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The Effectiveness of the Mind Mapping Model Assisted by Microsoft Sway Media on Social Studies Learning Outcomes

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Abstrak

Penggunaan model dan media pembelajaran yang kurang sesuai dengan kurikulum 2013 berdampak pada rendahnya hasil belajar peserta didik. Penelitian ini bertujuan untuk menguji keefektifan model pembelajaran Mind Mapping berbantuan media Microsoft Sway terhadap hasil belajar IPS. Penelitian ini menggunakan pendekatan kuantitatif eksperimen dengan desain Pretest-Posttest Control Group Design. Populasi dalam penelitian ini yaitu 116 peserta didik di kelas V sekolah dasar. Teknik Sampling yang digunakan adalah purposive sampling dengan melibatkan 60 peserta didik, terdiri dari 30 peserta didik di kelas eksperimen dan 30 peserta didik di kelas kontrol. Teknik pengumpulan data dengan observasi, wawancara, dan dokumentasi. Teknik analisis data meliputi analisis data awal dengan uji normalitas dan uji homogenitas dan analisis data akhir dengan uji t dan uji N-Gain. Hasil uji t didapatkan nilai sig sebesar 0,004 yang kurang dari 0,05. Sehingga Ho ditolak dan Ha diterima. Hal ini didukung dari hasil uji N-Gain kelas eskperimen sebesar 0,418 dan kelas control sebesar 0,260. Maka dapat dikatakan bahwa model pembelajaran Mind Mapping berbantuan media Microsoft Sway lebih efektif dalam meningkatkan keaktifan dan hasil belajar peserta didik pada mata pelajaran IPS di kelas V sekolah dasar.

Kata Kunci: *Model Pembelajaran,* Mind Mapping*, Microsoft Sway, Hasil Belajar*

Abstract

The use of learning models and media that are outside the 2013 curriculum has an impact on the low learning outcomes of students. This study aims to test the effectiveness of the Mind Mapping learning model assisted by Microsoft Sway media on social studies learning outcomes. This study used a quantitative experimental approach with a Pretest-Posttest Control Group Design. The population in this study was 116 students in the fifth grade of elementary school. The sampling technique used was purposive sampling involving 60 students, 30 students in the experimental and 30 in the control classes—data collection techniques with observation, interviews, and documentation. Data analysis techniques include initial data analysis by normality and homogeneity tests and final data analysis by t-test and N-Gain tests. The t-test results obtained a sig value of 0.004, less than 0.05. So that Ho is rejected and Ha is accepted. It is supported by the results of the N-Gain test for the experimental class of 0.418 and the control class of 0.260. The Mind Mapping learning model assisted by Microsoft Sway media is more effective in increasing the activity and learning outcomes of students in social studies subjects in fifth-grade elementary schools.

Keywords: Learning Model, Mind Mapping, Microsoft Sway, Learning Outcomes

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1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential (Ardian et al., 2020). Every educational organization has goals that must be achieved to be carried out properly and produce the best results (Arifin et al., 2021; Wulandini et al., 2022). The purpose of education is to help students achieve their maximum potential as human beings who fear God Almighty, have a noble character, are healthy, have broad insight, are capable, have creativity, are independent, and become citizens who are democratic and responsible. Social study is a subject that combines content from several selected social sciences to enhance educational and learning initiatives in madrasas and schools (Krisna et al., 2020; Merliana et al., 2021; Saputra et al., 2017). IPS disciplines must also be taught in an integrated manner or link

various social science concepts to one another because social phenomena that occur in society are complex or in which there is always a link or integration of social science concepts (Marhayani & Wulandari, 2020; Sulhan, 2020). The Social Sciences (IPS) learning model is driven by student activity, which enables students to actively discover concepts, investigate, explore, and IPS principles authentically and comprehensively, individually and in groups (Ekayanti et al., 2019). Students can gain the ability to receive, store, and make impressions about the various things they learn through social studies learning. Learners try to identify themselves with the concepts learned (Agustin, Mita. Ibrahim Muslimin, 2021). The main goal of social studies learning is to develop the potential of students to be sensitive to social problems that occur in the community, to have a positive mental attitude towards correcting all inequality that occurs, and to be skilled at dealing with problems that occur in society, both those that affect themselves and those that affect society (Ilmiyah & Maksum, 2023). The demand for a new paradigm of education is that the learning process emphasizes the full, active, and independent involvement of students or student centers (Citra Dewi & Suadnyana, 2020).

However, learning social sciences in elementary schools has been suspected of not arousing students' interest and motivation. Even though learning in elementary school has been running according to the goals and scope of social science, there are still problems. Social science learning still faces problems in the form of a teacher's approach focused on several topics, expository domination, growth in a verbalistic learning culture, and teachers still apply textbook-focused learning (Pratiwi et al., 2023). Problems still found in social studies learning are in the form of difficulties in learning that students feel because most social studies learning contains memorization (Utami et al., 2021). In addition, students also need help implementing social studies learning in everyday life, so they need help understanding the material presented. The existence of the 2013 curriculum, which requires students to explore their knowledge related to social studies, also makes it one of the problems learning social studies that is still homework to be solved. The problem of social studies learning in the form of the complexity of the material carried out in social studies learning needs to be more adaptable in the 2013 curriculum (F. Rahmawati & Zidni, 2019). It makes it difficult for teachers to find the right form and learning model for social studies learning so that students easily understand.

Many things could still be improved based on pre-research data from observations, interviews, and document data in the form of learning outcomes at SDN Gugus Dewi Sartika Bergas. In learning, the teacher still uses a learning model that makes students less enthusiastic, and the media used by the teacher is less attractive to students. The snowball-throwing learning model applied by the teacher still has several areas for improvement, including students needing to be more active in participating in learning and tending to be lazy to re-review learning material. In addition, if the teacher who applies the learning model cannot condition the class properly, then teaching and learning activities cannot run as desired. The material taught will not be able to be absorbed properly by students. Applying this learning model takes quite a long time, so it is less effective and can cause noise in the class (Setyaningsih & Rezkita, 2019). These things have an impact on student learning outcomes. Teachers still use the snowball-throwing model with media images. There are facilities such as laptops, LCD, Wifi, and specear teachers who need to use the available facilities, as well as students need more enthusiasm in learning social studies because the lessons read a lot and memorize, so students get bored—several causes of low student interest in learning. Based on the findings of PAS for fifth-grade social studies learning at SDN Gugus Dewi Sartika, Bergas District, strengthens qualitative data. It was found that SDN 1 Wujil (48%), SDN 2 Wujil (46%), SDN 3 Gebugan (46%), and SDN Munding (48%) had completeness. Learning is said to be effective if 75% of the students who take part in the

learning process achieve completeness above the minimum completeness criteria (R. B. Rahmawati et al., 2023).

One of the solutions to overcome this problem is by using mind mapping. Mind Mapping is a learning technique that uses a non-linear model that encourages students to think and explore concepts using visual-spatial relationships that flow from a central theme to peripheral branches that can be interrelated (Qondias et al., 2016; Zulfia Latifah et al., 2020). The Mind Mapping learning model is a learning model that is presented in a visual diagram that is used to record and organize information in a way that the brain finds interesting and easy to process (Citra Dewi & Suadnyana, 2020; Kustian, 2021). Thoughts, ideas, or facts are organized around a central theme to see their flow at different levels. Unlike a linear model for recording information, a Mind Map does not rely on large amounts of written text. Instead, it uses lines, symbols, keywords, colors, and pictures according to simple and easy concepts for the brain to understand (Cantona & Sudarma, 2020; Gao et al., 2022). The mind mapping model is built around several key elements that have been shown to play an important role in increasing thinking capacity (Yunus & Mukhtar, 2020). Mind Mapping effectively promotes better understanding in learning and training (Pringgojati et al., 2022). Its flexibility also means it has multiple uses when teaching. Mind mapping (or similar concepts) has been used for centuries for learning, visual thinking, and problem-solving by educators, psychologists, and people in general (Jannah et al., 2023; W. Wulandari, 2023). People have used image-centered radial graphical organization techniques called variously as mental or general mind maps for several fields (Pramitha & Sujana, 2022).

This study seeks to test the effectiveness of learning models and media, especially the Mind Mapping model supported by Microsoft Sway media, compared to the snowball-throwing learning model assisted by Image media, which is based on problems in social studies learning. The mind mapping model assisted by Microsoft Sway Media is expected to improve student performance while maintaining a positive learning environment (Suharti Endang Pratiwi, 2022). Making Mind Maps for students is necessary so that they can focus on making them in groups when the classroom environment is supportive, and learning occurs creatively and fun through the Mind Maps they make (Munawaroh et al., 2022). Microsoft Sway media is a learning tool that can help model Mind Mapping. Microsoft Sway is an internet-based presentation tool with many functions (Diyah et al., 2022). Previous research findings stated that Sway-based learning media could foster a more conducive and meaningful learning environment to increase students' enthusiasm (Kurniasih, 2019; Widiastusi et al., 2019). The Minp Mapping model can encourage students to take an active role in their education because it places a student-centered emphasis on learning (Erwanda et al., 2022; Safrizal et al., 2023; Wati, 2022). Using Microsoft Sway in learning can improve student learning outcomes (Markamah & Nugraheni, 2022). Microsoft Sway can increase student activity (Mawarni et al., 2022). This study compared how active fifth-grade students at SDN Gugus Dewi Sartika, Bergas District, studied social studies using the mind mapping learning model assisted by Microsoft Sway media with students learning social studies using the image-assisted snowball throwing model. In addition, it also describes the activities of students in social studies learning using the mind mapping model assisted by Microsoft Sway media in fifth grade at SDN Gugus Dewi Sartika Bergas. This study aims to analyze the effectiveness of the Microsoft Sway-assisted mind mapping model on social studies learning outcomes for fifth-grade students at SDN Gugus Dewi Sartika, Bergas District.

2. METHODS

This study uses an experimental method with a quantitative approach because the aim is to determine the impact of a given treatment or treatment. The experimental method tests

the effect of certain actions on other actions in controlled circumstances (Sugiyono, 2022). In the context of the method, this type of research is included in the Nonequivalent Control Group Design. This design compares the experimental and control groups by applying different learning models and media. This research was conducted at SDN Munding fifth grade involving 30 students as an experimental class and at SDN Wujil 02 fifth grade involving 30 students as a control class in the even semester of the 2022/2023 academic year. The use of Microsoft Sway media is used to support the use of the Mind Mapping learning model in the experimental class.

On the other hand, the control group often used learning strategies. Learning outcomes from social studies learning content are the dependent variable in this study. The independent variable in this study is the mind mapping method assisted by Microsoft Sway Media.

Interview, observation, and documentation techniques used test and non-test methods to collect data in this study. Before and after using the mind mapping learning method assisted by Microsoft Sway media, students' cognitive abilities in social studies subjects were measured using test instruments. The type of test used in this study is a multiple-choice objective test. The test given to students before the treatment is known as the pre-test, while the test given after the treatment is known as the post-test. In addition, he also conducted interviews with fifth-grade teachers at SDN Gugus Dewi Sartika, Bergas District, regarding the difficulties that arose during fifth-grade learning. The data analysis method used in this study was divided into 4 (four) stages, namely pre-research data analysis. Instrument testing includes validity and reliability tests, preliminary data analysis, and analysis of the final data, which includes tests for normality and homogeneity of the data.

3. RESULTS AND DISCUSSION

Result

In this study, fifth-grade students at Gugus Dewi Sartika Bergas Elementary School were tested on how well the mind mapping learning model assisted by Microsoft Sway media was compared to the snowball throwing model assisted by image media regarding social studies learning outcomes. Student activities in social studies learning using the mind mapping model assisted by Microsoft Sway media will also be described. The success of the Microsoft Sway-assisted mind mapping learning model is assessed by comparing the scores before treatment (pre-test) and after treatment (post-test) in the form of students' cognitive learning outcomes (Amalia & Sulistiyono, 2021; Hasanah & Ardian, 2023; Priyono & Junanto, 2022). In the experimental class using the Microsoft Sway-assisted mind mapping learning model and for the control class using the learning model often used by class teachers, the researcher used the post-test scores obtained after treatment. Table 1 displays the learning outcomes of the pre-test and post-test. Student learning outcomes are presented in Table 1.

Based on Table 1, the experimental and control classes have approximately the same pre-test average scores, as seen from the statistics above. There is only an average difference 0.6 between the average pre-test scores for the experimental class (60.2) and the control class (59.6). At the same time, the average post-test scores in the control class and the experimental class were 70.1 and 76.8, respectively. There was a greater average increase of 16.6 in the experimental class compared to only 10.5 in the control class. In the experimental class, 26.67% of students reported completing their studies in the pre-test, compared to 16.67% in the control group. In the post-test, 86.67% of students in the experimental class and 60.00% in the control group reported that they felt their learning was complete. Therefore, students in the experimental class who use the mind mapping learning model with

the help of Microsoft Sway have better scores on the pre-test and post-test than students in the control class who use the learning model that class teachers often use. In addition, the pre-test data was tested for normality to ascertain whether the initial data on student learning outcomes were distributed regularly or not, presented in Table 2.

Table 1. Student Learning Outcomes

No.	Description	*Pre-test*		*Post-test*	
		Experiment	**Control**	**Experiment**	**Control**
1	Number of students	30	30	30	30
2	Average	60.2	59.6	76.8	70.1
3	Highest score	75	77.5	92.5	87.5
4	Lowest score	35	32.5	60	52.5
5	Total number of students who completed	8	5	26	18
6	Mastery learning	26.67%	16.67%	86.67%	60.00%

Table 2. Pre-Test Data Normality Test

Statistics		Experiment	Control
N		30	30
Normal Parameters[a,b]	Mean	60.17	59.58
	Std. Deviation	11.063	11.598
Most Extreme Differences	Absolute	.136	0.146
	Positive	.090	0.096
	Negative	-.136	-0.146
Test Statistic		.136	0.146
Asymp. Sig. (2-tailed)		.167[c]	0.100

Based on the calculation of the pre-test data normality test using the Liliefors test in SPSS 24 along with the Kolmogorov-Smirnov test, it can be seen that the significance value for the experimental class data is 0.167 and for the control class is 0.100. If the Sig value > = 0.05, then normality can be achieved. The experimental class data were declared normally distributed (0.167 > 0.05), and the control class data were declared normally distributed (0.100 > 0.05). Thus, it can be concluded that H0 is accepted and Ha is rejected, so the pre-test data analysis for the experimental and control classes is normally distributed. The results of the homogeneity test conducted to see whether the experimental and control classes have the same variance in the pre-test data are presented in Table 3.

Table 3. Pre-Test Data Homogeneity Test

Levene Statistic	df1	df2	Sig.
0.013	1	58	0.910

Based on Table 3, the Sig value = 0.910 is calculated from the results of the homogeneity of variance test using the Levene test. The test requirements state that the variance is homogeneous if the Sig. Greater or equal to 0.05. The test results show that the variance is homogeneous or the same because the Sig. Equal to or greater than 0.05. Thus, Ha is accepted, indicated by the pre-test data analysis, which shows the same or homogeneous

variance in the experimental and control classes. Both the experimental class and the control class received a post-test after receiving treatment. The post-test data normality test is used to ascertain whether the final data on student learning outcomes are normally distributed. The results of post-test data normality calculations for students in the experimental and control classes are in Table 4.

Table 4. Posttest Data Normality Test

Statistics		Experiment	Control
N		30	30
Normal Parameters[a,b]	Mean	76.83	70.08
	Std. Deviation	8.039	9.273
Most ExtremeDifferences	Absolute	0.143	0.131
	Positive	0.134	0.131
	Negative	-0.143	-0.102
Test Statistic		0.143	0.131
Asymp. Sig. (2-tailed)		0.119	0.198

Based on the results of post-test data normality test calculations in the experimental class and control class using the Liliefors test using SPSS24 with the Kolmogorov Smirnov test, it can be seen that the significance value of the experimental data is 0.119 and that of the control is 0.198. Normality can be fulfilled if the value of Sig > α=0.05. The result can be obtained that the experimental class data is normally distributed (0.119 > 0.05), and the control class is normally distributed (0.198 > 0.05). Thus it can be concluded that *H*0 is accepted and *Ha*rejected so that the post-test data analysis in the experimental class and control class is normally distributed. The homogeneity test is the next step to determine whether the experimental and control classes have the same variance in the post-test results. The results of the homogeneity test performed on the post-test data for the experimental and control groups are presented in Table 5.

Table 5. Post-Test Data Homogeneity Test

Levene Statistic	df1	df2	Sig.
0.754	1	58	0.389

Based on Table 5, the Sig value = 0.389 is calculated from the output data of the homogeneity of variance test using the Levene test. The test requirements state that the variance is homogeneous if the Sig. Greater or equal to 0.05. The results show that the variance is homogeneous or the same because the Sig. Equal to or greater than 0.05. Post-test data analysis in the experimental and control classes showed the same or homogeneous variance. It indicated that Ha was accepted. Experimental research needs to be done by testing the homogeneity and normality tests, followed by the average difference test, to assess the impact of the mind mapping learning model supported by Microsoft Sway in the experimental class on student learning outcomes. The results of a significant average difference between the learning outcomes of students in the experimental class and the control class, namely the experimental class outperforming the control class, show the effectiveness of the Microsoft Sway-assisted mind mapping learning model. With the help of the SPSS24 application, an independent sample t-test was used to test the hypothesis of this study. The results of the hypothesis are in Table 6.

Table 6. Independent Sample T-Test Results

Data		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	0.754	0.389	3.013	58	0.004	6.750	2.241	2.265	11.235
	Equal variances not assumed			3.013	56.857	0.004	6.750	2.241	2.263	11.237

Based on the Independent Sample T-Test calculation results, the value is 3.013, while thet_{tabel} value is 2.002. t_{hitung} = 3.013 > t_{tabel} = 2.002, so Ho's results are rejected. Thus, it can be concluded that Ho is rejected and Ha is accepted, proving that the Microsoft Sway-assisted Mind Mapping learning model is superior to the learning model that class teachers often use to teach fifth-grade students at SDN Gugus Dewi Sartika Bergas on social studies subject matter Hari Pancasila was born. The n-gain test, used to compare the average score increase between the pre-test and post-test in the experimental and control classes, is next. By carrying out the n-gain test, the standard of increasing student learning outcomes can be seen. The increase in the gain index analysis shows the n-gain test presented in Table 7.

Table 7. N-Gain Test for Experimental Class and Control Class

Class	Pre-test Average	Post-test Average	N-gain Value	Criteria
Experiment	60.2	76.8	0.418	Medium
Control	59.6	70.1	0.260	Low

Based on Table 7 shows that the pre-test average scores for the experimental class and the control class are very similar. The average pre-test score for the experimental class was 60.2, while the average pre-test score for the control class was 59.6. Meanwhile, the post-test average scores for the experimental and control classes differed significantly. The control class got an average post-test score of 70.1, while the experimental class got an average post-test score of 76.8. The pre-test to post-test scores for the experimental class increased by 16.6, while the pre-test to post-test scores for the control class only increased by 10.5. The n-gain value of the experimental class is higher than the n-gain value of the control class. The n-gain value for the control class was 0.260 and included in the low criteria, while the n-gain value for the experimental class was 0.418. Based on the pre-test and post-test results and these calculations, it is clear that students in the experimental class who use the Mind Mapping model with Microsoft Sway have better learning outcomes than students in the control class who use the model often used by the teacher. The average results of calculating differences in student activity in the experimental and control classes during three meetings are presented in Figure 1.

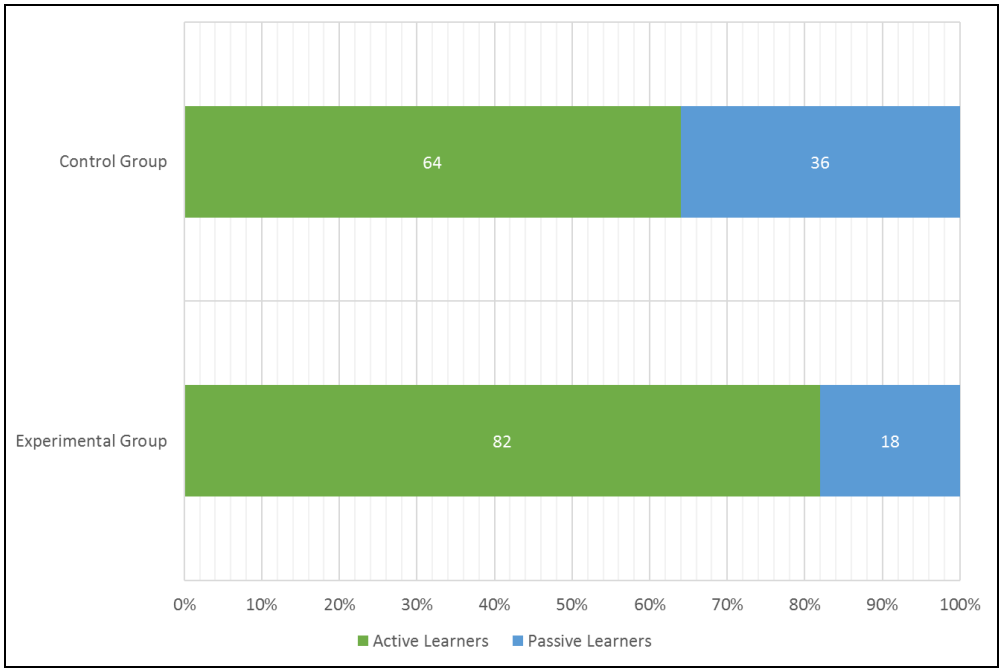

Figure 1. The Average Activity Scores of Students in the Experimental Class and Control Class

The percentage of student involvement in the experimental and control classes is different, as can be observed from the data. The control class obtained an average student activity score of 64% with very good criteria, while the experimental class obtained an average score of 82% in three lessons. As a result, the average activity score of students in the experimental class is higher than that of students in the control class who are treated with the Microsoft Sway-assisted mind mapping learning model. Thus, the Microsoft Sway-assisted mind-mapping learning model was successfully used to increase student activity in the learning process.

Discussions

The study showed that students in the experimental class who used the Mind Mapping model with Microsoft Sway had better learning outcomes than students in the control class who used the model often used by the teacher. The control class still uses the learning model often used by class teachers, namely the snowball-throwing model assisted by media images. In contrast, the experimental class receives treatment as a mind-mapping learning model assisted by Microsoft Sway. After giving both classes a post-test to find out the final data of students after getting treatment, this study compared the results of the two classes. The way learning activities are handled is the cause of differences in social studies learning outcomes between the experimental and control classes. The control class continued to use the learning model commonly used by class teachers, namely the snowball throwing model assisted by media images, while the experimental class received therapy in the form of a Mind Mapping model assisted by Microsoft Sway. Applying what students have learned using the Mind Mapping learning style can improve their academic achievement. Learners develop their knowledge, identify stages in solving problems, can suggest new ideas, and are critical in adopting new concepts through learning with the Mind Mapping approach (Polat & Aydın, 2020; F. A. Wulandari et al., 2019). Applying the mind mapping methodology in this study increased the involvement of students in their learning because it was student-centered (Gao et al., 2022; Merchie & Van Keer, 2016; Safrizal et al., 2023). Thus, it can be concluded that using mind maps to teach students can improve their learning.

The findings show that the Mind Mapping technique assisted by Microsoft Sway positively impacts social studies learning outcomes for fifth-grade students at SDN Gugus Dewi Sartika, Bergas District. Students are more enthusiastic about learning when learning is carried out using mind mapping and supported by Microsoft Sway. Microsoft Sway is a medium intended to convey information, ideas, or suggestions to interest viewers to follow up on the message's contents (Merliana et al., 2021). With the help of teachers, students and their friends use Microsoft Sway to build their way of thinking about this content. Sway learning media can benefit new learners in several ways, including engaging visuals, engaging lessons, flexibility, interactivity, and personalization (Muchtar et al., 2023; Mukhlas & Muhammadiyah Hamka, 2023).

For this reason, adopting and using innovative teaching materials is necessary to improve student performance in general education classes. The activities of students in the experimental class and control class also give their weight. Compared to the control class, the activity of students in the experimental class using the Microsoft Sway-assisted mind mapping model experienced an increase from the first meeting to the last meeting. Microsoft Sway can help the Mind Mapping learning model to engage students and get them excited about learning. Mind mapping helps students solve problems, think critically, precisely, and quickly, and analyze problems they face independently. In addition, Mind Mapping also helps students to understand the perspectives and ways of thinking of others which are interpreted in their way, see the value of a role being played, hone the five senses to develop sensitivity to social situations, and teach children to control their emotions.

Based on the first meeting to the last meeting, the involvement of students experienced an increase in both the experimental class and the control class, which followed the learning model often used by class teachers. However, the increase in the percentage of the experimental class was greater. Several indicators indicate that the snowball-throwing learning model has low results in increasing student activity compared to the mind-mapping learning model through Microsoft Sway. Some of these indicators are conveying the competencies to be achieved, presenting problems that will be responded to by students, forming groups of 2-3 members, identifying alternative answers in the form of Mind Mapping, explaining the idea of mapping the concept of thinking, concluding the results of discussions and evaluating during the process of making Mind Mapping. It can improve student learning outcomes because of the ease of understanding the material and the ease of accessing learning material briefly through the mind-mapping learning model. This finding is reinforced by the findings of previous studies stating that the mind mapping model applied to student learning is proven to be able to influence student learning outcomes (R. B. Rahmawati et al., 2023; Safrizal et al., 2023; Wati, 2022). Microsoft Sway can increase student activity (Mawarni et al., 2022). Increasing the application of the Mind Mapping model to students leads to a positive direction and is proven superior to students who receive ordinary learning (Fu et al., 2019; Kustian, 2021; Sartono et al., 2018). The Mind Mapping model positively impacts learning because it can help students learn less boringly and understand the material better (Dasopang, 2017; Susilawati, 2023). This research implies that teachers can use the Microsoft Sway-assisted Mind Mapping learning model to improve student learning outcomes.

4. CONCLUSION

The Microsoft Sway-assisted mind mapping learning model for fifth-grade students' social studies learning outcomes was successfully used during learning activities. It can be used as a substitute for social studies learning material on the Birthday of Pancasila. Thus, the Microsoft Sway-assisted mind mapping learning model positively impacts social studies

learning outcomes for fifth-grade students at SDN Gugus Dewi Sartika, Bergas District. Therefore, using the mind mapping learning paradigm using Microsoft Sway media can significantly increase student activity and learning outcomes in fifth-grade social studies subjects at SDN Gugus Dewi Sartika, Bergas District.

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