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Conference Paper

Developing a Prophetic Values-Based Mind Mapping Learning Model in Writing Expositions

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Abstract

This research was motivated by the moral decadence of the educated and low ability to write, and the impact of the use of monotonous learning model. Curriculum 2013 aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective. These goals relevant to the prophetic values, which include three pillars, namely humanization, liberation, and transcendence. As for the learning steps, students perform reading activities that come from the Qur'an, hadith, books, or other sources, then take the keywords. After that, they create the framework through mind mapping, the developed it into a whole writing exposition. This research applied a research and development design. The instruments used were tests and contests through observations, questionnaires, and interviews. The prophetic values-based mind mapping learning model in writing expositions is considered necessary by the author so that students can use their minds to motivate creativity because they can generate brilliant ideas, find inspirational solutions to solve problems or find new ways to motivate themselves and other people in the face of their life. Also not separated from the cognitive, effective, and attitude dimensions.

Keywords: learning model, mind mapping, prophetic values

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1. Introduction

The realm of education in Indonesia is faced with a number of problems regarding students who are quite apprehensive nowadays. Based on student behavioral phenomena that show the person as an educated person becomes a serious problem that must be addressed immediately. Lately, juvenile delinquency has become widespread. The situation of adolescents in Indonesia today can be illustrated by the fact that some forms of juvenile delinquency involve teenagers committing crimes that often dominate the news in the mass media, such as drug abuse, access to pornographic

media, free sex, abortion, prostitution, inter-school brawls, and motorcycle gangs. Also, the teenagers have ignored the courtesy, honesty, and many other cases. There-fore, teachers as educators need to minimize the poor behavior of learners and guide them toward a better path according to prophetic norms or values.

One of the obstacles that cause the low ability of learners in writing is the lack of educator skills in using various models of learning. As a result, the learning process is monotonous because it relies on the same learning model and the involvement of students in the process is minimal.

In relation to the mind mapping model of learning, "mind mapping can be applied in various situations. It can be used as a source for teachers, as a tool for preparing or reviewing learning, and mind mapping is a technique that allows us to take notes and write reviews quickly and briefly…." [1].

2. Methods

The only way to improve the quality of a nation is through improving the quality of education. Starting from that idea, the United Nations (UN) through UNESCO (United Nations Educational, Scientific and Cultural Organization) launched four pillars of edu-cation, both for the present and the future, namely: (1) learning to know; (2) learning to do; (3) learning to be; and (4) learning to live together. The four pillars of education combine the goals of IQ, EQ, and SQ. These objectives are relevant to the prophetic val-ues referring to the Qur'an Surah Ali Imran verse 110, which means "You people are best born for human beings and enjoin the good and prevent the ignorance, and believe in God…." Based on the verse, there are three main pillars in the prophetic paradigm, i.e. humanization / humanizing human, liberation, and transcendent/dimension of human faith. Prophetic approach views learners as human nature so that it can be fulfilled directly with morals. The prophetic values of the Prophet are being honest (*sidiq*), trustworthy (*amanah*), delivering messages (*tablig*), and intelligent (*fatanah*) [2].

Linkage to mind mapping learning, in international journals, mind mapping is a great way to introduce the topic as a whole, increase student engagement, and understand ideas quickly. Mind mapping is a capability that can be applied to all levels of ability and any subject matter. Mind mapping can accommodate creative thinking while still adapting to linear tasks such as taking notes, plotting, and organizing. Mind mapping will help students make better use of information [3]. Mind mapping allows students to imagine and explore the relationships between interconnected concepts. In mind mapping, any idea can be linked to other ideas [4]. The purpose of mind mapping is to

find a creative relationship between one idea and another. Mind mapping involves the use of line thickness, colors, drawings, and diagrams to help us understand the idea.

With regard to writing an exposition, it can be explained that an exposition is a type of essay that attempts to explain or clarify a subject that can broaden the reader's knowledge. Exposition articles include essays. An essay is an article that explains something, such as the meaning of something, events, processes, and others. One way to explain it is by defining, deciphering, comparing, and interpreting [5]. Exposition is a piece of writing that aims to provide information, explain, and answer the questions what, why, when, and how [6]. Exposition or exposure is a form of writing or rhetoric that seeks to explain and describe a subject that can broaden the view or knowledge of a person who reads the description. Exposition is a form of rhetoric that is often used in conveying popular scientific descriptions and other scientific descriptions that do not seek to influence the opinions of others [7]. Popular scientific papers in daily, weekly, and monthly magazines are usually presented in the form of expositions. The reader is not compelled to accept the author's opinion; each reader may refuse or accept what the author has said, but at least readers now know that there are people who have an opinion or take a stand on the topic at hand.

The method used in this research was the method of research and development, with research instruments of tests and contests (observation, questionnaires, and interviews).

Research and development procedure involves ten stages [8]: 1) potential and problem analysis; 2) data collection; 3) product design; 4) design validation; 5) design revisions; 6) limited trials; 7) product revisions; 8) an extended trial; 9) product revisions; and 10) dissemination and implementation.

3. Results

Based on the results in the Table 1, which exhibits sig. $0.000 \leq \alpha = 0.05$, we can conclude that there is, in fact, a significant contrast between the results of the pretest and the results of the posttest in both classes, i.e. the controlled class and the experimental class, at SMAN Cikalong and SMAN 1 Padalarang.

The results of this study showed at Figure 1 that there was a significant improvement between the groups using conventional learning and the group using a prophetic values-based mind mapping model for improving students' ability in writing expositions. The most significant differences between the experimental and control groups were seen at SMAN Cikalong and SMAN 1 Padalarang. In other words, it presents that

TABLE 1: Paired Sample Test.

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std deviation	Std error mean	95% confidence interval of the difference				
					lower	Upper			
Pair 1	pretes-postes control class Ckl	-1.185	1.039	.200	-1.595	-.774	-5.927	26	.000
Pair 2	pretes-postes experiment class Ckl	-3.800	1.105	.247	-4.317	-3.283	-15.379	19	.000
Pair 3	pretes-postes control class Pdl	-1.185	1.039	.200	-1.595	-.774	-5.927	26	.000
Pair 4	pretes-postes experiment class Pdl	-4.400	1.192	.218	-4.845	-3.955	-20.219	29	.000

the ability to write expository text amongst the 10th-grade students of the controlled class and the experimental class at SMAN Cikalong and SMAN 1 Padalangang improved significantly.
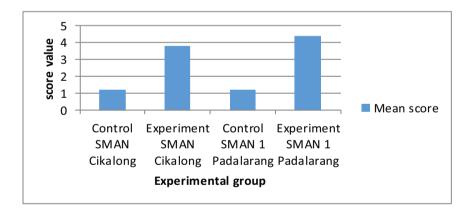

Figure 1: Mind Mapping Learning Model on Four High Schools.

Values education has the following roles. Values education, both formal and informal, may encourage students to [9]:

1. Develop their own personal moral codes and have concern for others;

2. Reflect on experiences and search for meaning and patterns in those experiences;

3. Have self-respect and respect for commonly held values such as honesty, truthfulness, and justice;

4. Make socially responsible judgments and be able to provide justification for decisions and actions.

It can be concluded that values education has four objectives: encouraging a subject to develop personal moral rules and caring for others, reflecting on his/her life experience and searching for the meaning and patterns of his/her experience, self and respecting of shared values, such as honesty, truth, and justice, as well as encouraging students to make socially responsible decisions and be able to justify their decisions and actions [9]. Thus, the dimensions covered in values education do not stop at the cognitive dimension but are also focused on the effective and behavioral dimensions.

These three concepts are relevant to prophetic values. Etymologically, the word "prophetic" has the prophetic meaning or character that exists in a prophet, i.e. the character of a prophet who has the character of an ideal human spiritually-individual, but also a pioneer of change, guiding society toward improvement and conducting an endless struggle against oppression. Definitively, "prophetic" can be understood as a set of theories that not only describe and transform social phenomena, nor do they merely alter a thing for a change, but more than that, they are expected to direct change on the basis of ethical and prophetic ideals. Normatively conceptual, prophetic paradigm of Kuntowijoyo version through the formulation of a prophetic social science based on the Qur'an script Ali Imran verse 110 which means: "You are the best people born to men, sent to *ma'ruf* and prevent it from being evil, and faith in God." On the basis of this verse, there are three main pillars in the prophetic paradigm, namely: amar*ma'ruf* (humanization), which implies humanizing, nahyimunkar (liberation), which implies liberation, and tu'minubillah (transcendence), the dimension of human faith.

Curriculum 2013 aims to prepare Indonesian people to have the ability to live as individuals and citizens who believe and are productive, creative, innovative, and effective, and able to contribute to the life of the people, nation, state, and civilization of the world.

These goals are relevant to the prophetic values of the three pillars, namely humanization, liberation, and transcendence [10]. The prophetic values conceived by Kuntowijoyo correspond to the learning objectives according to Curriculum 2013, which is competency-developed. The competencies expected to be held by the students include the competence of spiritual and social attitudes, knowledge, and skills as outlined in the competency standards of the graduates. The graduate competency standard for high school students in the attitude dimension is "to have a behavior that

reflects the attitude of the faithful, noble, knowledgeable, confident, and responsible in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in a world of association."

The formulation of competence of attitude dimension is placed in first place, either in SKL or in the core competence formula (KI). This shows that the formation of such competence occupies a prime position in the learning process. The developed attitude competencies include spiritual attitudes and social attitudes. This is in line with the prophetic values initiated by Kuntowijoyo, which strives to humanize human efforts based on transcendental values.

Knowledge competencies for high school students according to the 2013 curriculum are"possessing factual, conceptual, procedural knowledge in science, technology, art, culture, and humanities with humanitarian, national, state, and civilization insights into the causes of phenomena and events, and applying knowledge procedural." The competence of skills is "having the ability of thought and acting effectively and creatively in the realm of abstract and concrete in accordance with the studied in schools and other similar sources." The knowledge and skills competence formulation reinforce the harmony with the prophetic values that Kuntowijoyo initiated.

A learning model is a systematic procedure that must be followed in organizing learning experiences to achieve the planned learning objectives, a procedure that must be pursued through the learning process from planning to implementation and assessment of learning. This paper refers to the mind mapping learning model.

Mind mapping is very effective because it involves or cooperates with both sides of the brain and how it works naturally. Mind mapping motivates creativity because it can generate brilliant ideas, find inspiring solutions to solve problems or find new ways to motivate oneself and others, and learners need to free the imagination of learners using mind maps. The mind mapping learning model is a learning model that can help learners with many things, such as planning, communicating, being more creative, solving problems, focusing, composing and explaining thoughts, remembering well, learning faster and more efficiently, as well as train the overall picture.

The learning of writing in high school in the 2013 curriculum lies in the basic competencies such as anecdotal texts, expositions, observation reports, complex procedures, and negotiations either oral or written. This paper refers to writing expositions. An exposition is an essay that aims to narrate, explore, decipher, or explain something.

In reality, with regard to writing skills, not everyone is able to pour their ideas into writing. To achieve this, it requires intensive training, both formally and informally.

Formally, it occurs in the process of teaching and learning in education. Education, in addition to being a demand, is also a human need.

One of the obstacles that lead to the low ability of learners in writing is the lack of skills of teachers in using various models of learning. As a result, the learning process is monotonous because it relies on the same learning model and the involvement of students in the process is minimal. Therefore, educators must be good at choosing the right learning strategy to improve the quality of education. Teachers are the main actors in the field and are key to the success of learning. The ability of teachers to plan and select approaches and learning models of writing skills that fit the text and context of the students becomes a necessity. Other obstacles, often found in the essential high school science writing lessons, are finding topics, selecting topics, detailing topics, and developing topics into full writing. These constraints cause students to lack confidence and not have the courage to write [11].

Some things are related to the skills of writing an exposition by using a mind mapping model based on prophetic values, in teaching and learning activities. First, learners perform reading activities for 15 minutes before the learning activities take place. The reading material can be taken from the Qur'an, hadith, the story of the Companions of the Prophet Muhammad, or from newspapers in accordance with the topics to be studied and with his prophetic values made into keywords. Furthermore, after reading and understanding the material, and then made the skeleton through mind mapping and then given the color to attract. Finally, the mind map is developed into an intact exposition.

4. Conclusion

Among classes, we can see a significant improvement in the students' ability to write expository text before they were given the mind mapping prophetic-based learning technique and after they were given the action as is shown by the findings. The findings show that when the actions were being given, the controlled class of SMAN Cikalong scored $M=-1.185$ and the experimental class of SMAN Cikalong scored $M=-3.800$. Meanwhile, the controlled class of SMAN 1 Padalarang obtained $M=-1.185$ and the experimental class of SMAN 1 Padalarang obtained $M=-4.400$.

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