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The Influence Of Mind Mapping Learning Model With Canva Media To Student's Cognitive Learning Results On Social Studies Subject At Smpn 3 Cimahi

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ABSTRACT

This research is based on the reality of using the Mind Mapping Learning Model with Canva media. Therefore, it is necessary to integrate learning using the mind mapping learning model with Canva media on students' cognitive learning results. This research aims to determine the influence of learning using the mind mapping learning model with Canva media on students' cognitive learning result at SMPN 3 Cimahi. This research approach uses a mix method or combination research method. Data collection was carried out through observation, interviews, question and documentation studies. The findings of this research are: 1) There is an influence on planning on students' cognitive learning outcomes using the mind mapping learning model with Canva media 2) There is an influence between learning management and student learning results using the Mind Mapping learning model with Canva media 3) There is no influence between problem learning with student learning results. The results of this research recommend that the mind mapping learning model using Canva media can be developed as adequate learning media for making mind maps and frequently practicing using the features in Canva.

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1. INTRODUCTION

History has recorded that the Indonesian nation has been independent for more than 77 years. Having an ideal initiated by the nation's founding fathers, it is our responsibility to always be able to continue the pillars of struggle in the national movement. To make the nation's life intelligent, an important icon in people's lives requires actualization efforts towards a good future. Indonesia has had quite a long journey, so it is only natural that this nation will learn valuable lessons which will later become the basic capital for creating history in a better future.

In the 1945 Constitution, Article 31 paragraph (1) states that every citizen has the right to education. Education is an ethical endeavor of humans, for humans and for human society. Education can develop a person's talents to an optimal level within the limits of individual nature, so that every human being can honorably participate in human development, so that society can continuously achieve a higher dignity of life. Education is also an element that cannot be separated from the human self. From the time they are in the womb until they grow up, then when they are old, humans experience an educational process, because education is a light to guide humans in determining a direction, goal and meaning of life (Efrizal, 2016, p. 1)

However, the level of education in Indonesia, which is very rich in natural resources, lags far behind neighboring countries. The high level of education does not merely reduce the high level of poverty with a first degree certificate, because the quality of graduates in this country is low. Problems in the learning process are no less complex than efforts to enroll children in school. Efforts to enroll children in superior schools are sometimes not accompanied by providing positive motivation to their children. Children should be given an idea of what they want to achieve (Priarti, 2015, p. 228).

The industrial revolution that has hit all of life in the 4.0 era means that educational institutions must be able to adapt to technological developments, one of which is making teaching and learning activities effective and interesting. SMPN 3 Cimahi applies learning using the lecture method which allows students to become monotonous during learning, so the researcher plans to implement learning using the mind mapping learning model with Canva media so that students are not monotonous when learning.

There is a study from Global Save the Children conducted in 46 countries, especially Indonesia, which actually found the fact that 7 out of 10 children rarely study or only learn a little. Selina Patta Sumbang as CEO of Save the Children Indonesia explained that her study clearly illustrates that many children in Indonesia face difficulties when studying. Even students' learning motivation decreases and this can affect students' literacy skills. In this way, all parties need to work together to anticipate difficulties in learning which cause children to lose learning abilities and experiences. Because there is great concern that this will result in a lack of skills when they grow up to compete in the world of work/business.

In the process of improving student learning outcomes, teachers use media as a learning aid both in the classroom and outside the classroom. Because learning will be effective if the learning process is carried out comfortably, fun and interesting. So the demand for educators is to be innovative in learning, one of which is mastering and using more effective learning equipment. (Basyirudin, 2002, p. 94).

According Umami (2020) Increasing good learning outcomes is not only supported by the willingness of students who really want to learn well, but the learning methods used by teachers also greatly influence student learning results. The facts in the field are that there are still teachers who use learning models that are less attractive to students, thereby making students less serious when participating in class learning (Firosalia, 2016, p. 91).

Until 1987, it was determined by the National Joint Committee on Learning Disabilities that learning barriers were an obstacle in using and understanding hearing, writing, reading, speaking, thinking or mathematical abilities in a heterogeneous group. So basically learning barriers are an obstacle for students in thinking and understanding something.

Based on what has been explained, researchers are interested in studying how to use the mind mapping learning model with Canva media to improve students' cognitive learning outcomes at SMPN 3 Cimahi in social studies subjects. Because by using the mind mapping learning model for children, it makes students more interesting so that it can influence improvements in student learning outcomes. Student learning outcomes can be seen after a learning evaluation is held, and the results of this evaluation determine whether or not student learning outcomes are achieved.

Therefore, the author is interested in following up on this problem with the aim of increasing students' declining learning motivation in order to improve learning outcomes, so the researcher put forward the title "The Influence Of The Mind Mapping Learning Model Using Canva Media On Students' Cognitive Learning Results In Social Studes Subject Subject At Smpn 3 Cimahi".

2. METHOD

In this research, the author used a mix method or combination research, namely a combination of qualitative and quantitative. Mixed method (a combined approach: qualitative-quantitative) is a method that uses a combination of research procedures, where one method is more dominant over the other methods. Less dominant methods are only positioned as complementary methods for additional data. The more dominant method in this research is the qualitative method and as a complementary method is the quantitative method. According to Nusa Putra (2013, p. 48), this approach also involves philosophical assumptions and mixing in one study at one time.

The data collection method is a technique or method used by researchers to collect data results, apart from that, data collection instruments, namely the tools chosen, are also used by researchers in their activities to collect data so that these activities become systematic and easier (Ridwan, 2004, p. 137).

In research that acts as an instrument as well as data collection, the procedures used in collecting data are: interviews, observation, and documentation studies and questionnaires.

3. RESULTS AND DISCUSSION

This research was conducted with the aim of knowing students' cognitive learning result from implementing the mind mapping learning model on Canva media. According to Dila (2019, p. 25), Mind Mapping learning method is very helpful for student in recording sosial studies learning materials creatvely and effectively. Especially regarding students' cognitive aspects. Here the author will also provide information regarding the use of the mind mapping learning model using Canva media according to class VIII students at SMPN 3 Cimahi.

The findings regarding planning to use the mind mapping learning model are very diverse and have their own answers for teachers. Indicators for planning the use of the mind mapping learning model using Canva media include resources, student situations and conditions, lesson plans and teaching tools.

In the source indicator, researchers found findings from Mrs. Elsa that when planning to choose a learning model, teachers first look for references on the internet, or independent learning applications.

In preparing the lesson plan, the teacher first reads the previous lesson plan that has been made regarding mind mapping assignments. The use of Canva media must be in continuity with the learning objectives which use the mind mapping learning model. So it doesn't create twice the work for students and teachers who carry out the learning.

Many conditions in the field are not in accordance with learning objectives. Children are told to open Canva, instead they open other applications besides Canva. Using cellphones makes children more diligent in studying. However, it cannot be denied that there is a lot of misuse of cellphones to open things that are not necessary for learning. To determine the simultaneous influence of all the independent variables formulated on the dependent variable (Lind et al., 2014). In testing this simultaneous influence, findings were found using simultaneous tests in the following research:

Chart

1

Test F Results Reseach used mind mapping study learning with canva

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	170.505	3	56.835	10.410	.000 ^b
1 Residual	174.717	32	5.460		
Total	345.222	35			

a. Dependent Variable: TOTAL_Y1

b. Predictors: (Constant), TOTAL_X3, TOTAL_X2, TOTAL_X1

From table IV.2, it can be seen that the significance value for planning (x1), learning management (x2) and constraints (x3) on learning result (Y1) is $0.00 < 0.05$ and calculated f is $10,410 > f$ table value $3,260$. This proves that H_03 is rejected and H_a3 is accepted. This means that there is a significant influence of planning (x1), learning management (x2) and constraints (x3) on learning result (y1).

It's relevance to social studies learning lies in the class VIII social studies material with the sub-theme about "Economic Actors". The efforts that can be made by social studies teachers to internalize cognitive aspects are by implementing a mind mapping learning model where students are given the task of making mind maps via Canva media to try out the features in it so as to make mind mapping more optimal.

Based on the description regarding the relevance of social studies material regarding economic actors, this mind mapping learning model further improves cognitive aspects and skills. Efforts to build this aspect can be done using various strategies, for example by giving assignments, giving exercises, creating study groups or independent exploration and so on. The purpose of implementing this strategy as exemplified is none other than to stimulate students to implement students' understanding and skills in making mind maps during the learning process. In order for this aspect to be firmly ingrained in students, it certainly takes a relatively long time. Apart from that, consistent efforts are also needed so that the process of creating mind mapping using Canva media with material on economic actors can be carried out optimally.

D. CONCLUSION

Based on the results of research that has been carried out and it was found that there was an increase in learning results. An increase in student learning results for each student experienced differences in each variable in class VIII-H at SMPN 3 Cimahi.

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