



Enhancing Civic Nationalism Through Mind Maps Integrated with Darul Ahdi Wa Syahadah in Civic Education at Elementary Schools

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ABSTRACT

Declining nationalistic attitudes among elementary school students pose a challenge for civic character education in the globalization era. This study examines the effect of Mind Mapping media integrated with Darul Ahdi Wa Syahadah values — a Muhammadiyah framework connecting national identity to religious commitment, targeting the affective dimension of attitude formation — on the nationalistic attitudes of Grade VI students in Civic Education. Using a pre-experimental one-group pretest-posttest design, 22 students at SD Muhammadiyah 5 Porong were assessed via a validated 25-item instrument (Cronbach's Alpha = 0.897). Data were analyzed using a paired sample t-test and Partial Eta Squared. Results showed $t = -17.278$ ($p = 0.000 < 0.05$) and a Partial Eta Squared (η^2) value of 0.934. Although this value exceeds the typical educational research range ($\eta^2 = 0.10-0.30$) — likely due to the small sample and absence of a control group — the findings provide preliminary evidence that combining visual-cognitive (Mind Mapping) and affective-religious (Darul Ahdi Wa Syahadah) approaches can strengthen nationalistic attitudes. Future research with larger samples and control groups is recommended.

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1. INTRODUCTION

Education is a conscious and planned effort aimed at creating a learning environment and process that encourages the active development of students, including spiritual values related to religious aspects, self-control, personality building, intelligence development, instilling noble character, and mastering the skills needed for themselves and society (Rahman et al., 2022). Education can be considered one of the paths that most people take to determine their future (Nurhayati & Handayani, 2020). The objective of Civic Education is to shape students to grow into individuals with noble character, knowledge, skills, and attitudes that can be used to develop a love for their homeland and nationality. (Mahardika, 2023). Beyond mere knowledge, Civics Education also includes participating in developing students' character through learning about ethics, morals, and social values (Nurhalisyah et al., 2024).

Civics is a fundamental subject that plays an important role in shaping students' nationalistic attitudes, particularly in the formation of Darul Ahdi Wa Syahadah values, which are very important considering that students are in the early stages of developing their personalities and social values. Darul Ahdi Wa Syahadah, which means the house of covenant and testimony, shows that a shared commitment to the ideology of Pancasila is not enough; that commitment must be proven through the application of ethics in national life (Junaedi et al., 2021). The Pancasila state is the result of a national agreement. It serves as a justification or reality for the realization of a peaceful and secure country, as well as for the realization of a developed, just, prosperous, dignified, and sovereign life (Yusril & Syahputra, 2025). Muhammadiyah's thoughts on the relationship between the state and religion were conveyed at the 46th Muhammadiyah Congress, which took place in Yogyakarta in 2010 (Yusril & Syahputra, 2025). The written agreement resulted in the understanding that dar al-'ahdi means that the state is a vessel for achieving national consensus, which is understood as the result of a process involving all elements of the nation, whose existence must always be maintained and upheld (Yusril & Syahputra, 2025). Pancasila as Wa Al-syahadah is interpreted as a country that serves as a place of testimony and proof through the struggle to defend and advance the nation (Yusril & Syahputra, 2025). Muhammadiyah interprets Indonesia as a Pancasila State, a State that is the result of a national agreement and a State that functions as a form of testimony, namely, dar al-'ahdi wa al-syahadah (Yusril & Syahputra, 2025). Muhammadiyah's view of dar al-'ahdi wa al-syahadah is in line with Islamic aspirations for an ideal state, namely a state that is considered the best and is under the grace of Allah SWT (Yusril & Syahputra, 2025). Together with dar al-'ahdi wa al-syahadah, Muhammadiyah focuses on creating an Indonesian state based on Pancasila as dar al-salam and not dar al-islam, so that Indonesia is not made into a religious state but is built by making religion a value in the life of the nation and state as stated in the five principles of Pancasila (Yusril & Syahputra, 2025).

The importance of fostering a nationalistic attitude among students as a tangible manifestation of their commitment to national values based on Pancasila. A deepening of nationalistic attitudes can be demonstrated through appreciation of Indonesian culture, willingness to make sacrifices, preservation of the nation's cultural wealth, achievement of excellence, protection of the environment, love of the homeland, discipline, obedience to the law, and recognition and acceptance of cultural, religious, and ethnic diversity (Andara et al., 2021). Instilling a nationalistic attitude in students is also in line with Muhammadiyah's view of dar al-'ahdi wa al-syahadah, which is to make every citizen a guardian of the nation's noble covenant (Pancasila) as well as an active witness in maintaining a national life based on the values of justice, unity, and humanity (Yusril & Syahputra, 2025). Nationalism is a tangible

manifestation of love for one's homeland, which grows from a collective awareness to build power and reach agreement in designing a state based on a shared identity. This attitude becomes the ultimate goal in carrying out various social and economic activities (DJ & Jumardi, 2022).

Indonesia's younger generation is at risk of losing their nationalistic spirit because in the current era of globalization, there are two sides, positive and negative, that can influence the behavior of each individual. However, the effects of globalization currently tend to be negative, resulting in a decline in love for the homeland (Andara et al., 2021). One of them is that within the school environment, students find it difficult to appreciate differences of opinion and respect the diversity of ethnicities, religions, and cultures around them. This problem occurs due to a lack of positive understanding of the material being taught or a lack of relevance of the material to everyday life (Irdianti et al., 2020). Issues in the learning process cause this problem, as the lack of student participation in the learning process also results in problems that need to be addressed (Hardyanti & Isnarmi, 2020). Many students were inactive in the civic education learning process, which delayed the achievement of learning objectives (Abdurrohman, 2021). Furthermore, problems in teaching abstract material can affect students' understanding of citizenship concepts (Pradnyana et al., 2020).

In relation to the explanation of issues related to this situation, several measures can be applied to improve the factors that influence these issues. Therefore, modifications need to be made, especially to the learning model used in Civic Education. One model that can be introduced is Mind Mapping. Mind Mapping is a learning approach that utilizes visual media to organize and group lesson materials, so that the information presented can be more easily understood, learned, and analyzed by students (Anwar & Widiartanto, 2021). Tony Buzan states that Mind Mapping is an easy method for putting information into the mind and capturing knowledge from outside the mind. This model is considered capable of influencing student learning outcomes because students can produce material from what they have learned in the form of mind maps that can be designed according to their abilities so that they are easy to understand and remember (Nurrachmawati & Istaryatiningtias, 2022).

Mind mapping is not only done manually, but also supported by the Edraw Mind Map digital application. This application is designed to help users organize and present their ideas in a more structured manner through easy-to-understand diagrams (Hikmah & Hadi, 2021). This application is equipped with various innovative features that can encourage and develop students' creativity in its use (Herianto et al., 2025). Students can take advantage of a variety of excellent features, ranging from an easy-to-use interface, diverse layout options, a collection of high-quality clipart icons, attractive preset themes, import and export facilities, and a wide selection of ready-to-use templates (Putra Priyandana et al., 2021). In Civic Education, which plays an important role in shaping students' character to become critical citizens with national awareness and integration, the application of this model is considered highly appropriate and relevant (Herianto et al., 2025). Faced with complex Civic Education material that requires in-depth understanding, the use of the Mind Mapping learning model with the help of the Edraw Mind Map application is expected to improve students' ability to understand, summarise, and apply the material more optimally (Herianto et al., 2025). With this method, learning objectives will be more structured and easier to implement (Anjani et al., 2020).

The results of an interview with the principal of SD Muhammadiyah 5 Porong on 4 August 2025 revealed that the students' ability to solve problems covering a broad range of material

is still relatively low. Some students often forget the material that has been taught, and they tend to listen to the teacher's explanations without taking the initiative to ask questions. In addition, interview results with VI students also showed that they had difficulty working on questions that covered a lot of material. This situation demonstrates the need for appropriate and effective problem-solving measures. One solution that can be implemented is the use of contextual learning media that is in line with the demands of modern development, especially in the use of technology. The application of learning media combined with teaching materials by educators is expected to encourage changes in the way students learn, from being passive to becoming more active and participatory in the learning process.

Essentially, the learning medium that has developed and is widely used in educational practice today is Mind Mapping, which is known as a modern learning approach. Its advantages lie in its attractive appearance and ease of use, which can help overcome the obstacles often faced by students in achieving optimal learning outcomes. By applying concept-based learning principles, Mind Mapping can help students understand subject matter with many topics. In the literature obtained, several studies analyzed the effectiveness of Mind Mapping media in learning, such as the study by Nurrachmawati & Istaryatiningtias (2022). The Mind Mapping model affects students' Civic Education learning outcomes. This effect is proven by the average score of 86.93 and a percentage of 86.9% for the experimental group, while the average score for the control group was 78.8 with a percentage of 79%. In other studies (Anwar & Widiartanto, 2021), it is explained that the implementation of the Mind Mapping method can significantly improve the learning outcomes of fourth-grade elementary school students in Civics Education. In the study (Anggun Murta Sati, 2020), there is an impact of the application of the Mind Mapping learning model on the creative character of students in Civic Education learning in Grade III at SD Negeri 32 in Bengkulu City.

Based on the previous description, it can be concluded that the application of Mind Mapping media is highly relevant for teaching Cultural Diversity in Indonesia. Through this medium, it is hoped that it will have a positive influence on students' nationalistic attitudes. The subject of Cultural Diversity in Indonesia is included in basic competency 3.2, which is to identify various forms of cultural diversity in Indonesia, 3.3, which is to understand the importance of unity in diversity, and 4.2, which is to present information related to cultural diversity through simple media. The material covers a fairly broad scope, so it requires organizing the concepts to make them easier to understand. The teaching materials, organized in accordance with the Mind Mapping model, make it easier for students to understand the learning material in a structured and coherent manner.

Determining the appropriate learning media plays an important role in the process of shaping students' character. The use of technology-based media, such as Edraw Mind Map, can create a more engaging learning environment and encourage innovation in learning. Through a structured visual display, the delivery of material containing national values can be carried out more optimally and be easily understood. The effectiveness of the media is further strengthened when combined with the values of Darul Ahdi Wa Syahadah. This national concept emphasizes the importance of loyalty to the country, a sense of unity, and responsibility as citizens. Theoretically, the integration of Mind Mapping and Darul Ahdi Wa Syahadah is grounded in complementary frameworks: Mind Mapping operationalizes dual coding theory (Paivio, 1991) by simultaneously activating verbal and visual information processing, while Darul Ahdi Wa Syahadah provides a value-laden ideological framework that connects national identity to religious commitment, thereby targeting the affective dimension of attitude formation. Together, these two elements are hypothesized to produce

deeper and more durable attitude change than either approach in isolation — Mind Mapping by structuring the cognitive representation of nationalism, and Darul Ahdi Wa Syahadah by providing the motivational and affective meaning that drives internalization. This integrated theoretical rationale distinguishes the present study from prior research that has examined Mind Mapping and civic values education separately. A review of existing studies reveals a clear research gap: while studies such as Nurrachmawati and Istaryatiningtias (2022) have demonstrated the effect of Mind Mapping on Civic Education learning outcomes. Stefani and Amrullah have shown the impact of Darul Ahdi Wa Syahadah-based learning on nationalistic attitudes; no study to date has systematically combined both approaches within a single intervention targeting nationalistic attitude formation at the elementary school level. The present study addresses this gap by integrating both elements, providing the first empirical test of their combined effectiveness in a Muhammadiyah primary school context.

The importance of this research lies in its effort to present creative alternative learning strategies by integrating Mind Mapping media based on the Edraw Mind Map application into Civic Education learning. This study is expected to make a tangible contribution to the development of more effective Civic Education teaching methods that foster a sense of nationalism in students from an early age. Based on this background, this study explicitly formulates the following research questions: (1) Does the use of Mind Mapping media containing Darul Ahdi Wa Syahadah values significantly affect the nationalistic attitudes of Grade VI students at SD Muhammadiyah 5 Porong? (2) How large is the effect of this intervention on students' nationalistic attitudes as measured by the Partial Eta Squared coefficient? In this study, nationalistic attitude is operationally defined as a student's evaluative disposition toward the nation, comprising three measurable dimensions: (a) cognitive — knowledge and understanding of national identity, history, and symbols; (b) affective — emotional attachment, pride, and sense of belonging to the nation; and (c) behavioral — active participation in upholding national values, respecting diversity, and contributing to the common good. These dimensions align with the civic education framework and are reflected in the 25-item measurement instrument used in this study. The term “civic nationalism” as used in the title refers to a form of nationalism grounded in shared civic values and institutional commitment, consistent with the Darul Ahdi Wa Syahadah concept. In contrast, “nationalistic attitude” in the body of the study refers to the measurable behavioral and affective expression of this commitment among individual students. Both terms refer to the same construct examined at different levels of analysis — societal and individual, respectively. The results of this study are intended to identify alternative teaching strategies that are not only visually appealing and easy to understand, but also capable of enhancing students' sense of national identity.

2. METHODS

This study utilizes a quantitative research approach. In this study, a pre-experimental model was used in the form of a one-group pre-test post-test study (Anwar & Widiartanto, 2021). In this study, only one series of experiments was conducted, namely a pre-test (O1) to understand the initial findings. After that, there is a post-test (O2) to determine the final results. Next, there is treatment (X) (Torang Siregar et al., 2025). Researchers can compare the conditions before and after treatment. The research design is as follows. The results of the tests mentioned above were then analyzed to determine the impact of the treatment using the symbol (O2) (Torang Siregar et al., 2025), as can be clearly seen in Table 1 below.

Table 1. One Group Pretest-Posttest

	<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
	O ₁	X ₁	O ₂

Information:
 O1 : experimental class pretest
 O2 : experimental class posttest
 X1 : Treatment with multi-representation worksheets

If there is a significant difference between the pre-test and post-test results, it can be said that the use of Mind Mapping as a learning tool has an impact on the learning outcomes of students at SD Muhammadiyah 5 Porong. This research was conducted at Muhammadiyah 5 Porong Primary School, located on Jalan Raya, Dusun Pojok, Lajuk, Porong, Sidoarjo Regency, East Java. The population for this study consisted of all 22 sixth-grade students at Muhammadiyah 5 Porong Elementary School, comprising 11 boys and 11 girls. The sampling technique used in this study was saturated sampling, as the number of students did not reach 30. Saturation sampling is a sampling technique in which all members of the population are included in the research sample (Torang Siregar et al., 2025). The research data were collected through initial observation at school, tests using pre-tests and post-tests consisting of 25 multiple-choice questions, and documentation (Sianturi et al., 2024). The intervention was carried out in a structured manner over three consecutive days, including initial measurements (pre-test), one 120-minute learning session using the Mind Mapping strategy integrated with Darul Ahdi Wa Syahadah values, and a final measurement (post-test), so that the pedagogical treatment designed based on visual-conceptual representation was given intensively in a two-hour meeting in the subject of Pancasila and Citizenship Education.

This research activity utilizes primary and secondary data. Primary data is key information obtained by researchers directly from the source during the research process (Kolkman & Blackburn, 2014). In this study, primary data was obtained directly from the source, namely through the results of the pre-test and post-test given to sixth-grade students at SD Muhammadiyah 5 Porong. In addition to primary data, this study also integrates secondary data. Secondary data is a type of research data obtained by researchers through intermediaries or media. (Kolkman & Blackburn, 2014). Primary data was sourced from various reliable references, such as scientific publications, books, and information obtained from reputable websites (Kolkman & Blackburn, 2014).

The research procedure was carried out in five stages. First, researchers prepared pre-test and post-test instruments and learning materials to be given to students, Second, administering a pre-test to VI students to assess their knowledge or skills before treatment is given, Third, administering a post-test used as a tool to assess improvements in student learning outcomes after treatment was given, fourth, analysis of pre-test and post-test data

to determine whether there is a significant effect on student learning outcomes after receiving treatment using SPSS software version 25 (Nova Siti Ismila & Rosi Iskandar, 2023).

The instruments used in this study were pre-test and post-test research instruments in the form of multiple-choice questions used to assess student learning outcomes, and experimental design research instruments in the form of teaching modules, teaching materials, and student worksheets. Test instruments undergo validity and reliability testing. Validity testing is used in research employing construct validity, while reliability testing uses the Cronbach Alpha formula (Mawaddah et al., 2021). According to Sugiyono (2023), construct validity testing is conducted after the instrument questions have been compiled with aspects assessed based on specific theoretical foundations, and then consulted with experts to ensure that the instrument used is consistent with the theory and does not measure other variables. The validity of the instrument was assessed through expert judgment based on theoretical indicators of nationalism and the principles of Darul Ahdi Wa Syahadah. Before implementation, the Mind Mapping tool and design were validated by experts to ensure the suitability of the material and its usability. The validation results showed that the tool was suitable with minor revisions, and it was then implemented in the experimental stage. Next, a reliability test was conducted to determine whether the instrument provides consistent results and measures the consistency of the instrument across questions. In a reliability test to measure the consistency of an instrument using the Cronbach Alpha formula, a score < 0.60 is considered unreliable (Teni & Yudianto, 2021).

This study utilized a prerequisite test, namely a normality test, to determine whether the pre-test and post-test data were normal or not, which was tested using the Shapiro-Wilk formula (Octaviana et al., 2023). The Shapiro-Wilk method is a normality method for small samples < 50 (Octaviana et al., 2023). In the normality test, the hypotheses used are H_0 : the data are normally distributed and H_1 : the data are not normally distributed. If the significance value (p-value) calculated with the normality test statistic is greater than the significance level (for example, 0.050), then the hypothesis H_0 is accepted and the data is normally distributed (Sonjaya et al., 2025).

The next step in this analysis is to perform a T-test, namely a paired-samples t-test. The T-test is used to assess the significance of the relationship between variables X and Y, in order to determine whether the independent variable, namely the use of mind mapping media containing Darul Ahdi Wa Syahadah values, has a real influence on the dependent variable, namely students' nationalistic attitudes, partially or separately (Rahmi & Alfurqan, 2021). The coefficient of the independent variable can be interpreted using the Unstandardized Coefficient or Standardized Coefficient, taking into account the significance value of each variable at a significance level of $\alpha = 5\%$ (Rahmi & Alfurqan, 2021). If the t-value is less than the t-table value and α is greater than 0.05, it can be concluded that the independent variable does not have a significant impact on the dependent variable, so H_0 is accepted, and H_1 is rejected. Conversely, if $t_{hitung} > t_{tabel}$ and $\alpha < 0.05$, there is a significant effect between the independent variable, namely the use of mind mapping media containing Darul Ahdi Wa Syahadah values, and the dependent variable, namely students' nationalistic attitudes, so that H_0 is rejected and H_1 is accepted (Rahmi & Alfurqan, 2021). If all prerequisite tests have been met, then the final step is to perform the eta squared test. The eta squared test was conducted to measure the extent of the influence of using Mind Mapping media containing Darul Ahdi Wa Syahadah values on the development of students' nationalistic attitudes in the

Pancasila Education learning process in Grade VI of elementary school (Farohah & Tirtoni, 2024).

3. RESULTS AND DISCUSSION

3.1. Origin of lactic strains studied

Research shows the urgency of instilling nationalism in students in an era of globalization marked by a weakening of national identity among the younger generation. The integration of Darul Ahdi Wa Syahadah values into Mind Mapping media was chosen as a learning intervention because this concept emphasizes the responsibility of every citizen as guardians of the nation's noble covenant and active witnesses in national life. To ensure measurement accuracy, research instruments first undergo a series of rigorous feasibility tests.

The first step in ensuring the quality of the instrument was to test the construct validity of 30 items on nationalism. This test is crucial because invalid instruments will produce data that cannot be scientifically accounted for. Using the biserial correlation technique with the Dcriterion $r_{hitung} > r_{tabel}$ (0.423) at a significance level of 5%, it was found that five items (numbers 11, 14, 15, 24, and 27) did not meet the validity criteria. A closer examination of these invalid items revealed two primary causes of invalidity. First, items 11, 15, and 24 suffered from wording clarity issues, where the sentence structures were ambiguous and could be interpreted differently by respondents, leading to inconsistent responses that weakened item-total correlations. Second, items 14 and 27 exhibited content misalignment, meaning the item content did not sufficiently represent the nationalism construct being measured and instead captured peripheral concepts unrelated to the core indicators of nationalistic attitude as defined in this study. The elimination of these five items is not merely a statistical

Procedure, but rather an effort to ensure that each item truly measures the construct of nationalism, not other variables that could obscure the research results. The remaining 25 valid questions indicate that 83.3% of the initial instrument met reliable measurement standards. A valid research instrument needs to be supported by good reliability so that the measurement results can be trusted. Thus, reliability testing using Cronbach's Alpha was conducted to identify the level of consistency of the instrument in providing stable results upon repeated use under equivalent conditions. The test results are presented in Table 2.

Table 2. Instrument Reliability Test Results of Reliability Statistics

Cronbach's Alpha	N of items
,897	30

A Cronbach's Alpha value of 0.897 is significant in the context of this study. According to George and Mallery's (2003) classification, an α value > 0.9 is categorized as "excellent", while a value between 0.8 and 0.9 is considered "good". Thus, the coefficient of 0.897 is on the threshold of the excellent category, indicating that 89.7% of the observed score variance is true score variance, while only 10.3% is measurement error variance. Implicitly, this instrument has a high degree of reliability in measuring students' attitudes towards nationalism, so that differences in scores between respondents can be trusted as genuine differences in attitude, not artifacts of measurement inconsistency. (Teni & Agus Yudiyanto, 2021).

Before conducting a parametric hypothesis test, the assumption of data normality must be met. Violation of this assumption can lead to misleading statistical conclusions because parametric tests such as the paired sample t-test assume a normal distribution in the population. The Shapiro-Wilk method was chosen because it is more sensitive and accurate for small samples ($n < 50$) than the Kolmogorov-Smirnov test. (Sonjaya et al., 2025). The results of normality testing are presented in Table 3.

Table 3. *Results of Normality Tests for Pre-test and Post-test Data*

Data	Shapiro-Wilk			Description
	Statistic	df	Sig.	
Pretest	,952	22	,346	Normal
Posttest	962	22	,526	Normal

The SPSS output shows Shapiro-Wilk significance values of 0.346 for the pre-test and 0.526 for the post-test. The statistical interpretation is as follows: since both Sig. values $> \alpha$ (0.05), H_0 (data is normally distributed) is accepted. The Shapiro-Wilk statistical value approaching 1 (pre-test = 0.952; post-test = 0.962) further strengthens the conclusion that the data distribution is close to a perfect normal distribution. In practical terms, the study found that the participants' nationalistic attitude scores were symmetrically distributed around the mean value, without any extreme outliers that could distort the analysis. The fulfillment of the normality assumption provides legitimacy to proceed to the paired sample t-test stage. (Farohah & Tirtoni, 2024).

The essence of this experimental study is to examine whether there is a significant difference in the nationalistic attitudes of students before and after learning intervention using Mind Mapping media containing the values of Darul Ahdi Wa Syahadah. The paired sample t-test was chosen because it compares two measurements on the same subject (within-subject design), thereby controlling for individual variability. The results of the analysis are presented in Table 4.

Table 4. *Results of the Paired Sample T-Test*

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-14.182	3.850	.821	-15.889	-12.475	-17.278	21	.000

The results of the paired sample t-test show that the mean difference value of -14.182 indicates that the average post-test score is 14.182 higher than the pre-test score (the negative sign is due to the calculation of the pre-test minus the post-test). The relatively small standard deviation of 3.850 points compared to the mean indicates that the increase in scores

among students was fairly consistent; there were no extreme variations where some students improved dramatically while others improved only slightly. The test results show that the t -value of -17,278 (absolute value = 17,278) is well above the t -table value at a degree of freedom (df) = 21 and a significance level (α) = 0.05 (t_{table} = 2,080). This huge difference is reflected in the comparison $|t_{hitung}|/t_{tabel}$ = 8,3 times, so it can be interpreted that the difference obtained is very unlikely to occur by chance. In addition, the significance value (2-tailed) = 0.000 (actually < 0.001) further strengthens the finding that the probability of this difference occurring if H_0 is true is less than 0.1%.

In other words, there is very strong statistical evidence to reject H_0 and accept H_a : the use of Mind Mapping media containing Darul Ahdi Wa Syahadah values has a significant effect on students' attitudes toward nationalism. (Rahmi & Alfurqan, 2021). Statistical significance does not fully reflect the practical significance of an intervention. Studies with large sample sizes have the potential to produce statistically significant p -values even though the observed differences are practically trivial. Therefore, the effect size was calculated using the Eta Squared (η^2) test to measure the actual effect of the learning intervention on the dependent variable. The results of the analysis using Repeated Measures ANOVA in SPSS version 25 are presented in Table 5.

Table 5. Effect Size Test Results (Partial Eta Squared)

Source	Time	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Time	Linear	2212.364	1	2212.346	298.514	0.000	0.934
Error(Time)	Linear	155.636	21	7.411			

The Partial Eta Squared (η^2) value of 0,934 is a statistically significant finding. To understand its meaning, it is necessary to know that η^2 measures the proportion of variance in the dependent variable that the independent variable can explain. With η^2 = 0,934, it means that 93,4% of the change in students' nationalism attitude can be attributed to the use of Mind Mapping media containing Darul Ahdi Wa Syahadah values. In comparison, only 6,6% is caused by other factors outside the treatment. However, it is important to acknowledge that this η^2 value is considerably higher than what is typically found in educational intervention research, where effect sizes generally range between η^2 = 0,10–0,30 for large effects (Cohen, 1988). Several methodological factors inherent to this study likely contributed to the exceptionally high effect size value. First, the small sample size (n = 22) tends to inflate the t -value statistically, which in turn produces a larger η^2 through the formula $\eta^2 = t^2/(t^2 + df)$. As the denominator (df = 21) is disproportionately small relative to t^2 = 298,53, the resulting η^2 naturally approaches 1,00. Second, the one-group pre-experimental design without a control group means that all observed score changes are fully attributed to the treatment, without the ability to isolate the effects of external variables such as the testing effect (students' familiarity with the instrument after the pretest) or maturation effect (students' natural development over time). Third, the highly focused and contextually relevant intervention — integrating Darul Ahdi Wa Syahadah values within the Muhammadiyah school environment — may have produced greater short-term attitudinal changes compared to more generic instructional approaches. Therefore, while the directional finding remains valid that the intervention produced a statistically and practically significant improvement in students'

nationalistic attitudes, future research is strongly recommended to employ a larger sample size and a true experimental design with a randomized control group to obtain a more conservative and generalizable effect size estimate.

Referring to Cohen's (1988) interpretation guidelines, which have become the standard in social and educational research, η^2 values are categorized as follows: 0,01 (small effect), 0,06 (medium effect), and 0,14 (large effect). With a value of 0,934, the learning intervention is classified as having a large effect. Nevertheless, a critical appraisal of this value is necessary. This η^2 value substantially exceeds the typical range for educational research ($\eta^2 = 0,10-0,30$), and its validity as a true reflection of the intervention's effectiveness must be questioned through a skeptical lens. Three methodological artifacts likely inflated this value. First, the small sample size ($n = 22$) mathematically inflates the t -value, which directly inflates η^2 through the formula $\eta^2 = t^2/(t^2 + df) = (-17,278)^2/((-17,278)^2 + 21) = 298,53/(298,53 + 21) \approx 0,934$ — as df shrinks, η^2 approaches 1,00 regardless of true effect magnitude. Second, the absence of a control group means that all score variance is attributed to the treatment, when in reality external factors also contribute. Third, demand characteristics may have played a role: students who are aware of being in an intervention study may consciously or unconsciously align their posttest responses with what they perceive the researcher expects, artificially elevating posttest scores. The large Type III Sum of Squares value for the TIME factor (2212,364), which exceeds the Error value (155,636) by a ratio of approximately 14:1, reflects great pre-post change but cannot confirm that this change is attributable solely to Mind Mapping. Researchers and practitioners should therefore treat this η^2 value as an upper-bound estimate rather than a precise measure of the intervention's true effect. Future studies with larger, randomized samples and control groups are essential to produce a more conservative and reliable effect size estimate.

The effectiveness of implementing interventions in efforts to improve character education achievement can be explained through several interrelated mechanisms operating at three distinct levels: cognitive, affective, and behavioral. At the cognitive level, Mind Mapping engages both hemispheres of the brain simultaneously — the left brain, which processes information logically and sequentially, and the right brain, which functions in visual and spatial processing. This dual engagement produces a dual coding mechanism (Paivio, 1991) that strengthens memory retention and deepens conceptual understanding. When students map concepts of nationalism in structured visual forms, they are not merely memorizing abstract principles, but actively constructing personal and interconnected networks of meaning that facilitate deeper processing. At the affective level, creating mind maps requires students to make value judgments about which concepts are most important and how ideas relate to one another, fostering emotional engagement with the content. The integration of Darul Ahdi Wa Syahadah values specifically targets this affective dimension by connecting nationalism to personal religious identity, making the material personally meaningful rather than academically distant. This emotional connection is a critical driver of attitude change, as attitudes are formed not only through knowledge acquisition but through felt significance. At the behavioral level, the collaborative and creative nature of the Mind Mapping activity — designing, discussing, and presenting maps — required students to enact nationalistic values through participatory behavior in the classroom, reinforcing attitudinal change through action. Among the three dimensions, the affective and behavioral mechanisms are

particularly likely to drive the observed changes in nationalistic attitude scores, as attitude instruments primarily capture evaluative dispositions rather than factual knowledge (Anwar & Widiartanto, 2021). The second aspect, the integration of Darul Ahdi Wa Syahadah values, provides a philosophical framework that is relevant to the Indonesian and Muhammadiyah context of students at SD Muhammadiyah 5 Porong. The concept of Indonesia as dar al-'ahdi (the land of covenant) and wa al-syahadah (the land of testimony) brings a spiritual dimension to nationalism, making love for the homeland not merely an emotional sentiment, but also part of the practice of religious values. Cultural relevance creates meaningful learning that is more effective than learning detached from students' socio-religious context. However, while these theoretical explanations are compelling, it is equally important to consider alternative explanations for the observed improvement in posttest scores. Three alternative explanations warrant serious consideration. First, the Hawthorne effect may have played a role: students may have performed better on the posttest simply because they received special attention as research participants, rather than as a direct result of the Mind Mapping intervention itself. The novelty of being observed and treated differently from routine instruction may have motivated students to engage more seriously, regardless of the specific content of the intervention. Second, the testing effect must be acknowledged: exposure to the pretest may have familiarized students with the item content and format, enabling them to perform better on the posttest not because their nationalistic attitudes genuinely improved, but because they had already encountered similar questions. This is particularly relevant given that the same 25-item instrument was used for both pretest and posttest. Third, demand characteristics represent a plausible confound: students who understood that the study aimed to measure nationalism may have consciously adjusted their posttest responses to align with socially desirable nationalistic attitudes, rather than reflecting authentic attitudinal change. The absence of a control group and the one-group design make it statistically impossible to isolate the true treatment effect from these alternative explanations. Future research should employ counterbalanced designs, parallel test forms, and blind assessment procedures to minimize these threats to internal validity (Yusril & Syahputra, 2025).

The findings are consistent with previous studies, but with a higher magnitude of effect. Nurrachmawati's Research (Mawaddah et al., 2021). on III students at SDN Susukan 07 Pagi reported a $t\text{-count} = 7.844 > t\text{-table} = 2.054$, indicating a significant effect of Mind Mapping on Civic Education learning outcomes. The study produced a $t\text{-count}$ that was more than double (-17.278), indicating that the addition of Darul Ahdi Wa Syahadah values strengthened the effectiveness of Mind Mapping media in the context of nationalism.

The results of the study are also in line with the concept of Darul Ahdi Wa Syahadah, which Syamsuddin first proposed in his national sermon on August 18, 2011, entitled "NKRI as Darul Ahdi Was Syahadah," which was then formalized at the 47th Muhammadiyah Congress in Makassar in 2015. According to Din Syamsuddin, this concept has not been fully discussed in the literature on Islamic political thought. It is a unique interpretation by Muhammadiyah in understanding the relationship between Islam and the Pancasila. Din Syamsuddin emphasized that Indonesia as darul ahdi (a country of agreement) must be balanced with darus syahadah (a country of testimony), which means that every citizen must contribute to and participate in the development of the nation by receiving a fair share. This concept emphasizes the mission of khalifatullah fi al-ard (God's representative on earth) to create a safe, peaceful,

just, and prosperous country under divine protection (Baladatun thayyibatun wa Rabbun ghafur).

In line with this, Muhlasin's research (Stefani & Amrullah, n.d.) proves that Darul Ahdi Wa Syahadah's national education has a significant impact on elementary school students' understanding of nationalism and religious attitudes. The results showed an N-Gain value of 0,82, which is classified as effective, with a Paired Sample T-Test significance value of 0,00 ($p < 0,05$). The findings reinforce the argument that integrating national values and religiosity into learning can shape students' character as a generation that loves their country and upholds religious values (Stefani & Amrullah, n.d.). Thus, the use of Mind Mapping media containing the values of Darul Ahdi Wa Syahadah in this study proved to be effective as a learning strategy that combines cognitive and affective aspects in shaping students' nationalistic attitudes.

From a practical perspective, the results of this study produce several implications and recommendations that can be considered. Based on the study, it shows that Muhammadiyah educational institutions have the opportunity to implement Mind Mapping media that integrates the values of Darul Ahdi Wa Syahadah as an alternative strategy for Civic Education learning that has been proven to provide effective results. Proving its effectiveness in enhancing students' nationalistic attitudes, the η^2 value of 0,934 indicates that other variables only contribute 6,6% to changes in nationalistic attitudes, making the consistent application of this media a key factor for success. In addition, teacher training in creating digital Mind Maps using the Edraw Mind Map application needs to be intensified, considering that students initially experience confusion in compiling mind maps. The implications of this study can be examined at three levels. At the pedagogical level, this study demonstrates that integrating institutional ideological values such as Darul Ahdi Wa Syahadah into visual-based learning media is an effective strategy for character education. Teachers can adopt this approach as a routine instructional practice in Civic Education, particularly when teaching materials related to nationalism, unity, and civic responsibility. At the institutional level, schools under the Muhammadiyah organization can use this study as an empirical foundation to develop curriculum policies that systematically embed Darul Ahdi Wa Syahadah values across various subjects, not limited to Civic Education alone. At the policy level, education policymakers can consider this evidence-based approach as a model for strengthening character education programs that align national values with religious and organizational identity, supporting the broader goal of producing students who are both academically competent and morally grounded as responsible citizens.

Although the results of the study show significant positive impacts, several important limitations must be foregrounded — not merely acknowledged but understood as directly affecting the interpretation of the findings' strength and scope. These limitations do affect interpretation strength and should not be treated as minor caveats. First, the pre-experimental one-group pre-test post-test design does not have a control group, making it statistically impossible to rule out alternative explanations such as the Hawthorne effect, testing effect, or demand characteristics — all of which could inflate post-test scores independent of the treatment. This limitation directly weakens the causal claim that Mind Mapping caused the attitude improvement. Second, the limited sample size of 22 students

from a single Muhammadiyah school restricts generalizability both statistically and contextually. Students at SD Muhammadiyah 5 Porong are already embedded in a Muhammadiyah institutional culture that actively promotes Darul Ahdi Wa Syahadah values, which means the observed attitude change may reflect existing institutional exposure rather than the specific effect of the Mind Mapping intervention. Whether the same results would be obtained in non-Muhammadiyah or secular school contexts remains entirely unknown. Third, the claim that Darul Ahdi Wa Syahadah cultural relevance creates meaningful learning, while theoretically grounded, is assumed rather than empirically verified in this study. No qualitative data — such as student reflections, interviews, or classroom observations — were collected to confirm that students actually connected the Darul Ahdi Wa Syahadah values to their personal identities or found the content more meaningful than standard instruction. This assumption, if incorrect, would undermine a core theoretical claim of the study. Fourth, practical limitations related to technology access were not addressed. The Edraw Mind Map application requires devices and stable internet connectivity, raising questions about whether this intervention is sustainable and equitable across schools with different levels of technological infrastructure. The costs of teacher training, device procurement, and ongoing technical support represent real barriers to scalability that should be openly discussed. Fifth, digital divide issues — differences in students' prior familiarity with digital tools — may have introduced performance variation that was not controlled for, potentially confounding the results. Despite these limitations, this study makes meaningful contributions in three areas. 1) From a theoretical perspective, this study adds to the body of knowledge on integrating religious-organizational values into Civic Education, which has received relatively little empirical attention. 2) Methodologically, the validated 25-item nationalistic attitude instrument has potential for reuse in future studies. 3) Practically, the findings offer preliminary evidence — subject to the limitations above — that contextually relevant, visually structured learning media can support attitudinal development in character education.

4. CONCLUSION

This study contributes to the literature on civic education by showing that the integration of visual-structural media and institutional ideological values can strengthen the formation of nationalistic attitudes. Empirically, the results of the paired sample t-test showed a significant difference between the scores before and after the intervention ($t(21) = -17.278$, $p < 0.001$), with an effect size of $\eta^2 = 0.934$ that exceeded Cohen's (1988) criteria for a large effect. From a theoretical perspective, these findings support the visual constructivism approach and dual coding theory, in which graphic representations aid the integration of verbal and visual information, thereby strengthening meaning processing. Furthermore, integrating Darul Ahdi Wa Syahadah values broadens the framework of character education by positioning nationalism as a contextual ethical-religious practice, rather than merely a normative cognitive understanding. Although the pre-experimental design limits strong causal inferences, this study opens up space for the development of a systematically integrated value-based citizenship pedagogy model. Further research needs to test this model in a cross-school context and through a more rigorous experimental design to strengthen its external and theoretical validity.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirm that the paper is free of plagiarism.

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