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THE EFFORTS TO IMPROVE LEARNING ACHIEVEMENT IN NATIONAL REVENUE MATERIALS THROUGH THE IMPLEMENTATION OF THE MIND MAPPING METHOD; CLASS OF XI IPS 2 ODD SEMESTER STUDENTS OF SMA NEGERI 1 TEGALDLIMO BANYUWANGI, ACADEMIC YEAR OF 2020/2021

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ABSTRACT
This study aims to improve student achievement, using *Mind Mapping* in Class XI IPS 2 on the subject of National Income Material Economics at SMA Negeri 1 Tegaldlimo Banyuwangi. The form of this research is Classroom Action Research (PTK), with the research subjects being students of class XI IPS 2 SMA Negeri 1 Tegaldlimo Banyuwangi, totaling 33 students. The results showed that there was a gradual increase where the student learning outcomes from cycle I was 69.44% and increased in cycle II by 94.73%. Then the student activity increased in achievement by 25.29%. With the total completeness of 87.36%, where classically the percentage of 100% has increased, then it can be concluded that the use of themethod *Mind Mapping* can improve student learning achievement results in the subject of Economics Subjects National Income Material for class XI IPS 2 SMA Negeri 1 Tegaldlimo Banyuwangi Academic Year 2020/2021

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INTRODUCTIONS

The educational process in general takes place in schools through learning activities which is a process of changing behavior. These changes include cognitive, affective, and psychomotor aspects. The learning outcomes have a good impact on the quality of education and the life of the Indonesian people. One of the parameters used to measure the level of educational success is to look at student achievement. Many factors influence student achievement, including factors of intelligence, talent, interest and attention, motivation, health, learning methods, family environment, social environment, school, and supporting facilities in learning.

One of the determinants of achievement in students is motivation. In general, motivation

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is a concept that explains students in taking an action in order to achieve their learning goals. In simple terms, it can be said that if students have low motivation in learning, the achievements obtained are not maximal. The more precise the motivation is given, the more successful the lesson will be. So, motivation will always determine the intensity of learning efforts for students.

The learning method is a form of activity pattern which is the basis of the teacher's foundation. He organizes teaching and learning activities, leads the teacher to determine procedures and learning steps that can lead students to engage optimally. Varied learning models and proper use of certain materials greatly affect student learning. For this reason, teachers must have good teaching methods and be able to choose appropriate learning methods according to the concept of the subjects presented. There are many ways that teachers help students, one of which is by applying new learning methods that can help improve the quality of student learning. Because this is a prerequisite for effective learning, among others, the teacher must go through the application of the method when teaching. Variations in methods resulted in the presentation of learning material more attractive to students, easily accepted by students and the class became alive.

The low activity of students can be seen based on observations using observation sheets. The activities observed along with the level of activity in detail were 32.64% of students in the poor category in making learning schedules and implementing learning activities in class. 14.58% of students were in the poor category in reading and taking notes while participating in the lesson. 46.53% of students are in the poor category of repeating the lesson material that has been delivered by the teacher. 17.36% of students are in the poor category of concentration in learning. 15.28% of students are in the poor category in doing the assignments given by the teacher. The low learning outcomes of class XI IPS 2 SMA Negeri 1 Tegaldlimo can be seen from the daily test scores. Based on these values, it can be seen that class XI IPS 2 has low learning outcomes. The problems as above occurred in SMA Negeri 1 Tegaldlimo.

Based on the teacher's view, the conditions during teaching and learning activities are often passive. It is very difficult for active interactions between students and students and between students and teachers. The learning outcomes are still low. The information is then followed up by the researcher by carrying out observations. Observations were made in class XI IPS 2 at SMA Negeri 1 Tegaldlimo. Based on the results of these observations, it is known that students in class XI IPS 2 still tend to be passive in the learning process.

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THEORY REVIEW

There are several definitions of learning put forward by experts. Imron (1996: 3-9) argues that according to behavioristic theory learning is an instrumental control that comes from the environment. Educators condition in such a way that learners want to learn. Teaching is thus carried out with conditioning, habituation, imitation, rewards and punishments often offered in the learning process. The sovereignty of teachers in such learning is relatively high, while the sovereignty of students is otherwise relatively low. This theory is also called the conditioning theory, because learning or not depends on the conditional factors provided by the environment. According to Skinner (Santrock, 272) the most important element in learning is reinforcement and punishment. Reinforcement is a consequence that increases the probability that a behavior will occur. Conversely, punishment (punishment) is a consequence that reduces the probability of a behavior occurring. (https://sugithewae.wordpress.com/2012/05/03/teori-belajar skinner /). Watson defines learning as a process of interaction between stimulus and response, but the intended stimulus and response must be in the form of behavior that can be observed (observable) and can be measured. In other words, even though he acknowledges mental changes in a person during the learning process, he considers these things as factors that need not be taken into account. He still admits that mental changes in the shape of the student's mind are important, but they cannot explain whether a person has studied or not because they cannot be observed (https://sites.google.com/site/mulyanabanten/home/teoribelajarbehavioristic) Budiningsih (2005: 22).

Dimyati (2002: 32-33) explains that there are 4 types of motivation, namely: (1) instrumental motivation, namely students learn because they are motivated by gifts or avoid punishment; (2) social motivation, namely that students learn to carry out tasks, in this case involvement in the task stands out; (3) achievement motivation is divided into two types, namely high achievement motivation and low achievement motivation. Students with high achievement motivation are more willing to achieve success. These students feel more involved in the

assignment and do not like failure. In this case the teacher must channel the spirit of students' hard work. Students with low achievement motivation generally prefer to avoid failure. The teacher must enhance the motivation to learn in these students. For students with low motivation, teachers are expected to be able to be creative in learning activities; (4) intrinsic

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motivation means that learning because of his own will. Instrumental motivation and social motivation are external conditions, while achievement motivation and intrinsic motivation are internal conditions. According to Purwanto (2007: 60) "motivation is anything that encourages someone to act.

According to Mustaqim (2009: 60), motivation means a state in the person that encourages individuals to carry out certain activities in order to achieve certain goals. According to Mahmud (2010: 100), desire will cause an impulse in a person. The stronger a person's motivation to achieve an achievement, the stronger the potential for achieving the desired achievement. Motivation can be divided into two, namely, intrinsic motivation; extrinsic motivation. Intrinsic motivation is things and circumstances that come from within students that can encourage them to take learning actions. Which includes intrinsic motivation is the feeling of liking the material and their need for the material. Extrinsic motivation is things and circumstances that come from outside the individual which also encourages him to take learning actions. Which includes praise and gifts, school rules, role models of parents and teachers.According

to Sardiman in Imron (1996: 31), suggests that the characteristics of motivation that exist in a person are: (1) Perseverance in facing tasks and being able to work continuously for a long time, (2) Resilient in facing difficulties and not easily discouraged. (3) Not easily satisfied with the achievements obtained, (4) Shows great interest in various learning problems, (5) Prefers to work alone and does not depend on others, (6) Does not get bored quickly with routine tasks , (7) Can defend his opinion, (8) Not easy to let go of what he believes, (9) Enjoy looking for and solving problems.

According to Imron (1996: 99), the elements that influence learning motivation are: (1) The ideals or aspirations of the learner, (2) the ability of the learners, the conditions of the learners, (3) the conditions of the learning environment, (4) the dynamic elements of learning / learning, (5) The teacher's efforts to teach learners. Efforts that can be made by teachers to increase learners' learning motivation are: (1) Optimizing the application of learning principles, (2) Optimizing the dynamic elements of learning / learning, (3) Optimizing the use of experiences / abilities already possessed in learning (4)) Developing goals / aspirations in learning.

Learning achievement is the mastery of knowledge or skills developed by subjects, usually indicated by the test scores or the scores given by the teacher. According to Tu'u (2004: 75), in detail, student learning achievement can be formulated as follows.

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1) Student achievement is the learning outcome achieved by students when participating in and doing assignments and learning activities at school.
2) The student's learning achievement is primarily assessed for its cognitive aspects because it is related to the student's ability in knowledge or memory, understanding, application, analysis, synthesis, and evaluation.
3) Student learning achievement is evidenced by being shown through the value or score of the results of the evaluation conducted by the teacher on student assignments and the tests or exams taken.

There are important factors that contribute to the success of students in achieving good learning outcomes. According to Sangalang as quoted by Tu'u (2004: 78) The factors that influence achievement are as follows:

1) Intelligence. The level of intelligence possessed by a student determines his success in achieving learning achievement.
2) Talent. Talent is an ability that exists in a person that is carried from birth, which is received as an inheritance from parents.
3) Interest and attention. Interest is a great tendency to something. Mindfulness is seeing and listening carefully and carefully to something.
4) Motive. Motive is an impulse that makes people do something, motive always underlies and influences every effort and activity of a person to achieve the desired goals.
5) How to learn. The success of student studies is also influenced by the way students learn. The efficient way of learning is possible to achieve higher achievement than the inefficient way of learning.
6) Family environment. Family is a great potential and positive influence on student achievement.
7) School. School is an educational environment that is structured, has a good system and organization for the cultivation of ethical, moral, mental, spiritual, disciplinary and scientific values.

Achievement is influenced by several factors both internal and external which contribute to the success of students in achieving good learning outcomes. In this study, the intended achievement is learning achievement after students participate in teaching and learning activities

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through the application of a combination of the Mind Mapping Method in the National Income material on the material for calculating National Income.

Based on Bloom's taxonomy which has been revised by Anderson and Krathwohl in Utari (2017: 7), learning outcomes include three learning domains, namely: (1) Cognitive domain which includes knowledge, understanding, application, analysis, evaluation and creation, (2) Affective domain includes receiving, responding, assessing, managing and living, (3) Psychomotor domain includes imitating, manipulating, experiencing and articulating. This opinion is in line with the opinion of Purwanto (2016: 48-53) which states that learning outcomes are divided into three domains or domains, including:

(1) Cognitive learning outcomes are changes in behavior that occur in the cognition area. The learning process that involves cognition includes activities from receiving sensory external stimuli, storing, and processing in the brain into information to extracting information when needed to solve problems.
(2) Krathwohl's affective learning outcomes in Purwanto (2016: 51) divide effective learning outcomes into five levels, namely acceptance, participation, assessment, organization, and internalization. Learning outcomes are arranged hierarchically starting from the lowest to the highest levels.
(3) Psychomotor learning outcomes According to Simpson in Purwanto (2016: 52) psychomotor learning outcomes can be classified into six, namely perception, readiness, guided movement, habitual movement, complex movements and creativity. Learning outcomes are the achievement of educational goals for students who follow the teaching and learning process. To see whether the predetermined educational goals have been achieved or not and whether the teaching and learning process has taken place effectively, it is necessary to carry out an evaluation in the form of assessment and measurement (Purwanto, 2016: 46-47).

The most important indicator in measuring the economic condition of a country in a certain period is the Gross National Product (GNP) or Gross National Product (GNP). Macroeconomically, there are 5 (five) types of income of a country, namely: (a) GNP (Gross National Product) or Gross National Product (b) NNP (Net National Product) or Net National Product (c) NI (National Income). National (d) PI (Personal Income) or Gross Individual Income (e) DI (Disposable Income) or Net Personal Income. Judging from the size of the GNP, each country has a GNP that is different

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from one country to another. This can be seen in the amount of GNP per capita of each country. The differences that arise between one country and another according to Winardi (1983) are influenced by various factors, including: (a) Different natural resources (b) Different levels of education and skills as well as different population (c) There is a stock of capital goods. (d) The social, political and security situation and condition of each country.

The Mind Mapping method is a learning method developed by Tony Buzana, the head of the Brain Foundation. Mind maps are a creative note-taking method that makes it easy for us to remember a lot of information. When finished, the notes are made to form a pattern of related ideas, with the main topic in the middle, while the subtopics and details become the branches. These branches can also expand again into smaller material. As the structure of the human lineage can continue to develop until the end comes, so that a human family system will live until the end.

In making mind mapping, there are several principles that we need to know, with this principle we can design an arrangement of incoming information so that we are easy to remember. These principles include:

1) Starting with one concept, among them, distribute the points related to connecting and giving colored lines so that students are easy to remember.
2) Using imagination and key words to connect with the points to help students remember

MATERIALS AND METHODS RESEARCH LOCATION

This research uses classroom action research (*Classroom Action Research*) is a study conducted by teachers in their class with the aim of improving the quality of learning. Classroom action research is one way of strategy for teachers to improve educational services that must be held in the context of the classroom. This happens because these activities are carried out alone in the classroom, by involving the students themselves through actions that are planned, implemented and evaluated. Classroom action research (CAR), which is a research where the root of the problem appears in the classroom and is felt directly by the teacher concerned.

The classroom action research cycle is a research and learning process. The CAR process is divided into stages, each of which is a series of planning activities. Action research cycle begins with action planning*(Planning),*mengobservasikan and evaluate the results of action*(Observationand*Evalution)and reflection*(Reflecting),*and so on.

The research implementation began with the first cycle consisting of four activities. If it is known the location of the successes and obstacles of the actions carried out in the first cycle, the study determines a design

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for the second cycle as an additional improvement from the previous action and if you are not satisfied, it may be continued with the third cycle depending on satisfaction.

1) Planning (*Planning*). Class action planning is carried out in two cycles. The preparations for class implementation are:
   (1) Increasing motivation and learning outcomes by applying themethod *mind mapping*.
   (2) Creating a learning implementation plan (RPP) through the application of the mind mapping method that can create a pleasant atmosphere for students.
   (3) Make post test questions to determine student learning outcomes.
   (4) Making an observation instrument consisting of an observation sheet to determine student learning activities during the learning process through the application of the mind mapping method, and an assessment instrument to measure learning outcomes.
2) Action. The action stage is the stage of implementing all the plans that have been made. The stage that takes place in this class is the realization of the material and teaching methods that have been prepared in advance through the application of thelearning method *mind mapping*. The steps taken refer to the applicable curriculum and the results are expected to be in the form of an increase in the effectiveness of the learning process which leads to improving the quality of student learning outcomes. At this stage, what the teacher does is:
   (1) The teacher delivers the competency material to be achieved.
   (2) Students are divided into groups of 2-5 people.
   (3) Students are asked to think about the material / problem presented and make small notes through the application of the mind mapping method in accordance with the material given.
   (4) The teacher sees the activeness and response of students to the material through the application of this mind mapping method. (5) The teacher gives a conclusion.
3) Observation. At this stage, observations are carried out on the implementation of the action, namely by observing every action that is carried out, including: student and teacher activities, teacher and student interactions, student interactions with other friends in the process of learning activities taking place. At this stage, the dimensions are taken by taking the measurement results of the teacher and student activities using the instruments that have been prepared. To see the activeness and response of students to learning EconomicsI through the application of themethod *mind mapping*.
4) Reflection. From the implementation of actions and observations that have been made, information about the application of themethod will be obtained *mind mapping*, then the results are analyzed and evaluated to

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perfect further actions. The action taken has gone according to the desired goal or not, so the results of the discussion can be used as a reflection in preparing the next cycle.

Researchers make observations before carrying out this classroom action research. Based on the results of observations found, the researcher coordinates with the teacher regarding the application of an effective learning model in accordance with the problems encountered. After the observation was carried out, the researcher compiled a research instrument in the form of a syllabus, lesson plans, teacher and student observation sheets, and evaluation questions which can be seen in the appendix. Then the researchers tested the questions regarding the validity, reliability, discrepancy, difficulty level, and confounding factor analysis.

To obtain data in this study, the authors used the instruments (1) Written Test Sheet, (2) Student Activity Observation Sheet. Data collection techniques using (1) Tests, (2) Observation (Observation) using Documentation and Student Response Observation Sheet UsingLearning Method Mind Maapping. In performing the Data Analysis Techniques, namely (1) Test Data Analysis and (2) Analysis of Student Activity Observation Sheet data.

Success indicators as a measure of the success of this CAR can be seen from the increase in student motivation and learning achievement. according to Subyantoro (2009: 132) "the increase in learning achievement is seen through student test results, if the test results reach 70% individually and 85% are classically said to be increased."

RESULTS AND DISCUSSIONS

In preliminary observations, prior to the application of themethod Mind Mapping, learning was carried out using the lecture method. The activeness of students during the learning process is lacking. Students tend to be passive, only listen to the teacher's description and will record the teacher's explanation when ordered or read by the teacher. Based on the initial data obtained from the teacher, it shows that the learning achievement of students is still not optimal. Therefore, as a follow-up to these preliminary observations, to increase the activeness and learning of students, researchers applied thelearning method Mind Mapping.

This classroom action research consists of two cycles, namely cycle I and cycle II by applying thetype learning method Mind Mapping. Measuring the activeness of students through observation sheets. Observations are made during the learning process, which aims to assess how far the students are able to discuss problems in solving problems in the learning process, as well as see changes in student motivation and activities while participating in the learning process. Teacher observations are carried out by observing teacher activities during the learning process.

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It can be seen that students are motivated to participate in learning activities for calculating National Income through themodel Mind Mapping of role playing learning. This is indicated by students being active in following the learning process. The results of the observation showed a score of 25 with a student activity level of 78.13% including in the active category. Meanwhile, students who are less active are indicated by the level of student activity of 18.75%. The results of observing student activity in detail can be seen as follows: 27 or 78.13% of students focus on paying attention to the teacher when giving their perceptions and explaining the learning objectives of how to calculate National Income to be carried out. The students actively listened to each teacher's question and recorded every explanation they gave. However, at this stage there were 5 students or 21.13% of students who were less active in participating in learning activities.

After discussions were held to assess the strengths and weaknesses of the discussion, the students then concluded the learning outcomes of the discussion application learning activities on the material of calculating National Income. From the results of the observations that have been made, it can be seen that 25 students or 71.3% of students are active with the teacher concluding the results of learning activities, this is indicated by students being enthusiastic in responding to the results of the conclusions presented by the teacher. However, there are 9 students or 28.7% of students are still passive. The students who sat in the back seat were chatting and paid less attention to the teacher's conclusions, as well as the students who looked daydreaming. In the Second Cycle the results of the observation showed a score of 26 with a student activity level of 92.13% including in the active category. Meanwhile, students who are less active are indicated by the level of student activity of 7.87%.

Based on the results of observations that have been made, it can be seen that the application of thelearning method Mind Mapping can increase the activity of students. This is shown from the observation sheet which shows that there are differences in the activeness of students between before and after the application of thelearning model Mind Mapping. In the first cycle of 69.44%, an increase in the second cycle of 92.13%. Then the student activity increased in achievement by 25.29%. With a total completeness of 87.36%, where classically the percentage of 100% has increased. When examined further on the comparison chart, it shows that the achievement of indicators is above the SB criteria (Very Good), before research and after research has increased.

The application of themethod Mind Mapping is a study that aims to increase the activeness and learning outcomes of students in Economics. This research was conducted in two cycles with the same method, namely themethod Mind Mapping. Each cycle is applied to the learning process, and is able to increase the activeness and learning outcomes of students.

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CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research observations, it can be concluded that the application of themethod Mind Mapping can increase the activeness of students during learning. This is indicated by changes in the attitudes of students in learning. These changes include the interaction and cooperation between students and teachers getting better. Students increasingly have the courage to argue and put forward ideas during the learning process. Learning is no longer teacher-centered. The teacher's role is limited to that of a facilitator and evaluator. Students are required to actively seek information and be able to exchange ideas.

Based on the data in the form of students' test scores before and after the research, it can be concluded that the application of themethod learning model Mind Mapping can improve student learning outcomes. This increase is due to students being motivated to help and encourage each other in learning, due to the existence of mind maps, creative notes that make it easier for us to remember a lot of information. When finished, the notes are made to form a pattern of related ideas, with the main topic in the middle, while the subtopics and details become the branches. Students are also required to exchange information or teach the material being studied and be responsible during the test.

Based on the results of the study, the researchers' suggestions for improving the quality of the process and learning outcomes in class XI IPS 2 Tegaldlimo State Senior High School, 2020/2021 academic year are as follows:

1) For students.
   (1) Students should be able to play a more active role in the learning process, such as conducting discussion activities, asking questions, arguing, listening to friends' opinions, reading, working on questions, recording teacher explanations without having to wait for orders.
   (2) Students should try to be more open and not think that the teacher is an information center. Therefore, students are expected in learning to try to find information from various sources.
2) For Teachers
   (1) Teachers can apply themethod Mind Mapping .
   (2) Teachers should always try to develop learning models and methods that stimulate students to be active and easier in delivering material.

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(3) Teachers should coordinate with fellow teachers in economics or other subjects. This is in order to improve the quality of learning so as to allow the exchange of information on expertise, skills and teaching styles.

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