

Implementation of Mind Mapping as a Teaching Medium to Improve Reading Comprehension in Grade VII at SMP Negeri 2 Jalaksana

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Abstract

This study aims to determine the effect of using mind mapping learning media on students' learning outcomes in reading fairy tales in Sundanese language lessons in grade VII at SMP Negeri 2 Jalaksana. The problems encountered in teaching fairy tale reading are low student interest and understanding of the reading content, as well as the dominance of conventional methods used by teachers. This study employs a quantitative approach using an experimental method and a One Group Pretest-Posttest design. The research sample consists of students from class VII-A selected through simple random sampling. The instruments used include pretest and posttest assessments to measure improvements in learning outcomes. The results of data analysis using a paired sample t-test showed a significant difference between pretest and posttest scores with a significance value of 0.000 ($p < 0.05$). This proves that the use of mind mapping has a positive and significant effect on students' fairy tale reading skills. This medium helps students understand the elements of fairy tales visually and systematically, as well as increasing active involvement in the learning process.

Keywords: ^{1st}learning media, ^{2nd}learning outcomes, ^{3rd}mind mapping, ^{4th}reading fairy tales, ^{5th}Sundanese language

1. INTRODUCTION

Education is the main foundation in shaping the character and intelligence of students. In the context of national education, the learning process is not only aimed at transferring knowledge, but also at building critical, creative, and communicative thinking skills (Fithriyah & Isma, 2024). To achieve this, the learning process must be designed in an

interesting and relevant manner to the needs of students, one of which is through the use of effective learning media.

Regional languages, especially Sundanese, play an important role in preserving local culture and strengthening regional identity (Dewi et al., 2024). However, in reality, learning Sundanese still often faces challenges, both in terms of low student interest and monotonous teaching approaches. This results in students' lack of understanding of the material, particularly in terms of reading skills, such as reading fairy tales (Berliana et al., 2024).

Fairy tales, as part of traditional literature, have educational values that can shape students' characters. In addition to being entertaining, fairy tales contain moral messages, cultural values, and imagination that can enrich students' knowledge. However, in practice, students often have difficulty understanding the content, structure, and elements of fairy tales because the material is presented in an uninteresting way (Gaffar et al., 2025).

To overcome these problems, innovation in learning is needed, one of which is by using learning media that can stimulate students' thinking and imagination (Ningtyas, 2023). One medium that can be used is mind mapping. This medium allows students to represent ideas and information in visual form, making them easier to understand and remember (Meilina et al., 2024).

Mind mapping is a technique for recording and organizing information in a non-linear manner (Purba et al., 2025). By integrating images, colors, and branches of main ideas, students can systematically structure fairy tales. Previous research has shown that the use of mind mapping media is effective in improving student learning outcomes in various subjects, including reading skills (Sukardi et al., 2025). This media has been proven to help students identify main ideas, plots, characters, and moral messages in reading texts. Therefore, this media has great potential to be implemented in fairy tale reading lessons (Saputri et al., 2025).

The situation at SMP Negeri 2 Jalaksana shows that most students are not yet able to understand fairy tales in depth. Teachers still predominantly use lectures to deliver material, so students are less active and quickly become bored. Based on initial observations, there is a need to improve the learning approach used in the classroom.

The use of mind mapping media in storytelling learning is expected to be a solution to improve the quality of the learning process. This media can activate the role of students as independent and participatory learners, while helping teachers deliver material in a more interesting and systematic way (Punnari et al., 2025).

This study focuses on determining the extent of the influence of mind mapping media on the reading comprehension of seventh-grade students at SMP Negeri 2 Jalaksana. This study also aims to prove that the use of interactive visual media can help students understand reading material better. Thus, this study is expected to contribute to the development of innovative Sundanese language learning strategies and serve as a reference for teachers in selecting media that are appropriate for student characteristics and teaching materials.

2. LITERATURE REVIEW

A. Learning Media

The use of media in learning aims to convey information in a clearer, more interesting, and easier-to-understand manner for students (Syaripah & Saputra, 2024).

Media can also create a more concrete learning experience, thereby strengthening students' understanding of the subject matter. According to (Nugraha, Kuswari, et al., 2025), well-designed learning media can stimulate learning motivation, improve student concentration, and help overcome boredom during lessons. The selection of media must consider learning objectives, material characteristics, and the developmental level of students. Therefore, teachers are required to be creative and innovative in selecting and developing appropriate learning media.

In Sundanese language learning, learning media are very important for fostering student interest, especially since material such as fairy tales is often considered uninteresting when delivered conventionally (Nugraha, Sutisna, et al., 2025). With the right media, the learning process becomes more active and students can more easily understand the structure and meaning of the text. One effective medium used in this context is mind mapping, due to its visual and interactive nature.

B. Mind Mapping

According to (Sari et al., 2021) that mind mapping is a method that can help the brain remember and understand information more effectively because it utilizes colors, symbols, and non-linear structures.

The use of mind mapping in learning has a number of advantages, including improving students' creativity, memory, and analytical thinking skills (Suprayogi et al., 2021). This medium encourages students to not only be passive recipients of information but also to be active in building connections between the information they learn. Therefore, mind mapping is highly suitable for reading materials that require an understanding of concepts and plot structure, such as fairy tales (Suprihatin & Hariyadi, 2021).

In practice, students who use mind mapping can more easily remember characters, settings, plots, and moral messages in fairy tales because the information is presented in a structured and enjoyable way (Desviona et al., 2024). In addition, the activity of creating mind maps also involves elements of art and aesthetics, which can increase students' emotional involvement in the learning process. Thus, this medium is able to create a comprehensive and meaningful learning experience.

C. Reading Fairy Tales

Fairy tales are a form of folklore that are fictional and contain moral, social, and cultural values that have been passed down from generation to generation. Reading fairy tales not only fosters a love of literature, but also trains students' imagination and appreciation of life values (Diyah & Syah, 2022). In the Sundanese language curriculum, fairy tales are an important part of learning outcomes at the junior high school level.

However, the skill of reading fairy tales is not merely reading the text mechanically, but also involves understanding the elements of the story such as characters, setting, plot, and moral (Nengseh & Damayanti, 2022). A common problem encountered is that students struggle to grasp the essence of the story and restate the content of the reading in their own words (Kartika et al., 2021). This may be due to low reading interest or a lack of appropriate learning strategies.

The application of enjoyable and visual-based approaches such as mind mapping in fairy tale reading instruction can help overcome these problems (Hisda et al., 2023). By presenting the story structure in a visual format, students can more easily identify the key

parts of the story. This also encourages them to focus more and become more engaged with the text, thereby significantly improving their understanding of the fairy tale (Afrilia & Sukartiningih, 2024).

D. Learning Outcomes

Learning outcomes are the main indicator in evaluating the success of the educational process. According to (Yandi et al., 2023), learning outcomes include cognitive, affective, and psychomotor domains that reflect changes in students' knowledge, attitudes, and skills after participating in the learning process. In this context, improving learning outcomes is the ultimate goal of using effective learning methods and media.

One factor that greatly influences learning outcomes is the strategy used by teachers to deliver material. When teachers use methods that suit students' needs and learning styles, learning outcomes improve (Fernando et al., 2024). Engaging and interactive learning media such as mind mapping enable students to better understand and remember lesson material because the learning process is active and enjoyable (Maryono & Budiono, 2020).

Previous studies have shown that student learning outcomes improve significantly after the use of visual media such as mind mapping. This media helps students understand the material in a more digestible way and can facilitate long-term memory reinforcement (Sutika et al., 2024). Therefore, learning outcomes can be used as an important indicator in measuring the effectiveness of learning media used in the classroom.

E. Previous Research

Research by (Pinem et al., 2025) shows that the use of mind mapping in fairy tale reading helps students understand the content of the text more deeply. They are able to identify characters, plots, and moral messages from the text more clearly. Improved learning outcomes are also demonstrated by significant differences between pretest and posttest scores.

Meanwhile, (Hasan & Rozaq, 2024) in their research stated that the application of mind mapping in Akidah Akhlak learning can improve students' understanding and motivation to learn. With this medium, students are more interested in learning because the material is presented in a visual and interactive manner. This supports the use of mind mapping in various subjects, including Sundanese.

These studies reinforce the theoretical basis that mind mapping is an effective learning medium for improving students' understanding, memory, and learning outcomes. Therefore, the use of this medium in fairy tale reading lessons is expected to overcome the obstacles that teachers and students have faced in understanding the content of stories in a comprehensive and systematic manner.

3. RESEARCH METHODOLOGY

3.1. Research Design

This research employs a quantitative approach with an experimental method. The quantitative approach is selected because the study focuses on objectively and numerically measuring the impact of mind mapping media on students' fairy tale reading outcomes. The experimental method is intended to assess changes in students' learning results before and after the intervention. The study adopts a One Group Pretest-Posttest Design, where participants are

given a pretest to assess their initial reading skills. They then receive instruction using mind mapping media, followed by a posttest to evaluate any improvement in their performance. Although this design does not include a control group, it effectively captures significant differences between pretest and posttest scores within the same group, allowing researchers to observe the impact of the treatment.

3.2. Participants of the Study

The participants in this study were seventh-grade students at SMP Negeri 2 Jalaksana in the 2024/2025 academic year. The researcher selected one class as the research subject, namely class VII-A. This class was selected randomly using simple random sampling so that each class had an equal chance of being selected as a sample.

The number of research participants was 31 students. All students in the class participated in learning activities and the measurement of reading comprehension using the prepared instruments. The inclusion criteria for this study were students who participated in the entire learning process and were not absent during the research process.

The selection of participants was made by considering the readiness of the class and the suitability of the material with the current curriculum. In addition, Sundanese language teachers were also involved as collaborators in the implementation of learning using mind mapping media.

3.3. Instruments

The main instrument in this study was a fairy tale reading test used to measure student learning outcomes. The test consisted of essay questions designed based on indicators of the ability to understand the content of fairy tales, including characters, setting, plot, and moral. The test was administered in two stages, namely before treatment (pretest) and after treatment (posttest).

Before use, the instrument was validated by subject matter experts and media experts from among Sundanese language lecturers and teachers. The validity test was conducted to ensure that the questions were in line with the learning objectives and could accurately measure students' abilities. Content validity was also tested through empirical validation using item correlation analysis with statistical software.

In addition to tests, other supporting instruments included teacher observation sheets during learning and documentation of student activities when creating mind maps. These instruments were used to support quantitative data and provide a contextual overview of the teaching and learning activities.

3.4. Data Analysis Techniques

The data in this study were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to examine the distribution of students' pretest and posttest scores, including the mean, highest score, lowest score, and standard deviation. These data provided an initial overview of learning outcomes before and after the treatment.

Next, a normality test was conducted to ensure that the data had a normal distribution, as a prerequisite for proceeding to parametric testing. The normality test used the Kolmogorov-Smirnov or Shapiro-Wilk technique, depending on the sample size.

Once the data was proven to be normal, hypothesis testing was conducted using a paired sample t-test with SPSS.

The paired sample t-test was used to test the difference in mean scores between the pretest and posttest. The results of this test showed whether the use of mind mapping media had a significant effect on learning outcomes in reading fairy tales. If the significance value (p) < 0.05, then the alternative hypothesis (H_a) was accepted and indicated a significant effect.

4. RESULTS

This study was conducted at SMP Negeri 2 Jalaksana in the even semester of the 2024/2025 academic year. The research subjects were 31 students in class VII-B. The study focused on improving students' learning outcomes in reading fairy tales after being given treatment in the form of using mind mapping learning media.

All students who were the subjects of the study participated in the entire series of activities, starting from the pretest, learning treatment with mind mapping media, to the posttest. The research was conducted over four meetings, covering the introduction of the media, learning to read fairy tales, and the preparation and presentation of mind mapping results by students.

The learning activities took place face-to-face in the classroom, guided by the Sundanese language teacher and the researcher as an observer. The learning process was carried out in a conducive, participatory, and active atmosphere, with the use of mind mapping as a tool to facilitate students' understanding of the structure and content of the fairy tales they read.

This study aimed to determine the effect of using mind mapping media on the fairy tale reading learning outcomes of seventh-grade students at SMP Negeri 2 Jalaksana. Data were obtained from pretest and posttest results administered to 31 seventh-grade students in class VII-A before and after learning using mind mapping media. Before the intervention, students took an initial test (pretest) to measure their initial ability to understand fairy tale texts. Pretest scores showed significant variation, with the lowest score being 15 and the highest 70. The average pretest score was 40.16. After learning with mind mapping media, the students took a final test to measure their improvement. The posttest scores showed higher results, with the highest score being 100, the lowest score being 50, and the average score being 77.90.

A comparison of the pretest and posttest scores shows that there was an improvement in learning outcomes after using mind mapping media. All students experienced an increase in scores, although the magnitude varied. The distribution of learning completeness also changed significantly. While in the pretest the majority of students were below the minimum passing grade, after the treatment almost all students reached or exceeded the minimum passing grade. This shows that mind mapping media is effective in helping students' understanding and engagement in fairy tale reading learning. To visualize these differences, the following graph shows the increase in learning outcomes.

Table 1. Comparison of Pretest & Posttest Results

	Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	31	55	15	70	40,16	3,124	302,473
Posttest	31	50	50	100	77,90	2,084	134,624
Valid N (listwise)	31						

Before conducting hypothesis testing, data normality testing was first conducted to ensure that the distribution of pretest and posttest values met the requirements for parametric analysis. Normality testing was conducted using Shapiro-Wilk through the SPSS program.

Table 2. Normality Test**Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,133	31	,175	,936	31	,064
Posttest	,138	31	,139	,960	31	,294

a. Lilliefors Significance Correction

Since both data sets show significance values above 0.05, the data is considered normally distributed. Thus, a paired sample t-test was used to examine whether there was a significant difference between pretest and posttest scores after using mind mapping media.

Table 3. Hypothesis Testing

Paired Samples Test							t	df	Sig. (2-tailed)
Paired Differences									
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
Pair 1	Pre- Post				Lower	Upper			
Pair 1	Pre- Post	-37.742	20.076	3.606	-45.106	-30.378	-10.467	30	.000

Since the significance value (p) < 0.05, H_0 is rejected and H_1 is accepted. This means that there is a significant difference between the pretest and posttest results. Thus, it can be concluded that the use of mind mapping media has a significant effect on improving the reading comprehension of seventh-grade students at SMP Negeri 2 Jalaksana.

5. DISCUSSION

Theoretically, this improvement aligns with the cognitive learning approach, which emphasizes the importance of active information processing by learners. Mind mapping helps students organize information from fairy tale readings into a visual format that is easy to understand and remember. This technique allows students to connect elements of the fairy tale, such as characters, setting, plot, and story message, into a logical and comprehensive mind map structure. Thus, mind mapping strengthens memory and overall

understanding, consistent with the findings (Kartomo, 2024) that mind maps are effective in improving thinking and memory skills.

Practically, these results have positive implications for Sundanese language teachers, particularly in narrative text instruction. Often, fairy tale instruction is perceived as boring because it is conducted through lectures or passive reading. Through mind mapping, students actively engage in understanding and visualizing the story content, which not only improves their learning outcomes but also strengthens their interest and participation. This demonstrates that the use of appropriate media can transform the classroom atmosphere into a more interactive and productive environment.

Furthermore, these findings address the broader issue of low student reading interest and the lack of creative teaching strategies in Sundanese language lessons. By using mind mapping, learning becomes more contextual, engaging, and easily accepted by students, while also contributing to the preservation of local culture through folktales as a traditional literary heritage. Therefore, this approach aligns with the spirit of strengthening the Pancasila learner profile in the Merdeka Curriculum, which emphasizes creativity, cooperation, and local wisdom.

Overall, the findings of this study reinforce the position of visual-based learning media as an innovative solution to address students' comprehension gaps in text literacy. This technique can be extrapolated to other subjects, both language-based and non-language-based, as it is universally applicable in facilitating the representation of information. This underscores the importance of professional training and development for teachers in designing creative learning media tailored to students' learning styles.

Thus, the success of using mind mapping in this study not only impacts better learning outcomes but also opens opportunities to create more collaborative, creative, and meaningful learning models across various educational levels.

6. CONCLUSION

This study concludes that the use of mind mapping learning media has a significant effect on improving student learning outcomes in reading fairy tales in grade VII at SMP Negeri 2 Jalaksana. The effective application of mind mapping helps students understand the content of the reading material in a more structured and interesting way, thereby improving the average learning outcomes from low to high. This technique has been proven to facilitate active student engagement and improve learning outcomes in a tangible way.

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