative learning strategy for improving the quality of Islamic Religious Education in elementary schools (Farihin et al., 2022; Harahap et al., 2024).

The results of this study reinforce the constructivist view, which positions learners as active subjects in building their own knowledge through learning experiences (Apriyani et al., 2024; Ilma et al., 2025). When learning with Mind Mapping, students organize information, connect important concepts, discuss their thoughts with group members, and subsequently present their results to the class (Chaiarwut et al., 2025; Imamuddin et al., 2023). These activities allow the knowledge-construction process to unfold gradually, resulting in a deeper conceptual understanding than learning that relies solely on teacher explanations. In addition, the characteristics of cooperative learning that emphasize social interaction support the development of communication skills, cooperation, and a sense of responsibility among students (Ibrahim et al., 2022).

The results of this study are consistent with the research by Kamaruddin & Yusoff (2019), which indicates that active learning strategies can increase students' motivation to learn the Fathu Makkah material. This finding also supports the study by Yulianti (2019), which demonstrates that the Mind Mapping cooperative learning model increases students' mastery of the same material. Similarly, research by Asyhari & Sifa'i (2021), Saputra (2019), and

Sumitadewi et al. (2022) shows that activity- and collaboration-based learning can improve student learning outcomes and motivation. Nevertheless, this study differs from prior research in that it not only evaluates increases in learning outcomes but also examines changes in learning motivation and student engagement in an integrated manner through two cycles of Classroom Action Research. Consequently, this study provides a more comprehensive overview of the effectiveness of implementing Mind Mapping in Islamic Religious Education.

The findings of this study reveal the effectiveness of the Mind Mapping cooperative learning model, measured simultaneously using three main indicators: learning outcomes, learning motivation, and student engagement, in the Fathu Makkah material in elementary school. Most past studies focused more on increasing learning outcomes or motivation separately, whereas this study demonstrates that these three indicators are interrelated in supporting the success of the learning process (Fuad et al., 2021; Jayanegara et al., 2024; Mariyana & Prasetyo, 2023). Thus, this study provides an empirical contribution to expanding the understanding regarding the implementation of Mind Mapping as a learning strategy that improves not only academic achievement but also the quality of the learning process.

The increase in learning outcomes is not solely due to the use of visual media in the form of Mind Mapping, but also to the learning mechanism that allows students to organize knowledge, build relationships between concepts, actively discuss, and obtain feedback from teachers and peers (Lubis et al., 2019). The combination of these activities creates a more interactive learning environment, encouraging students to understand the material deeply rather than memorize information. Based on these findings, the effectiveness of Mind Mapping is likely influenced by integrating concept visualization, cooperative interaction, and learning reflection throughout the learning process (Astriani et al., 2020). These three components form a conceptual mechanism that explains how this learning model can improve overall learning quality.

Although the research shows positive results, the increase in learning outcomes may also be influenced by factors beyond the implementation of the Mind Mapping model. Improvements in teachers' teaching strategies in each cycle, increasing students' experience in participating in learning, the intensity of guidance during the action process, and a learning atmosphere that becomes increasingly conducive can contribute to improved research results. Additionally, individual student characteristics, such as initial ability, intrinsic motivation, and learning environment support, also have the potential to influence learning success. Therefore, the results of this research should be understood as the outcome of the interaction between the implementation of the Mind Mapping cooperative learning model and various other supporting factors. Future research can control these factors through experimental designs or by involving a larger number of participants so that cause-and-effect relationships can be explained more deeply.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The results of this study demonstrate that implementing the Mind Mapping cooperative learning model can serve as an effective alternative learning strategy for improving the quality of Islamic Religious Education in elementary schools. This model not only improves student learning outcomes but also fosters motivation to learn, active engagement, structured thinking skills, and cooperation among students during the learning process. Therefore, teachers can use Mind Mapping to support the implementation of student-centered learning in accordance with the characteristics of the Merdeka Curriculum. Additionally, the findings of this research can be taken into consideration by schools in developing learning innovations through teacher training and the provision of learning media that support the sustainable application of cooperative learning models.

4.1 Research Contributions

This study provides an empirical contribution to the development of the Islamic Religious Education learning literature by showing that the effectiveness of the Mind Mapping cooperative learning model is reflected not only in improved learning outcomes but also in the simultaneous increase in learning motivation and student engagement. These findings expand the empirical evidence on the application of Mind Mapping to the Fathu Makkah material at the elementary school level and enrich the literature on the implementation of active learning in Islamic Religious Education. From a practical standpoint, this research provides a reference for teachers in selecting learning models that integrate learners' cognitive, affective, and social aspects, thereby supporting the creation of a more effective, participatory, and meaningful learning process.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

This study has several limitations that should be considered when interpreting the results. First, the study uses a Classroom Action Research design conducted in a single classroom at a single elementary school, so the results cannot yet be generalized to a broader population. Second, the research was conducted over only two cycles, so it cannot yet demonstrate the long-term sustainability of the Mind Mapping cooperative learning model's influence on student learning retention. Third, the research focuses on the Fathu Makkah material within the Islamic Religious Education subject, so the effectiveness of this learning model for other materials or subjects cannot yet be concluded. Furthermore, other factors, such as students' initial ability, teachers' skills in managing learning, and the classroom learning environment, may also have contributed to improvements in learning outcomes, motivation, and student engagement.

5.1 Recommendation for Future Research

Future research should involve a larger number of participants and a more diverse range of school characteristics to improve the generalizability of the results. Additionally, experimental or quasi-experimental research designs can be used to test the effectiveness of the Mind Mapping cooperative learning model compared to other learning models. Subsequent research can also examine the influence of Mind Mapping on other variables, such as critical thinking skills, creativity, literacy, problem-solving skills, or long-term student learning retention. Besides that, integrating Mind Mapping with digital learning media or other innovative learning models, such as Project-Based Learning or Problem-Based Learning, presents a promising research opportunity to develop Islamic Religious Education learning strategies that are more adaptive to technological developments and 21st-century learning needs.

6. CONCLUSION

This study demonstrates that implementing the Mind Mapping cooperative learning model effectively improves the quality of Islamic Religious Education learning on the Fathu Makkah material in fifth-grade elementary school. The application of this model can improve student learning outcomes, as indicated by increases in average scores and the percentage of students demonstrating mastery in each cycle. Furthermore, motivation and student enga-ge-ment during the learning process increased, demonstrating that Mind Mapping can foster more active, collaborative, and student-centered learning.

The findings of this study confirm that the effectiveness of Mind Mapping lies not only in its ability to help students organize concepts visually but also in its capacity to encourage interaction among students, strengthen knowledge construction, and increase active participation during learning. By integrating cognitive, affective, and social aspects into the learning process, the Mind Mapping cooperative learning model makes an empirical contribution to the development of Islamic Religious Education learning strategies, particularly for the teaching of Islamic history in elementary schools.

This research reinforces the importance of implementing innovative learning models to support more meaningful learning in accordance with the characteristics of the Merdeka Curriculum. The results of the study are expected to serve as a reference for teachers, schools, and researchers in developing learning practices that improve both the quality of the process and student learning outcomes. Consequently, the Mind Mapping cooperative learning model deserves consideration as an effective alternative learning strategy in improving the quality of Islamic Religious Education learning in elementary schools.

Acknowledgments

Appreciation is also given to the principal and the teaching staff for their support and the facilities that enabled this research to be carried out well. Thank you to the fifth-grade students who participated actively and to the students' parents for their support and trust. Appreciation is also expressed to fellow researchers and students for their helpful discussions and suggestions.

CRediT Authorship Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Ina Marlina: Conceptualization; Methodology, Validation, Formal analysis, Writing - Original Draft

Aam Amaliyah: Conceptualization, Writing - Review & Editing,

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The author declares that Artificial Intelligence technology was used in a limited manner only to assist with language editing, grammar correction, improving writing clarity, and refining the manuscript structure. AI was not used in the formulation of research ideas, data collection, data analysis, results interpretation, or conclusion drawing. The entire research design, research implementation, data validity, findings interpretation, and final content of the manuscript are entirely the responsibility of the author. The author has reviewed, verified, and approved the entire content of the article before it was submitted for the publication process. All instances of Generative AI usage in this article were conducted by the authors in accordance with the SAJGTIE GenAI Tool Usage Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The author declares that this research has no potential conflict of interest regarding the research, authorship, and or publication of this article.

Informed Consent Statement

The authors declare that this study was conducted in accordance with research ethics, including obtaining approval from the relevant institution. This process respects the autonomy of participants, ensures the confidentiality of their data, and prioritizes their safety and well-being, in compliance with applicable research ethics guidelines. Written and verbal informed consent, or assent for minors, was obtained from all participants involved in the study.

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