

## Improving Arabic Vocabulary Mastery with a Constructivist Approach through Mind Map

### Meningkatkan Penguasaan Kosakata Bahasa Arab dengan Pendekatan Konstruktivis Melalui *Mind Map*

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#### **Abstract**

*Arabic language learning, especially in understanding Arabic vocabulary at MTs Abu Bakar Ashshiddiq Lampung Utara is still relatively minimal and is constrained by low student enthusiasm for learning, as well as students' difficulties in understanding Arabic itself, so that innovation is needed in interesting learning methods to help students understand Arabic vocabulary. The purpose of the study was to analyze and evaluate the effectiveness of mind map on improving students' mastery of Arabic vocabulary with a constructivist learning approach. The type of research used is classroom action research with the Kurt Lewin model. The research data sources were obtained from the results of observations and interviews, and written tests. The test serves to assess the level of student understanding in understanding Arabic vocabulary. The respondents of this study involved 27 seventh grade students. The test was used to measure students' ability to understand Arabic vocabulary. The results of the study proved an increase in student learning outcomes in cycle I of 59.26% with an increase in cycle II reaching 85.18%. This study proves that the application of mind map integrated with constructivist approach is effective for learning Arabic vocabulary. This research can be used in other subjects.*

**Keywords:** Arabic Vocabulary, Constructivist, Mind Mapping.

#### **ملخص**

لا يزال تعلم اللغة العربية وخاصة في فهم مفردات في المدرسة المتوسطة أبو بكر الصديق لامبونج أوتارا محدودًا نسبيًا ومقيّدًا بضعف حماس الطلاب للتعلم، بالإضافة إلى الصعوبات التي يواجهها الطلاب في فهم اللغة العربية نفسها، لذا فإن هناك حاجة إلى الابتكار في أساليب التعلم الشيقة لمساعدة الطلاب على فهم مفردات اللغة العربية. كان الغرض من الدراسة هو تحليل وتقييم فعالية الخريطة الذهنية في تحسين إتقان الطلاب لمفردات اللغة العربية بمنهج التعلم البنائي. وكان نوع البحث المستخدم هو البحث الإجرائي الصفي باستخدام نموذج كورت لوين. تم الحصول على مصادر بيانات البحث من نتائج الملاحظات والمقابلات والاختبارات الكتابية. ويعمل الاختبار على تقييم

مستوى فهم الطالب في فهم مفردات اللغة العربية. شمل المبحوثون في هذه الدراسة ٢٧ طالبًا من طلاب الصف السابع. وقد استخدم الاختبار لقياس قدرة الطلبة على فهم مفردات اللغة العربية. وأثبتت نتائج الدراسة زيادة في نواتج تعلم الطلاب في الحلقة الأولى بنسبة ٥٩,٢٦٪ مع زيادة في الحلقة الثانية بلغت ٨٥,١٨٪. تثبت هذه الدراسة أن تطبيق الخريطة الذهنية المدمجة مع المنهج البنائي فعال في تعلم مفردات اللغة العربية. ويمكن استخدام هذا البحث في مواد أخرى.

الكلمات المفتاحية: البنائية، الخرائط الذهنية، مفردات

## Introduction

Arabic consists of several main components, one of which is vocabulary. Vocabulary plays an important role in language learning.<sup>1</sup> What needs to be understood is the goal of vocabulary learning, which is to increase the number of vocabulary possessed by language learners.<sup>2</sup> Arabic vocabulary is a collection of words that make up a language.<sup>3</sup> Mastery of Arabic vocabulary is a strong foundation in learning Arabic.<sup>4</sup> Mastery of Arabic vocabulary is a significant challenge for students in Indonesia as well as other countries. This is due to various factors, mainly because Arabic vocabulary (*mufradāt*) has a very large quantity.<sup>5</sup> A comprehensive collection of Arabic vocabulary can facilitate individuals in speaking and writing using this language.<sup>6</sup> Another difficulty students face when learning Arabic vocabulary is that students are not used to hearing Arabic vocabulary, and students lack fluency in reading Arabic texts.<sup>7</sup>

<sup>1</sup>Umi Atun Zahro, Noermanzah, and Syfryadin, "Penguasaan Kosakata Bahasa Indonesia Anak Dari Segi Umur, Jenis Kelamin, Jenis Kosakata, Sosial Ekonomi Orang Tua, Dan Pekerjaan Orang Tua," *Seminar Nasional Pendidikan Bahasa Dan Sastra* 1, no. 1 (2020): p 190, <https://ejournal.unib.ac.id/index.php/semiba/article/view/13675>.

<sup>2</sup>Baiq Tuhfatul Unsi, "Media Gambar Dalam Pembelajaran *Mufradat*," *Tafaqquh* 2, no. 1 (2024): p 27.

<sup>3</sup>Lutvi Ali Sahana Anggian, "Media Pembelajaran Kosa Kata Bahasa Arab Di Era Digital," *Mahira* 2, no. 2 (2022): 137-50, <https://doi.org/10.55380/mahira.v2i2.386>.

<sup>4</sup>Mohammad Zainal Hamdy, Wiwik Prasetyo Ningsih, and Ruji, "Pembelajaran *Mufradat* Dengan Metode *Mind mapping*: Studi Kasus Di Pondok Pesantren Darul Lughah Wal Quran Pamekasan Madura," *Aqlamuna: Journal of Educational Studies* 1, no. 1 (2023): 86-115.

<sup>5</sup>Miftahul Khaerah, Muh Naufal Fitra, and Nur Maidah, "The Impact of Mind Map as Project-Based Learning on Arabic Vocabulary Learning Outcomes at Ma ' Had Babul Khairat," *Journal of The Association for Arabic and English* 10, no. 2 (2024): 178-94.

<sup>6</sup>Koderi et al., "Developing Mobile Learning Media for Arabic *Mufradat* Course for University Students During the Covid-19 Pandemic," *International Journal of Advanced Research* 8, no. 10 (2020): 272-78, <https://doi.org/10.21474/ijar01/11853>.

<sup>7</sup>Safira Aura Rachmawati, Zaim Elmubarok, and Muchlisin Nawawi, "Analisis Kesulitan Penguasaan *Mufradat* Pada Siswa," *Lisanul Arab: Journal of Arabic Learning and Teaching* 12, no. 1 (2023): 46-50, <https://doi.org/10.15294/la.v12i1.67552>.

Vocabulary mastery plays a crucial role in the four language skills,<sup>8</sup> of *qira'ah*, *istima'*, *kalam* and *kitabah*. To master these language skills, one needs knowledge and understanding of a rich, effective and up-to-date vocabulary.<sup>9</sup> A person's language skills depend on the amount and quality of vocabulary he or she has. An extensive and quality set of words will increase an individual's chances of communicating effectively and fluently.<sup>10</sup> A person's language proficiency will improve as their vocabulary increases.<sup>11 12</sup>

However, there are several aspects that affect students in learning Arabic vocabulary, namely the obstacles faced by students in learning Arabic vocabulary. The problem that often arises in schools in Arabic language subjects is that students are less skilled or have difficulty in remembering and understanding Arabic vocabulary. Students face obstacles in learning Arabic vocabulary due to the lack of Arabic-speaking environment at school, limited learning time, ineffective lesson schedules, and lack of use of interesting learning media.<sup>13</sup> There are various factors that contribute to the obstacles in remembering Arabic vocabulary for students, which include internal aspects in students such as interest, motivation, cognitive abilities, as well as external factors which include family support, school environment factors and the availability of facilities and infrastructure that play a role in learning that does not support students in remembering Arabic vocabulary effectively.<sup>14</sup> The difficulty of learning Arabic vocabulary in students is caused by the lack of ability to read Arabic writing, lack of motivation and support, and uninteresting teaching methods.<sup>15</sup>

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<sup>8</sup>Ni Putu Lindawati, "Keefektifan Pengajaran Kosakata Bahasa Inggris Pada Anak Sekolah Dasar Dengan Menggunakan Flash Card," *Jurnal Manajemen Pelayanan Hotel* 2, no. 2 (2018): p 60, <https://doi.org/10.37484/jmph.020202>.

<sup>9</sup>Ahmad Iqbal and Wuni Mei Suriningsih, "Pengembangan Media Pembelajaran Berbasis Permainan Roda Putar Pada Pembelajaran *Mufradat* Di Taman Kanak - Kanak," *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 4, no. 2 (2021): 291-303, <https://doi.org/10.24042/ajipaud.v4i2.11381>.

<sup>10</sup>Muhammad Luqman Hakim, Akhyar, and Asrowi, "Pemanfaatan Media Pembelajaran Game Interaktif Dalam Pembelajaran *Mufradat*," *Arabi: Journal of Arabic Studies* 2, no. 2 (2018): 156, <https://doi.org/10.24865/ajas.v2i2.56>.

<sup>11</sup>Patra Aghtiar Rakhman, Siti Rokmanah, and Astri Oktaria Putri, "Analisis Faktor Penyebab Rendahnya Penguasaan Kosakata Siswa Mata Pelajaran Bahasa Indonesia Kelas III SDN Rawu," *Educatio* 18, no. 2 (2023): 281-89, <https://doi.org/10.29408/edc.v18i2.24016>.

<sup>12</sup>Mudiul Hayat Pasaribu, Rusdi Ibrahim, and Agustiar, "Implementasi Program Hiwar Untuk Menguasai Kosakata Siswa SMP IT Al-Andalus Pekanbaru" 8, no. 4 (2024): 1-11.

<sup>13</sup>Ria Sari, Muhammad Ari Wibowo, and Hamdal Zakariya, "Analisis Kesulitan *Mufradat* Pada Siswa Kelas V Di SDIT Muhammadiyah," 2023.

<sup>14</sup>Erna Sulistiawati, Ahmad Hadi Setiawan, and Angger Putri Mahardini, "Analisis Faktor-Faktor Kesulitan Menghafal *Mufradat* Siswa Kelas V SD IT Al-Anshor Gedong Tataan," *Al Mitsali* 1, no. 1 (2021): 1-10, <https://doi.org/10.51700/almitsali.v1i1.229>.

<sup>15</sup>Joko Andi Koiruman et al., "Identifikasi Kesulitan Pembelajaran *Mufradat* Pada Santri," *Journal of Education and Instruction (JOEAI)* 7, no. 1 (2024): 48-56, <https://doi.org/10.31539/joeai.v7i1.9477>.

Based on data from observations and interviews with Arabic language teachers of class VII MTs Abu Bakar Ashshiddiq Lampung Utara, there are problems with students, namely low enthusiasm for learning Arabic, students' difficulties in understanding Arabic vocabulary and the Arabic language itself, this is due to the background of students coming from elementary schools where Arabic is a new subject and some students cannot read the Qur'an so that it hinders them in understanding Arabic vocabulary and sentences in Arabic. Students stated that learning Arabic and memorizing Arabic vocabulary is difficult. Basically, each student has a different basic language ability and some are really beginners in learning Arabic. The use of less varied methods makes the learning process less interesting, so students are less motivated in learning Arabic, especially vocabulary. Teachers need to recognize each student's learning style in order to develop the right learning strategy. When knowing students' learning styles in class, students will find it easier to understand the material, so that Arabic lessons that were initially considered difficult become easier to understand.<sup>16</sup> Therefore, a learning method that can increase students' interest is needed, namely mind mapping.

To overcome the above problems, there needs to be innovation in interesting learning methods, one of which can use the mind map method. According to Tony Buzan, mind maps is a creative and effective way of recording to help the brain absorb, store and remember information.<sup>17</sup> Mind maps is a note-taking technique that supports visual learning styles.<sup>18</sup> Mind maps are visual media that connect ideas through words, images, and symbols to form a network of knowledge.<sup>19</sup> Mind maps visualize the interrelationships between concepts or ideas in a diagram centered on one main theme, then branches out to other supporting subtopics or ideas<sup>20</sup> Key words or key information are placed around the center, then connected with lines or branches, and are often given colors, pictures, or

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<sup>16</sup>Tira Nur Fitria, "Implementation of English Language Teaching (ELT) Through Understanding Non-EFL Students' Learning Styles," *Education and Human Development Journal* 8, no. 1 (2023): 10-25, <https://doi.org/10.33086/ehdj.v8i1.4457>.

<sup>17</sup>Tony Buzan, *Buku Pintar Mind Map* (Gramedia Pustaka Utama, 2021): p 6.

<sup>18</sup>Nurmiati, "Implementasi Model *Mind mapping* Dalam Meningkatkan Kemampuan Bahasa Arab Pada Peserta Didik Di MAN Palopo," *Didaktika: Jurnal Kependidikan* 9, no. 4 (2020): 423-38, <https://doi.org/10.58230/27454312.57>.

<sup>19</sup>Shuhong Ling, "Research and Application on College English Vocabulary Teaching Based on Mind Map," *International Conference on Social Science, Education and Humanities Research*, no. Ssehr (2019): 241-45, <https://doi.org/10.25236/ssehr.2019.044>.

<sup>20</sup>Susi Astiantih and Sofyan Sukwara Akfan, "Utilizing Concept Maps to Enhance Students' Writing Skills," *Journal of Languages and Language Teaching* 11, no. 3 (2023): 433, <https://doi.org/10.33394/jollt.v11i3.7993>.

symbols to clarify understanding and strengthen memory.<sup>21</sup> This method is beneficial for students, as it allows them to grasp the whole picture of a concept and maximize the ability of both the right and left brain by utilizing pictures, colors, and simple words.<sup>22</sup> Vocabulary learning will be more effective if using visual media in the form of pictures. The use of visual media is crucial to clarify students' understanding, so that with this media, students become more focused on objects or things that they do not yet recognize related to learning materials.<sup>23</sup> Previous studies have shown that mind maps effective in helping students to understand Arabic vocabulary and improve students' Arabic vocabulary. Mind maps are seen as an efficient method and can be applied in language learning constructively.<sup>24</sup>

This mind map technique is in line with constructivist learning theory, which asserts that students actively form knowledge based on their experiences. Constructivist learning methods are based on the ideology.<sup>25</sup> Shymansky states that constructivist is an active process in which students independently construct their knowledge, seek meaning from what they learn, and integrate new concepts into their existing frameworks.<sup>26</sup> According to this theory, students do not just acquire knowledge from the teacher, but students also need to be active in understanding and connecting the knowledge with their own understanding.<sup>27</sup> <sup>28</sup> In the context of creating Arabic vocabulary mind maps, students are not

<sup>21</sup>Dennis Fung, "The Synergy of Peer Collaboration and *Mind mapping* in Cultivating Primary Students' Science Understanding: An Integrative Pedagogy to Enhance Science Concept Acquisition," *International Journal of Science Education* 46, no. 2 (2024): 131-54, <https://doi.org/10.1080/09500693.2023.2222549>.

<sup>22</sup>Nida Zahrotul Islam and Muhammad Syafii Tampubolon, "Pengaruh Metode Bubble *Mind mapping* Terhadap Kosaka Bahasa Arab Di Madrasah Salafiyah Wustho Islamic Center Binbaz" 1, no. 1 (2024): 403-11, <https://doi.org/10.51468/ijer.v1i1.660>.

<sup>23</sup>Unsi, "Media Gambar Dalam Pembelajaran *Mufradat*."

<sup>24</sup>A M Alomari and M E Alhorani, "The Effect of Using Electronic Mind Map as a Medium of Instruction on Fourth Graders' Arabic Reading Comprehension in Jordan," *Journal of Innovative Science and and Research Technology* 4, no. 3 (2019): p 744, [https://www.researchgate.net/profile/Mohammad-Alhourani-4/publication/334277726\\_The\\_Effect\\_of\\_Using\\_Electronic\\_Mind\\_Map\\_as\\_a\\_Medium\\_of\\_Instruction\\_on\\_Fourth\\_Graders'\\_Arabic\\_Reading\\_Comprehension\\_at\\_Jordan/links/5d20bf06a6fdcc2462c740aa/The-Effect-of-Using](https://www.researchgate.net/profile/Mohammad-Alhourani-4/publication/334277726_The_Effect_of_Using_Electronic_Mind_Map_as_a_Medium_of_Instruction_on_Fourth_Graders'_Arabic_Reading_Comprehension_at_Jordan/links/5d20bf06a6fdcc2462c740aa/The-Effect-of-Using).

<sup>25</sup>L.S. Vygotsky and Michael Cole, *Mind in Society: Development of Higher Psychological Processes* - - Google Books, Boston *Studies in the Philosophy and History of Science*, vol. 287 (Harvard university press, 1997), [https://books.google.co.uk/books?hl=en&lr=&id=RxjiUefze\\_oC&oi=fnd&pg=PA1&dq=Vygotsky,+L.S.+\(1978\)+Mind+in+Society:+The+development+of+higher+psychological+processes.+Cambridge,+MA:+Harvard+Univer+sity+Press.&ots=okwWTYp67x&sig=bVa949x9V9BRMtR1kMVVSwZCxtI#v](https://books.google.co.uk/books?hl=en&lr=&id=RxjiUefze_oC&oi=fnd&pg=PA1&dq=Vygotsky,+L.S.+(1978)+Mind+in+Society:+The+development+of+higher+psychological+processes.+Cambridge,+MA:+Harvard+Univer+sity+Press.&ots=okwWTYp67x&sig=bVa949x9V9BRMtR1kMVVSwZCxtI#v).

<sup>26</sup>Sehan Rifky et al., *Dasar-Dasar Pendidikan: Panduan Untuk Menjadi Pengajar Profesional*, 2024, [https://www.google.co.id/books/edition/Dasar\\_dasar\\_Pendidikan\\_Panduan\\_Untuk\\_Men/Y74IEQAAQBAJ?hl=id&gbpv=1&dq=pengertian+guru&pg=PA250&printsec=frontcover](https://www.google.co.id/books/edition/Dasar_dasar_Pendidikan_Panduan_Untuk_Men/Y74IEQAAQBAJ?hl=id&gbpv=1&dq=pengertian+guru&pg=PA250&printsec=frontcover).

<sup>27</sup>Sudirman, Burhanuddin, and Fitriani, *Teori-Teori Belajar Dan Pembelajaran "Neurosains Dan Multiple Intelligence," Sustainability (Switzerland)*, Volume 11, 2019, [http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484\\_SISTEM\\_PEMBETUNGAN\\_TERPUSAT\\_STRATEGI\\_MELESTARI](http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI).

<sup>28</sup>Nurulloh Olla Fransisca et al., "Pembelajaran Matematika Berbasis Pendekatan Konstruktivisme Berbantuan Media Bagi Siswa Di Sekolah Inklusi," *Jurnal Pendidikan ...* 5 (2021): 4525-30, <https://www.jptam.org/index.php/jptam/article/view/1598>.

only passively memorizing words, but are also involved in the process of organizing and connecting concepts, so that students' understanding becomes deeper and more meaningful. In addition, the use of mind map can also increase students' learning motivation.<sup>29</sup> With the mind map method, students express their ideas<sup>30</sup> based on their prior knowledge, according to their own creativity. An interactive and creative mind map process can make learning more interesting and fun.<sup>31 32</sup> The constructivist learning model is still very relevant to use, because it is able to build a learning atmosphere that encourages the achievement of competence and meaningful understanding for students, and reduces the dominance of learning methods that only rely on memorization.<sup>33</sup>

Some previous studies discussing the use of mind map in Arabic language learning have been carried out including, Fu'adah's research with the results showed that the mind map strategy is very effective in enriching students' Arabic vocabulary. In addition, students find it easier to memorize and remember because vocabulary is more quickly understood through images.<sup>34</sup> In Ridwan's research, the results revealed that the use of mind map method can improve students' Arabic learning achievement, learning completeness of cycle I 23% and cycle II 85%.<sup>35</sup> As for other studies, the application of the bubble mind map method with t test results of 0.001 (<0.05) shows a significant effect in increasing students' understanding and vocabulary.<sup>36</sup> In addition, according to Azizah, mind maps have a significant impact as an effective learning method and media in improving Arabic

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<sup>29</sup>Anita Handayani, Akhmad Shunhaji, and Abd.Muid.N Muid.N, "Peningkatan Motivasi Belajar Peserta Didik Dengan Penggunaan Mind Map Pada Mata Pelajaran Sejarah Kebudayaan Islam," *Journal of Education Research* 5, no. 2 (2024): 2273–91, <https://doi.org/10.37985/jer.v5i2.979>.

<sup>30</sup>Usman, Enggar Utari, and Nourma Yulita, "Hubungan Berpikir Kritis Dengan Kreativitas Siswa Melalui Mind Map Pada Pembelajaran Biologi," *Bio-Lectura* 7, no. 2 (2020): 32–41, <https://doi.org/10.31849/bl.v7i2.5299>.

<sup>31</sup>Auliya Alfatika Hakim, Mikyal Novi Trianita, and Andhika Putra Prasetya, "Peran Mind Mapping Dalam Pengembangan Keterampilan Kreativitas Siswa Di Sekolah Dasar," *Indo-MathEdu Intellectuals Journal* 5, no. 1 (2024): 332–42, <https://ejournal.indo-intellectual.id/index.php/imeij/article/view/601>.

<sup>32</sup>Iis Aprinawati, "Penggunaan Model Peta Pikiran (Mind Mapping) Untuk Meningkatkan Pemahaman Membaca Wacana Siswa Sekolah Dasar," *Jurnal Basicedu* 2, no. 1 (2018): 140–47, <https://doi.org/10.31004/basicedu.v2i1.35>.

<sup>33</sup>Ling, "Research and Application on College English Vocabulary Teaching Based on Mind Map."

<sup>34</sup>Shofwatul Fu'adah, "Penggunaan Strategi *Mind mapping* Dalam Pembelajaran *Mufradat*," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 2, no. 1 (2021): 30–39, <https://doi.org/10.35316/lahjah.v2i1.1014>.

<sup>35</sup>Fitriyani Ridwan, "Penerapan Metode Mind Mapping Dalam Meningkatkan Hasil Belajar Bahasa Arab Siswa Madrasah Aliyah," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022): 115–24, <https://doi.org/10.26618/almaraji.v6i2.10799>.

<sup>36</sup>Islam and Tampubolon, "Pengaruh Metode Bubble *Mind mapping* Terhadap Kosaka Bahasa Arab Di Madrasah Salafiyah Wustho Islamic Center Binbaz."

text comprehension skills. Students become more motivated and understand the text more easily because they get a direct learning experience.<sup>37</sup>

Based on the results of other studies, the use of the mind map method has proven effective in improving student learning outcomes in Arabic language subjects, with 94.44% of students achieving success in learning, while the other 5.55% still experience difficulties.<sup>38</sup> This study is different from previous studies on mind map that tend to focus on its benefits as a learning tool. This study examines the application of mind map with a constructivist learning approach, a theory that emphasizes students' active involvement in shaping their own knowledge. In the application of mind mapping, students do not just passively receive information, but also actively build their own understanding by connecting concepts in the mind map. This study aims to analyze and evaluate the effectiveness of mind map application on improving students' understanding of Arabic vocabulary with constructivist learning approach in class VII MTs Abu Bakar Ashshiddiq. This research uses Classroom Action Research method (CAR).

This research was conducted at MTs Abu Bakar Ashshiddiq Lampung Utara class VII based on initial observations, it was found that the understanding of Arabic vocabulary of seventh grade students in this school still needs to be improved. Respondents in the study were seventh grade students totaling 27 students.

This research is a classroom action research based on the Kurt Lewin model with 2 (two) cycles. The Kurt Lewin research model includes four main components, namely, 1) planning, at this stage researchers make lesson plans, and prepare instruments for data collection during the research process. 2) acting, at this stage the researcher carries out the actions that have been arranged in the lesson plan. 3) observing, researchers made observations of student behavior during the learning process. And 4) reflecting, at this stage the researcher records, evaluates the results of observations, analyzes learning outcomes, and documents weaknesses as material for improvement for the next cycle.<sup>39</sup> This research method is to address actual learning problems in the classroom through planned action.<sup>40</sup>

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<sup>37</sup>Fithria Rif'atul Azizah, "Mind Map Dalam Pembelajaran Keterampilan Membaca Pemahaman Teks Bahasa Arab," *Journal of Arabic Learning and Teaching* 9, no. 2 (2020): 156–67.

<sup>38</sup>M Zainul Hadi Wiratama, Muhammad Zaki, and Abdul Azis, "Efektivitas Metode *Mind mapping* Pada Mata Pelajaran Bahasa Arab Di Madrasah Tsanawiyah" 17, no. 3 (2024): 677–88, <https://doi.org/10.32832/tawazun.v17i3>.

<sup>39</sup>Dewa Putu Yudhi Ardiana et al., *Metode Penelitian Bidang Pendidikan*, ed. Yayasan Kita Menulis, 2021: p 145.

<sup>40</sup>Salim, Isran Rasyid, and Haidir, "Penelitian Tindakan Kelas," *Indonesia Performance Journal* 4, 2020, 5.

Arikunto stated that the specified cycle will be repeated until it reaches the desired results.<sup>41</sup> The data of this research is quantitative data in the form of student learning outcomes on understanding Arabic vocabulary through mind mapping, and qualitative data in the form of observations of student learning activities. The techniques in collecting data through observation, interviews, documentation and written tests. Data analysis techniques in the study used quantitative and qualitative analysis.

The indicators of success in this study are if students have met the following indicators: 1) At least 80% of the success rate of learning outcomes on understanding Arabic vocabulary with the average learning outcomes have reached the Minimum Completion Criteria value or KKM  $\geq 70$ . 2) Students' ability to understand Arabic vocabulary material Al Adawatu Al Madrasah through mind map learning reaches a score of 75 with Good criteria. 3) Student learning activities are obtained up to 75% with Good criteria.

## Results and Discussion

This research was conducted at MTs Abu Bakar Ashshiddiq Lampung Utara with the implementation of learning that has been carried out in this study through the application of mind map using the constructivist approach carried out through 2 (two) cycles, each cycle consisting of 2 (two) meetings.

In the implementation of pre-action activities, learning activities began with giving a pre-test to all students. This pre-test aims to measure students' initial understanding of the material to be learned in cycle I. The pre-test consists of 20 multiple choice questions with a processing time of 50 minutes. Based on the results of the pre-test given to students, it was found that most students had not reached the Minimum Completion Criteria score of 70. Only a small number of students scored above 50, while none of the students reached the KKM. These results show that students' initial understanding of the material is still relatively low. This is due to the students' lack of mastery of Arabic vocabulary, as well as low interest in learning Arabic. The results of this pre-test are used as a reference to plan learning that is more effective and in accordance with the needs of students.

### *Cycle I:*

In the first meeting of cycle I, the teacher started the learning by doing preliminary activities, in this activity the teacher first explained about mind map to the students, then the

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<sup>41</sup>S Arikunto and S Suhardjono, "Penelitian Tindakan Kelas: Penelitian Tindakan Kelas," *Bumi Aksara*, no. June 2023 (2021): 41-42, <https://www.sman2prg.sch.id/upload/file/71262145PTKAdiWahyudiNoor,S.Pd.pdf>.



teacher displayed the mind map picture about *الأدوات المدرسية* and asked the students to observe the picture. Here is the mind map used:



**Figure 1. Mind Map Cycle I**

This mind map is designed to help students understand and master Arabic vocabulary about school equipment. In the mind map, there are several school tools, such as قلم (pen), كتاب (book), دفتر (notebook), حقيبة (bag), قرطاس (paper), and others. The teacher explains each function of school equipment and gives examples of simple sentences, such as “هذا قلم” (this is a pen), “هذه حقيبة” (this is a bag), “الطالبة تكتب في الدفتر” (schoolgirls write in notebooks).

The teacher mentions the Arabic vocabulary contained in the mind map repeatedly, then invites students to mention back the Arabic vocabulary of school equipment. After the teacher explains the material using the mind map, then the teacher divides the students into 5 groups to discuss making a fixed mind map with the theme of school equipment according to student creativity based on constructivist theory. This method is designed to encourage student activeness in learning and to increase understanding of Arabic vocabulary through mind map.

The second meeting in cycle I, after explaining the material by the teacher using the mind map method and the teacher provides affirmations of the material that has been studied previously, then the teacher gives a post-test in the form of 10 questions in the form of connecting vocabulary done within 40 minutes. This test aims to evaluate the effectiveness of the application of mind maps with a constructivist approach and provide an overview of the progress of students' understanding of Arabic vocabulary.

The following is a percentage of data to determine the completeness of learning using mind map class VII based on test scores in cycle I:

**Table 1.** Learning Completion Results Cycle I

No	Mark	Percentage (%)	
		Incomplete	Complete
1.	0-69	40,47%	-
2.	70-100	-	59,26%

Table 1 above illustrates that the test results in cycle I there were 11 students who were not yet complete with a percentage of 40.47%. And 16 students have completed with a percentage of 59.26 In the first cycle of action, it can be concluded that the application of mind maps has provided an increase, this shows positive things about the application of mind maps, but these results have not yet reached the desired target.

In this cycle, the application of mind maps was well received by students, this was based on the results of observations of student activity reaching 63% of students seemed active in the learning process. Researchers identified that there were still obstacles based on the data obtained in cycle I, namely, 1) students' memory of Arabic vocabulary was still limited, 2) some students still had difficulty in composing simple sentences, 3) students' participation in making sentences was still uneven, only certain students were active. Therefore, the researcher continued in cycle II.

*Cycle II:*

Cycle II at the planning stage is a continuation of cycle I by adding or reducing the missing parts based on the reflection of cycle I actions. At the first meeting of cycle II, the teacher started the learning by doing preliminary activities, then in this activity the teacher explained the material using mind maps about the equipment in the classroom. The following is a picture of the mind map used:



reaching 85.18% and student learning activities increasing to 83%. However, there are still shortcomings in the application of mind maps in learning Arabic vocabulary, namely that it takes a long time to make a mind map, and not all types of Arabic vocabulary material can be made into mind maps. Based on the results of the actions in cycle II, it was concluded that the use of mind maps showed a significant improvement and had met the set targets.

After completing the learning process in cycle I and cycle II, researchers conducted a comparative analysis to assess the success rate of the research. This comparison aims to assess whether the results achieved are in line with expectations. The results of the analysis are presented in a table that illustrates the development and comparison between cycle I and cycle II. By looking at the results of each cycle, researchers can measure the effectiveness of the methods used and assess the extent to which learning objectives have been achieved during the study. The following is a comparative evaluation table of each cycle:

**Table 3.** Comparison of Cycle I and Cycle II Learning Outcomes

No	Description	Number of Successes	Number of Failures	Percentage
1	Siklus I	16	11	59,26%
2	Siklus II	23	4	85,18%

Table 3 illustrates a clear increase in the number of students who successfully passed between cycle I and cycle II. In the first cycle, 16 students scored above the KKM  $\geq 70$ , with a completeness rate of 59.26%. Meanwhile, in the second cycle, there was a very significant increase of 23 students managed to achieve a score above 70, with the percentage of completeness reaching 85.18%.

#### Student Activity:

Student activeness in the learning process also increased from cycle I to cycle II. The application of mind map with a constructivist approach encourages students to participate actively, think critically and creatively in learning, so that this application provides significant evidence in increasing student learning activities. This can be seen in the following table:

**Table 4.** Student Learning Activity

Description	Cycle I	Cycle II
Total	43	57
Average	2,52	3,35
Percentage (%)	63%	83%

Table 4 above shows the results of research on student activity which has increased in cycle I with a percentage of 63% to cycle II with a percentage of 83%. This shows that the use of mind maps can increase student learning activities.

Based on the results of the research that has been conducted, the findings in this study indicate that the application of mind maps based on a constructivist approach has a significant impact on improving students' understanding of Arabic vocabulary in class VII MTs Abu Bakar Ashshiddiq. This result is not only reflected in the increase in learning completeness scores, but also in the increase in student participation and motivation in the learning process.

This finding corroborates constructivist theory which emphasizes the importance of students' active involvement in the learning process. According to Piaget, effective learning occurs when students actively construct their knowledge through interaction with the environment.<sup>42</sup> This is in line with Aprianti's research which shows that the application of mind map in constructivist approach helps students in developing meaning and understanding through their experience and interaction.<sup>43</sup> Similarly, the results of Nouri<sup>44</sup> and Masykur<sup>45</sup> research reinforce these findings by showing that the use of mind maps can significantly improve students' mastery of Arabic vocabulary. In line with this study, students' ability to master vocabulary has increased after the implementation of the mind

<sup>42</sup>Ermis Suryana, Marni Prasyur Aprina, and Kasinyo Harto, "Teori Konstruktivistik Dan Implikasinya Dalam Pembelajaran," *JIP - Jurnal Ilmiah Ilmu Pendidikan* 5, no. 7 (2022): 2070-80, <https://doi.org/10.54371/jiip.v5i7.666>.

<sup>43</sup>Dian S Aprianti, "Penerapan Pendekatan Konstruktivisme Melalui Mind Mapping Untuk Meningkatkan Hasil Belajar Ips," *Jurnal Riset Pendidikan Indonesia* 3, no. 2 (2023): 278-89.

<sup>44</sup>Nouri Y. Alwattar and Eisa M. Al-Balhan, "The Effectiveness of the E-Mind Mapping Strategy for Sixth-Grade Students' Achievement Level in Learning Arabic Vocabulary in Kuwait," *New Educational Review* 53, no. 3 (2018): 115-25, <https://doi.org/10.15804/tner.2018.53.3.10>.

<sup>45</sup>Muhammad Zakki Masykur, "تأثير الخريطة الذهنية ونموذج التعليم التعاوني على إتقان مفردات اللغة العربية لدى الطلبة في المدرسة," *Journal Of Foreign Language Learning and Teaching* 2, no. 2 (2023): 63-75, <https://doi.org/10.23971/jfltl.v2i2.6129>.

map method, which is proven to be an effective learning strategy in teaching vocabulary.<sup>46</sup> The research conducted by Endah supports the findings of this study, which states that the application of mind maps has a positive influence on students' Arabic learning outcomes.<sup>47</sup>

Furthermore, mind map as an information visualization tool developed by Buzan supports the principles of constructivism as it allows students to connect new information with their existing knowledge.<sup>48</sup> <sup>49</sup> Unlike traditional note-taking methods, mind maps encourage more flexible, interactive and reflective learning.<sup>50</sup> This is in line with the constructivist view that learning is an active process of constructing meaning from existing experiences.<sup>51</sup> <sup>52</sup> Therefore, this study not only supports the theory and previous research, but also provides an empirical contribution that the integration of mind map with constructivist approach can be an effective strategy in improving students' Arabic vocabulary acquisition in a meaningful and sustainable way.

This research is expected to provide an in-depth understanding of how mind map can be utilized as an effective learning method and media to facilitate constructivistic learning. The findings can be useful for educators in designing a student-centered learning and encouraging students to create an active, interesting and fun learning atmosphere.

### **The Advantages and Disadvantages of Mind map in Arabic Vocabulary Learning**

The application of mind map in learning Arabic vocabulary is one of the effective methods in improving the mastery of Arabic vocabulary. Mind maps help students connect new words with concepts they already know through branches that are easy to remember visually. The use of interesting colors and images can stimulate students' memory. It is beneficial to help the brain in organizing information.

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<sup>46</sup>Habib Jamaludin, Universitas Hasyim, and Tebuireng Jombang, "Mind Mapping Method : Its Effectiveness for Teaching Vocabulary," : : *Jurnal Ilmu Pengetahuan* 09, no. October (2024): 76-84, <https://doi.org/10.33752/The>.

<sup>47</sup>Endah Seena and Nashirudin, "Eksperimentasi Metode Mind Map Pada Pembelajaran Nahwu Bahasa Arab Untuk Meningkatkan Hasil Belajar Siswa," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2019): 85-100, <https://doi.org/10.14421/almahara.2019.051-05>.

<sup>48</sup>Tony Buzan, *Mind Map® Handbook Contents* (London: Thorsons, 2005).

<sup>49</sup>Ali Imron et al., "Penerapan Model Pembelajaran Mind Mapping Untuk Meningkatkan Keaktifan Siswa" 3, no. 02 (2024): 140-56.

<sup>50</sup>Abolfazl Shirban Sasi, "Mind Map Techniques And Schema Theory: Enhancing Teaching English Vocabulary In A Reading Course," *International Journal of Research in Education Humanities and Commerce* 05, no. 06 (2024): 62-78.

<sup>51</sup>Heike Behrens, "Constructivist Approaches to First Language Acquisition," *Journal of Child Language* 48, no. 5 (2021): 959-83, <https://doi.org/10.1017/S0305000921000556>.

<sup>52</sup>Hai Ninh Do, Bich Ngoc Do, and Minh Hue Nguyen, "3How Do Constructivism Learning Environments Generate Better Motivation and Learning Strategies? The Design Science Approach," *Heliyon* 9, no. 12 (2023): e22862, <https://doi.org/10.1016/j.heliyon.2023.e22862>.

However, although mind maps have advantages, there are also some disadvantages. Not all students have the same good visualization skills, as some students are more suited to verbal methods. In addition, the use of mind maps requires sufficient time for introduction and habituation. If there is no good guidance, students will focus on the appearance rather than the content so that the main goal of mastering Arabic vocabulary becomes less than optimal. Making mind maps also takes a long time and is limited to class time. Although mind maps have great potential in improving Arabic vocabulary acquisition, their effectiveness is influenced by teacher readiness, student character and the integration of this method with other learning strategies.

## Conclusion

This study concludes that the application of the mind map method with a constructivist approach has successfully achieved its objectives. The use of constructivist-based mind map method proved effective in improving students' vocabulary comprehension, as seen from the improvement of learning outcomes in each cycle. The researcher applied the mind map method and integrated it with the constructivist approach. This method emphasizes that students have an active role in learning by exploring their knowledge and creativity. The limitation of this study is that this research only focuses on teaching Arabic vocabulary learning in certain materials. The measurement of Arabic vocabulary understanding only relies on written tests. In addition, the number of samples used in this study is relatively small and only comes from one school, so the findings are less generalizable. Further research can use Arabic vocabulary comprehension measurement with other techniques to get a deeper understanding. The researcher recommends that future researchers apply this method to various educational contexts.

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