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Article

Development of Writing Learning Management Through Digital Mind Mapping at SMA Negeri 2 Luwu Utara

E P **[1], *R S*** **[2], *M*** **[3]**
Pascasarjana Manajemen Pendidikan Islam
Institut Agama Islam Negeri (IAIN) Palopo
chacaeka12@gmail.com

Abstract

This research disusses the Development of Writing Learning Manajement through Digital Mind Mapping at SMA Negeri 2 Luwu Utara. The purpose of this research is to make a instructional design for teachers' teaching manajemen. This type of this research is Research and Development (R&D). In research and development in this research using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The subject of this research are all those related to English learning manajement, namely English subject teachers, school principles of the curriculum section, and English supervisors at SMA Negeri 2 Luwu Utara. In the result, the writing learning manajemen dasign using digital mind mapping is appropriate for use in the writing learning process in class X with the percentage of validity reaching 92,5% with a very valid category for linguist validation, 81,2% with a valid category for material expert validation, and 81,2% with a valid category for validation of design/layout experts. Thus, it can be concluded that the writing learning manajement design through digital mind mapping is feasible, easy to use, and can improve the process and learning outcomes of students in class X writing learning.

Keywords: *Development, Manajement, Mind Mapping, Writing*

Introduction

It seems that English is currently not getting much attention in the world of education. Even though apart from being an international language, English is a skill and an effort to learn culture from other countries. English, which is starting to become a trend among the public, is an effort to improve ability to keep up with the times. On the other hand, by learning English, one can increase one's imagination and creativity in constructing good and correct sentences (Kusumaningputri, 2010). English has the same basic skills as other languages, namely speaking, listening, reading, and writing (Tarigan, 2013).

From the four skills, writing is one of the most difficult skills. Writing is a language skill by conveying ideas in writing with the help of various media. In practice, writing a person must have several abilities that must be mastered, namely grammar, structure, vocabulary, and pronunciation. Writing is part of English skills that is not done through direct communication or talking face to face but writing is a skill that is carried out by conveying ideas or ideas through writing. Writing is

considered a fairly good skill because it can trigger students to improve their literacy skills by pouring ideas into writing that can be enjoyed by readers. The most concern is that writing is a skill that is quite difficult because you have to show how to arrange words into a meaningful sentence. Many forms of written works are produced through writing skills, for example text, paper or in deaf form other san. The ability that a person has to be able to produce a piece of writing is supported by the amount of knowledge and other skills they have, not only how to convey ideas but also have to pay attention to the writing aspects of a piece of writing starting from spelling, organization, vocabulary, reading rules to good and correct sentence structure. to convey the right ideas and ideas.

To achieve maximum writing skills, good learning management is also needed in the teaching and learning process. Teachers should be able to make the learning atmosphere as efficient as possible and create learning motivation with an interesting learning environment. Learning management includes activities from planning, organizing, implementing to evaluating learning. This aims to design the learning process so that it is more directed and the learning objectives can be achieved. Writing is a real product resulting from the learning process. Students are required to be more active than teachers so that the results of the learning process can produce a product.

In line with the development of technology and information, the implementation of education must be able to take advantage of this development of science and technology so that the learning process can also adapt to modernization of education, starting from teaching materials, learning media, to learning techniques. The use of information and communication technology in the learning process is starting to develop at this time and has received support from the government, including in the current 2013 curriculum which has integrated science and technology in every subject matter. In addition, the 2013 curriculum that currently applies focuses on the learning process that focuses on learning for students (Norlisa, 2019). This approach is intended to increase the creativity of students. Learners are trained to be able to think critically, find ideas, and put them into a work/product of learning outcomes.

From the results of observations made by researchers at SMA Negeri 2 Luwu Utara, several students admitted that writing skills were quite difficult compared to other English skills. Apart from the students' statements, English subject teachers also admit that teaching writing is quite a challenge in itself because to have writing skills students must have sufficient vocabulary and understand good grammatical structures (Kusuma, 2017). For this reason, the teacher must design good and interesting learning activities so that the learning process carried out can achieve the goals set. In each teaching and learning process the teacher seeks to create an innovative and productive learning climate starting from learning techniques to teaching methods. Many techniques are designed by teachers to create a good and maximum learning process. One technique that can improve writing skills is the Mind Mapping technique. The Mind Mapping technique is a thinking technique by connecting certain items into a concept that can be visualized (Buzan, 2007). Through the mind mapping technique one can create a conceptual framework about something which is then mutually related to one another. This Mind Mapping shows how the brain can create concepts in a structured manner which can then be poured into an idea (Nunik, 2018).

From the document study, the researcher obtained information regarding the fact that regarding writing skills of all students, only approximately 25% of students were able to achieve learning completeness standards, the rest had not been able to meet the KKM that had been set. Based on the low students' writing skills, the teacher must be able to carry out a good learning management process, starting from planning, organizing, implementing, and evaluating. This is a mandatory thing in implementing the writing learning process (Fahd, 2022). Therefore, the researcher intends to develop a product in the form of an instructional design that becomes a guide for English teachers in teaching writing through a digital-based Mind Mapping learning technique.

METHODS

This research is a type of research in the form of Research and Development (RnD) or in Indonesian it is known as research and development. Research and Development (RnD) is a type of research that aims to produce a product and then test the effectiveness of the resulting product. In creating this product, researchers first carry out a needs analysis, then to test the product must be carried out in stages so that the resulting product can be truly useful (Sugiyono, 2015). Meanwhile, this research approach uses a pedagogic approach.

The Research and Deleopment model used in this research adopts the research and development model developed by ADDIE, with detailed stages as follows:

1. *Analysis*
   The first stage in the ADDIE research and development model is analysis. In this analysis activity, the researcher is tasked with conducting a needs analysis of the research object related to the product to be developed.

2. *Design*
   In the second stage, namely designing in the form of developing initial ideas and conceptualizing the design and initial materials arranged in line with the objectives set in the learning design.

3. *Development*
   The development of the intended initial product format is in the form of an initial draft containing references related to the development of an instructional design module for writing learning management through digital mind mapping.

4. *Implementation*
   The development of the intended initial product format is in the form of an initial draft containing references related to the development of an instructional design module for writing learning management through digital mind mapping.

5. *Evaluation*
   Product evaluation was carried out based on the initial trials carried out. Revisions were made through various considerations and improvements. The experiment was carried out based on the revised initial product. The final product revision is the revision of the data from the field

trial results to be given input and further developed while still considering the revision of the initial trial results (Dewi Sulsiworo, 2014).

The data collection techniques for this research are as follows: (1) Observation, observation is an activity by making direct observations of certain objects (Moh Nazir, 2014). Observations were made with the aim of obtaining a more detailed description of the object of research. (2) Interviews, interviews or so-called interviews are an activity carried out by asking for information regarding the object of research (Nasution, 1996). Interviews in this research were conducted to obtain data related to the management of learning English through the mind mapping method to improve students' writing skills at SMA Negeri 2 Luwu Utara. This interview is intended to obtain detailed data related to the research object. Interviews were conducted freely and structured. The interview guide was addressed to several English teachers at SMA Negeri 2 Luwu Utara to find out the initial conditions regarding the implementation of Mind Mapping-based learning and the extent to which it was implemented, (3) Validation Sheet, which is a scoring scale sheet used in expert judgment. Expert judgment is carried out to obtain data in the form of expert assessments from professional expert lecturers on the feasibility of language and content contained in the digital-based mind mapping instructional design that has been developed by researchers. (4) Test Instrument for Product Trial Results, the test instrument for product trial results is in the form of product practicality and effectiveness tests.

The purpose of this study was to find out the development of English learning management through digital mind mapping to improve students' writing skills so that the research subjects were all those related to learning English, namely English teachers, school principals, vice principals in the Curriculum section, and English language supervisors in State Senior High School 2 North Luwu.

In the product development process there are development procedures, namely:

1. Preliminary Research Steps
   a. *A Scope Identification,* at this stage the researchers determine the learning objectives of Digital Mind Mapping and determine the limits of the material to be raised.
   b. *Learner Characteristic Identification,*in this step the researcher carries out identification related to the characteristics of the research object that will use the product being developed. This is done in order to facilitate researchers in developing products. The product targets in this study were English subject teachers at SMA Negeri 2 Luwu Utara.
   c. *Produce A Planning Document,* in this step the researcher makes the initial steps of development, starting from the preparation of materials, scripts, drawings, product displays and supporting illustrations.
   d. *Determaine and Resources Collection*, In this step the researcher determines and collects materials and references as a basis for product development.
   e. *Brainstorming Conduction,* In this step, the researcher conducted a brainstorm with supervisors and English subject educators at SMA Negeri 2 Luwu Utara regarding the Digital-based Mind Mapping technique that would be developed.
2. Designing Steps
   a. *Content Idea Development*, *Concept Design and Analysis,* in this step the researcher develops ideas related to the learning media that will be developed.
   b. *Prepare Create Flowchart and Storyboards,* in this step the researcher determines the appearance of the product being made.
3. Early Product Development Steps

a. *Prepare the Material*, at this stage the researcher prepare all the materials needed for product development both hardware and software.
b. *Produce the Product,* in this step the researcher produces a Digital based Mind Mapping instructional design based on the material and also the learning objectives listed in the Syllabus and Learning Implementation Plan (RPP).
c. *Produce the Slide,* at this stage the researcher compiled product development slides.
d. *Combine the Pieces,* at this stage the researcher combines the materials that have been made.

4. Expert Validation Stage
   a. *Test,* in this step the researcher makes a test on the product the presense of expert for later validation.
   b. *Revision,* in this step the researcher made improvements to the product referring to the inputs from the validation process carried out by experts.
5. Trial Step
   a. *Test, I*n this step, the researcher runs a product test on the research object, namely students and teachers in writing learning using the *Mind Mapping* method.
   b. *Evaluate,* In this step the researcher re-examines the product to be developed.
6. Pembuatan Produk Akhir
   a. *Reproduce the Product,* At this stage the researcher recreated the product that had been developed, namely the Digital-based Mind Mapping learning management instructional design.
   b. *Finaly the Product*, in this finally stage the researcher carries out the final finalization of the product results.

In collecting data, the researcher used several techniques in an effort to create an instructional design for Mind Mapping learning management in improving students' writing skills, namely through observation techniques, interviews, validation sheets, and test instruments on the results of product trials. And for data processing and analysis techniques, namely qualitative and quantitative techniques. Qualitative in question is based on the evaluation results from the Expert Judgment as well as input from the Expert Judgment on the instructional design of writing learning through Digital Mind Mapping. Quantitative data is in the form of scores from the results of questionnaires filled out by the teacher so that quantitative data processing will be carried out.

RESULTS

English is a connecting language between worlds because English is an international language. Like any language in general, English also has four skills. The four skills are speaking, listening, writing, and reading. Speaking can be done spontaneously but it is different from writing which requires planning and organizing. Communication according to Neuendorf & Kumar cannot be built only orally but also achieved through written media. Someone can convey what he thinks then share it through print media (Neuedorf K.A & Kumar A, 2015).

Related to this, English teachers must be able to manage writing learning to the maximum extent possible to achieve the quality of learning writing. In this study, the management of writing learning was developed through digital mind mapping. The development of digital-based Mind Mapping learning management uses the ADDIE model. The stages in the ADDIE development model include the analysis stage, design stage, development stage, implementation stage, and evaluation stage.

1. Analysis

The analysis carried out by researchers is related to the management of writing learning carried out by the teacher with an explanation, namely:

a. Learning Planning

Learning planning in question is an activity carried out related to preparations made before carrying out learning, both preparation in terms of administration and learning tools. The learning planning includes several stages, namely 1) the stage of setting learning objectives, 2) preparing premises, 3) decision making, 4) establishing a series of learning activities, 5) and evaluating learning outcomes. As for the lesson planning carried out by teachers at SMA Negeri 2 Luwu Utara, it is based on workshop activities that are routinely carried out at schools led by the principal and his deputy, especially in the curriculum section. It's just that in this case some of the learning tools that should have been prepared by the teacher are still fairly rigid because there is no progress or creativity regarding the preparation of learning tools that are more up to date, for example Learning Program Plans (RPP) which are still LOTS (Low Order Thinking Skills) which should be already able to develop HOTS (High Order Thinking Skill) based RPP. RPP and syllabus seem to be a form of hereditary inheritance.

b. Organizing Learning

From the results of observations made, it is known that the English teacher at SMA Negeri 2 Luwu Utara carries out an organizing process by compiling learning activities starting from the learning tools to be used, teaching materials, learning techniques to be used, to the evaluation sheets used to assess the extent to which activities are carried out. the learning was successful and the extent to which students achieved the learning activities carried out. These are grouped in such a way as to make it easier for the teacher to manage the learning process in the classroom.

c. Learning Implementation

Based on the results of observations on the implementation of writing class X, it was explained that during the teaching and learning activities students were assessed as lacking enthusiasm, especially when students were asked to write something they found it very difficult because they were confused about where to start writing. At this stage of the analysis it was stated that out of 30 students there were as many as 24 students having difficulties in learning writing. This can be seen from the results of the teacher's evaluation of assessment writing on students. Writing learning that only uses textbook instructions makes the learning process less interesting. This then makes students not enthusiastic in participating in writing learning, moreover writing learning is quite difficult for students to understand.

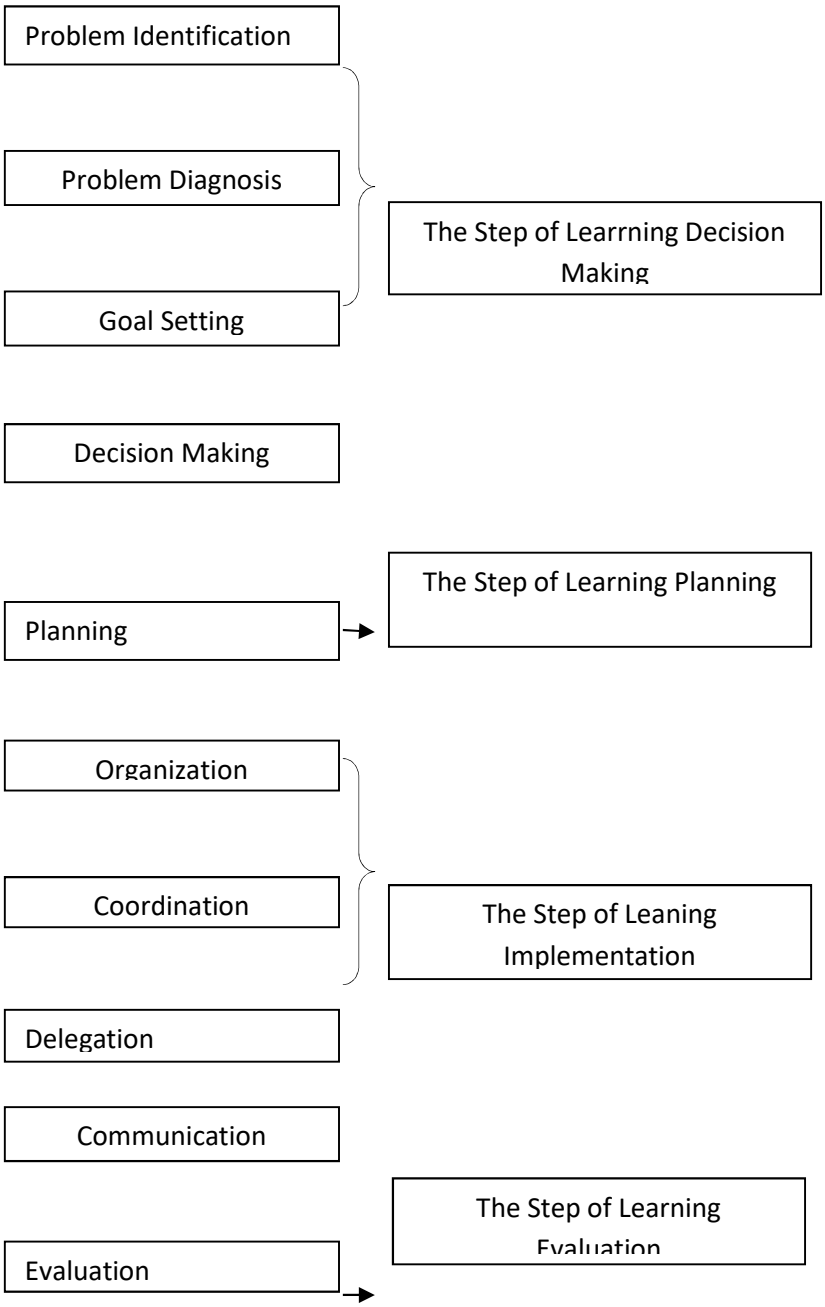
d. Learning Evaluation

In the evaluation of learning to write in English, the teacher evaluates the assignment given to students to read a text or several short functional texts and then asks students to answer questions about the text. Students are not given a larger space, for example by making a piece of writing of their own work or for example other creativity.

2. Design

The second stage in the ADDIE development model is design. Design is defined as a design. The design carried out by researchers in this design stage refers to the learning management

model in accordance with the product to be developed, namely writing learning management through digital mind mapping. The management model looks like the image below:



Gambar 1. Learning Manajement Model Gorton's Theory

The product developed in this study is an instructional design product with the concept of learning management. In compiling this instructional design the researcher uses the learning

management model by Gorton as shown in the picture above. Products are developed starting from the decision-making stages based on several things, namely problem identification, problem diagnosis, goal setting, and then at the decision-making stage related to the learning to be carried out. Then enter the learning management stage which includes planning, implementation and evaluation. In the planning stage includes things that are prepared in the implementation of learning that will be carried out, namely Basic Competence, Basic Competency, Syllabus, and Learning Implementation Plan (RPP). Then the next stage is the implementation of learning, namely organizing, coordinating, delegating, and communicating. The last stage is the assessment which is an evaluation of the success of the learning that has been done.

3. Development

The third stage in ADDIE theory is development or development. In the development stage, several stages were carried out by researchers, namely:

a. Preparation of instructional design and design features

The design and features of the learning management model developed include three important parts, namely the beginning, the core, and the end. The design of the instructional design of the writing learning management model consists of designs made with simple and simple image illustrations, consisting of simple types and views. The color design is made elegant but still in a simple context. The cover design is made more attractive but looks simple because it will become a teacher's handbook. It is hoped that learning in the classroom can occur in a fun way through the help of this instructional management model's instructional design. The following shows the initial design of the instructional design of the learning management model:

1) The Beginning, this initial section starts from the cover, preface, to the table of contents, while the display is as follows:

Gambar 2. View of the Early Section of Instructional Design

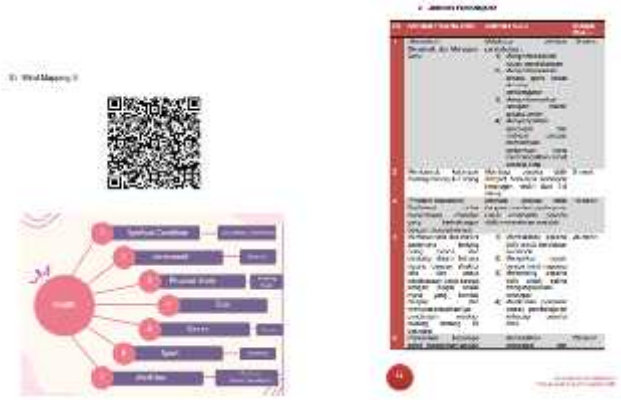
2) Core Section, the core section is that which has entered the stages of the learning management model that has been described, namely the introduction which contains an overview of decision

making. Then in the core part it is explained how learning management should consist of planning, implementation, and evaluation.

a) Learning Planning

Gambar 3. Display of Instructional Design Learning Planning Section

b. Learning Implementation



Gambar 4. Display of Instructional Design Learning Implementation Section

c. Learning Evaluation

Gambar 5. Display of Instructional Design Learning Implementation Section

3) Closing Section, this section contains an evaluation of the implementation of learning in terms of managing learning in the classroom. In addition, the closing section is like a book in general, which contains references and references used in the development of the instructional module.

Gambar 6. Cover Section of Instructional Design

4. Implementation

The comprehensive picture of the research results obtained through validity testing by three experts, namely linguists, materials experts, and design experts, can be described as follows:

The comprehensive picture of the research results obtained through validity testing by three experts, namely linguists, materials experts, and design experts, cThe instructional design for writing learning management uses a digital-based Mind Mapping technique that has been completed and then validated by linguists, materials and design/layout experts. The questionnaire used in this validation uses a score range of 1-4, with the following conditions:

4 : Very Good

3 : Fine

2: Less Good

1 : Not Good

a. Linguist Validation Test

The Result of the validation test from linguist are explained as follows:

From the validation results of linguists it is known that the acquisition score is 74 so that a percentage of 92.5% is obtained, which is in the very feasible category. In accordance with the percentage of feasibility of learning products by Arikunto, namely as follows:

Eligibility Presentation = $\frac{The\ T \quad S \quad O}{E \quad S}$ x 100%

Acquisition of A Feasible Category or Not refers to the following table :

No	Category	Precentage
1	Very Feasible	81%-100%
2	Feasible	61%-80%
3	Feasible Enough	41%-80%
4	Lack Feasible	21%-40%
5	Not Feasible	<21%

Tabel 1. Feasible Category

From this table, each value range from the feasibility test of Mind Mapping learning management instructional design is used as a percentage to determine whether or not it is appropriate according to the range of aspects assessed.

b. Material Expert Validation Test

From the results of the validation examined by material experts related to material from instructional design management learning writing through digital Mind Mapping, an overall score of 65 is obtained. Using the feasibility percentage formula, a score of 81.2% is in the very feasible category. Apart from this, there are several things that become input from material expert validation, namely the contents of teaching materials that must be displayed at the bottom of the barcode so that it makes it easier for teachers to choose the material they want to teach.

c. Design/Layout Expert Validation Test

From the validation results examined by design/layout experts regarding the material from the Writing learning management module through digital Mind Mapping, an overall score of 65 is obtained. Using the feasibility percentage formula, a score of 81.2% is in the very feasible category. Apart from that, there are several things that are input by the design/layout expert, namely adding illustrative images so that the material looks lively and more interesting to read.

5.Evaluation

a. Practicality Test Result

Data from practicality test results, scores are in the range of 61% - 80% with a score of 75% in the "Practical" category. This means that of the 4 educators, almost all of them said that the product was easy to use. Only 1 person said that it was not easy to use. From the results of this analysis, it can be said that the instructional design developed is classified as practical in the learning process of writing. Practicality data analysis was obtained from practicality test sheets which were distributed to 4 English educators.

b. Efectivity Result Test

Each of the four English subject teachers had scores in the categories of 77.5%, 95%, 87%, 9.5% where 3 were in the effective category and 1 was in the moderately effective category. From the acquisition of these data it can be concluded that the instructional design product developed is "effective".

ANALYSIS

a. Analysis of The Validity of Instructional Design Learning Management Models

Analysis of data validation results of the instructional design learning management model is based on the average validation results from linguists, materials experts, and design/layout experts. Based on the validation results, the validation values obtained from each validator were 92.5, 81.2, and 81.2. It can be concluded that the instructional design of writing learning management through digital mind mapping is stated to be valid and does not require significant changes and is suitable for use as a guide in learning English writing.

b. Practicality Analysis of Instructional Design Learning Management Model

To carry out an analysis from a practical point of view, it is carried out through distribution to research objects. Based on the explanation in the previous sub-chapter, a practicality value of 75% is obtained with good criteria and can be stated as practical. Based on this, it can be said that the instructional design of writing learning management through digital mind mapping is practically used as a guide in writing learning management.

c. Analysis of The Effectiveness of Instructional Design Learning Management Models

In the effectiveness test, we can see the score of the questionnaire filled out by English teachers at SMA Negeri 2 Luwu Utara. Then analyzed using the percentage of the score for each answer with a predetermined calculation. Each of the four English subject teachers had scores in the categories of 77.5%, 95%, 87%, 9.5% where 3 were in the effective category and 1 was in the moderately effective category. From the results of calculations and analysis of scores obtained, it was concluded that the instructional design product developed was "effective".

DISCUSSION

1. Development of Instructional Design Learning Management Model

Ataji (2019) said a product is considered feasible to be integrated with students if it achieves a feasibility percentage in the minimum range of 60% - 80%. Based on the validation results from the three experts namely linguists, materials experts, and design/layout experts, 92.5%, 81.2% and 81.2% respectively were in the very feasible and feasible categories. This then shows that the

writing learning management module through digital mind mapping techniques is declared feasible to use. Meanwhile Mustika (2018) said a product can be said to be practical if the product reaches a percentage of 61% -80%. Rahmi (2019) states that a product is declared effective if classical learning mastery reaches ≥ 75%. Based on the explanation in the previous sub-chapter, a practicality value of 75% is obtained with good criteria and can be stated as practical. Each of the four English subject teachers had scores in the categories of 77.5%, 95%, 87%, 9.5% where 3 were in the effective category and 1 was in the moderately effective category. From the results of calculations and analysis of scores obtained, it was concluded that the instructional design product developed was "effective".

2. Obstacles in The Development of Instructional Design Learning Management Models

The obstacles encountered in the management of writing learning through digital mind mapping are as follows :

a. Time Consumption, teachers still cannot take the time to enrich teaching techniques and methods so that they are not maximal in applying the learning management instructional modules that have been developed.
b. There are some teachers who still cannot use information technology to the fullest.
c. Completeness of educational facilities and infrastructure needs to be added to support learning activities. Facilities and infrastructure are important in supporting the teaching and learning process.

CONCLUSION

From the series of stages carried out by researchers related to the development of instructional design management models for learning writing through the digital mind mapping that has been developed, conclusions can be obtained, namely:

1. The instructional design of the writing learning management model using digital mind mapping is appropriate for use in managing writing learning in class X with a validity percentage reaching 92.5% with a very valid category for validating linguists, 81.2% with a valid category for material expert validation, and 81.2% with valid category for design/layout expert validation.

   The learning management model through digital mind mapping which was developed practically for the management of learning writing in class X with a practical percentage reaching 75% in the practical category. Therefore, it was concluded that the instructional design of writing learning management through digital mind mapping was practical and feasible to use in the implementation of writing learning in class X SMA.

   Meanwhile, in the effectiveness test, the questionnaire scores were distributed to English subject teachers, and then analyzed by calculating the percentage of item scores for each answer to each question in the questionnaire. Each of the four English subject teachers had scores in the categories of 77.5%, 95%, 87%, 9.5% where 3 were in the effective category and 1 was in the moderately effective category. Based on this, it can be concluded that the instructional design product developed is "effective".
2. Some of the obstacles experienced related to the development of writing learning management through digital Mind Mapping are: time consumption where teachers are still unable to take the time to enrich teaching techniques and methods so that they are not maximal in applying the

instructional management instructional designs that have been developed. In addition, there are some teachers who are still not able to use information technology to the fullest so that digital-based learning techniques will be quite difficult for them to apply. Then, the completeness of educational facilities and infrastructure needs to be added to support learning activities. Facilities and infrastructure are important in supporting the teaching and learning process. With complete facilities and infrastructure, it will be easier for teachers to develop ideas and enrich teaching materials as well as teaching methods and techniques.

Implication

This instructional design product for writing learning management through digital mind mapping can be used as a guide or reference for teachers in managing learning in the classroom in this case to improve students' writing skills. As in learning writing, the measuring point is the creativity of students' writing results. This is also an effort to foster students' learning motivation in learning English, especially writing, so that the paradigm of students who say English is difficult is no longer the case.

Suggestion

The use of instructional design product management models for learning writing through digital mind mapping to make it more effective should:

1. The teacher first learns about the product and its application with the aim of making it easier to apply it in the writing learning process.

2. In the implementation of learning, it is better for the teacher to start by conveying the learning objectives so that students can have an overview of the material before learning.

3. The use of writing learning management model products through digital mind mapping should be explained by the teacher again regarding the writing that will be produced so that it is related to the learning process with the application of project based learning.

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