



The effect of mind mapping-based learning model on listening skills

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ABSTRACT

Several skills need to be mastered in the 21st century, one of which is communication. Good and correct communication will be formed if an individual masters four important language components. These components are listening, speaking, reading, and interrelated writing skills. This study tried to reveal the results of students' listening skills by using mind-mapping media during classroom learning. The approach used in this research is descriptive qualitative. The data collection techniques used in this research are observation, interview, and documentation. The subjects of this study were homeroom teachers and elementary school students. Data analysis techniques include data reduction, data display, and data verification. The research results show that using creative and innovative models can develop students' language skills. Learning media using mind-mapping media has improved students' listening skills. Of course, various efforts will continue to be made to create a 21st-century generation skilled in communicating properly and correctly.

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ABSTRAK

Terdapat beberapa keterampilan yang perlu dikuasai dimiliki di abad 21, salah satunya yaitu komunikasi. Komunikasi yang baik dan benar akan terbentuk jika seorang individu menguasai empat komponen penting dalam berbahasa. Komponen tersebut yaitu keterampilan menyimak, berbicara, membaca dan menulis yang saling berkaitan satu sama lain. Pada penelitian ini mencoba mengungkapkan hasil keterampilan menyimak peserta didik dengan menggunakan media mind mapping saat pembelajaran di kelas. Pendekatan yang digunakan dalam penelitian ini yaitu deskriptif kualitatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara dan dokumentasi. Subjek penelitian ini adalah guru wali kelas dan peserta didik sekolah dasar. Teknik analisis data meliputi reduksi data, display data, dan verifikasi data. Hasil dari penelitian menunjukkan bahwa menggunakan model yang kreatif dan inovatif dapat mengembangkan keterampilan berbahasa peserta didik. Penggunaan media pembelajaran menggunakan media mind mapping telah terbukti dapat meningkatkan keterampilan menyimak peserta didik. Tentunya berbagai upaya akan terus dilakukan supaya mencapai target menciptakan generasi abad 21 yang terampil berkomunikasi dengan baik dan benar.

Kata Kunci: keterampilan menyimak; model pembelajaran berbasis proyek; sekolah dasar

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INTRODUCTION

Communication, as one of the essential competencies required in the 21st century, necessitates a comprehensive and profound understanding of the components that facilitate its effective formation. Language serves as the primary medium through which communication is conveyed. Language proficiency is indispensable for every individual in daily life; therefore, it is imperative to educate learners to master the four fundamental components of effective language use. In the process of language learning, it is equally important to ensure the achievement of these four competencies, namely listening, speaking, reading, and writing skills. Listening skills differ from hearing skills, as effective listening requires heightened attention (Momang, 2021).

Listening is considered one of the primary foundational language skills (Munthe *et al.*, 2023). As the first language skill acquired by individuals, listening plays a crucial role in building communication in daily life as well as in the learning process (Juniartini & Rasna, 2020). Learners with poor listening ability will encounter difficulties in comprehending lessons delivered by teachers and may also struggle to participate effectively in classroom discussions. Listening makes a significant contribution to overall language mastery. The outcomes of effective listening can enhance literacy abilities, including reading, speaking, and writing (Ndruru, 2022).

Although listening activities constitute a fundamental aspect of learning and play a significant role, the listening skills of elementary school students remain relatively low. Research findings suggest that students struggle to express their ideas and thoughts due to a limited vocabulary. The success of students' listening proficiency is closely linked to the teacher's efforts in enhancing instructional competence. One contributing factor to the low listening ability is the lack of listening activities undertaken by students as a means to acquire information and expand their vocabulary. In addition to insufficient habituation in listening practices, another challenge in developing listening skills lies in the use of instructional media (Sulistyowati, 2022).

Instructional media play a key role in determining the successful implementation of the teaching and learning process in the classroom. Mind mapping, as a type of instructional medium, is well-suited to help students record information in a structured, creative, and visual manner by utilizing images, symbols, colors, and keywords, as well as to express their ideas effectively (Pramana *et al.*, 2022). The use of mind mapping increases students' engagement in learning by enabling them to construct interconnected frameworks (Yonani *et al.*, 2021). Previous studies have indicated that mind mapping is a model that emphasizes optimizing brain function, wherein both the left and right hemispheres are engaged simultaneously, thus facilitating comprehensive and meaningful knowledge formation while producing positive impacts on students' learning outcomes (Suhada *et al.*, 2020).

Based on the aforementioned issues, it is essential to conduct research on the influence of mind mapping media on IPAS learning with the theme "Living Things" in Grade 3. This is supported by evidence that mind mapping media is relevant for delivering content as prior knowledge for students, particularly in providing alternative solutions through an

instructional approach in which teachers present open-ended problems in the classroom, allowing students to collaboratively explore various possible answers. Such an approach can help students understand the structure and content of the material they hear, while also encouraging them to think critically and creatively. Consequently, students' focus is not solely on listening to the teacher's explanation; instead, by utilizing the available resources, they can actively and flexibly enhance their listening skills. Based on the above background, this study aims to apply mind mapping media as a solution to address the listening skill difficulties experienced by elementary school students.

LITERATURE REVIEW

In designing an instructional model, a teacher plays a highly essential role. Creative and innovative work emerges from the hands of a professional teacher who is diligent and committed to self-improvement, thereby contributing to the enhancement of students' learning competencies. A skilled educator must continually seek new and relevant approaches to make learning more engaging and enjoyable (Sulistiyowati, 2022).

Definition of Listening

Listening is the first language skill that an individual develops and acquires. From birth, the Creator has endowed infants with the ability to listen and record the sounds they hear, subsequently responding in accordance with the stages of communicative development (Munthe *et al.*, 2023). Over time, listening activities have evolved to occupy the largest portion of human daily activities. Individuals tend to rely more on their sense of hearing than on other senses (Jusmeri, 2021). Listening skills involve a cognitive process of interpreting spoken language into meaning (Amalia & Arifin, 2021).

Listening can be categorized into two forms: (1) Extensive Listening, which includes social listening, secondary listening, aesthetic listening, and passive listening; and (2) Intensive Listening, which comprises critical listening, concentrated listening, creative listening, exploratory listening, interrogative listening, and selective listening (Sulistiyowati, 2022). Listening is not merely the act of hearing linguistic sounds but rather an activity that involves analyzing, recognizing, articulating, evaluating, and providing appropriate responses to the listening material. To achieve all these elements, it is essential to identify effective approaches that ensure the learning process is delivered successfully (Jusmeri, 2021).

Listening Instruction

When individuals acquire a substantial amount of information, their knowledge correspondingly increases, and with sufficient knowledge, their thinking abilities can develop optimally. An individual's success in listening can be assessed through their fluency in accurately conveying information, either orally or in writing (Fuadah *et al.*, 2022). Social relationships among students can be fostered effectively through the process of listening. When students engage in peer interactions and understand one another, a process of mutual listening and comprehension occurs. Similar to other language skills, listening also serves specific purposes. The purposes of listening include obtaining information, making

appropriate decisions, enhancing the effectiveness of interpersonal relationships, and providing accurate responses (Lutfiyatun, 2022).

The effectiveness and quality of the listening process are influenced by several factors, including: (1) physical factors, in which the listener's condition plays a crucial role in determining the effectiveness and quality of listening; (2) psychological factors, which affect an individual's ability to comprehend and analyze what is heard; (3) experiential factors, where individuals with limited experience in listening to others are generally less effective in understanding and interpreting spoken messages; (4) attitudinal factors, as an individual's attitude and expressions significantly influence the quality of listening—those who demonstrate politeness and respect toward the speaker are more likely to listen effectively; and (5) motivational factors, which are highly influential in determining the quality of communication outcomes. Strong motivation and determination can guide individuals toward success and the achievement of their goals (Rahmayani *et al.*, 2024).

In addition, factors influencing listening activities include attitude, motivation, personality, life circumstances, and societal roles. These factors collectively contribute to the success or failure of listening activities. Individuals who possess strong motivation to listen attentively and thoughtfully are likely to demonstrate a positive attitude toward understanding and processing listening material. Conversely, individuals in unfavourable personal circumstances may be less inclined to listen and comprehend attentively. There are several stages that a listener must go through to fully and effectively comprehend information. These steps must be carried out correctly to achieve optimal results. The stages of listening include the hearing stage, the understanding stage, the interpreting stage, and the evaluating stage (Rahmayani *et al.*, 2024).

Elements of Listening

An effective listening process is supported by several essential elements that must be present every time listening occurs. These elements include: (1) The Speaker, who holds an important role in the listening process. The speaker must convey messages clearly and concisely so that the listener can follow attentively and respond appropriately. A good speaker first seeks to understand the audience in order to adapt their delivery, making the message more straightforward to comprehend and retain; (2) The Listener, who should possess adequate information, broad knowledge, and deep insight. In addition to sufficient knowledge, an effective listener should have extensive experience to better understand the content being delivered by the speaker; and (3) Listening Material, which is crucial in oral communication. The Material presented to the listener must be explicit, well-structured, and organized. A well-formulated message is more likely to be conveyed effectively. Listening material may take the form of concepts, ideas, or information, and its role in communication is of paramount importance.

Characteristics of an Effective Listener

There are three key attitudes that an effective listener should possess: (1) Objectivity toward the listening material — Objectivity is essential in understanding the speaker's material. A listener should not be easily influenced by external factors and must remain focused on what

is being heard; (2) Cooperativeness — This attitude should be fostered when an individual is engaged in listening. The listener must be willing to work collaboratively with the speaker to ensure the success of communication; and (3) Communicative listening material — The content should consist of clear concepts, ideas, and information. Prolonged or unclear information can confuse both the speaker and the listener (Rachmi *et al.*, 2023).

Types of Listening

Listening can be classified into two main types: (1) Extensive Listening — Listening to something as part of routine daily activities is considered a form of extensive listening. This type of listening occurs incidentally and does not require deep comprehension. Examples include listening to the radio, watching YouTube, TikTok, or television, hearing public announcements on the street, or overhearing conversations between people in a morning market. Several forms of extensive listening include: (a) secondary listening, which occurs unintentionally; (b) social listening, which takes place within the community in social settings, such as markets or post offices; (c) aesthetic listening, which is appreciative in nature; and (d) passive listening, which is performed without conscious effort. For example, when someone visits a foreign country and happens to hear another person speaking Indonesian, they may instinctively search for the source of the voice and possibly approach to engage in conversation; and (2) Intensive Listening — This type requires concentration and attentiveness in order to fully understand and acquire new knowledge. Characteristics of intensive listening include: (a) deep comprehension and analysis; (b) high concentration and focus; (c) the use of formal language; and (d) the need for listener feedback regarding the listening material. Types of intensive listening include: (a) critical listening; (b) concentrated listening; (c) exploratory listening; (d) interrogative listening; (e) selective listening; and (f) creative listening. Listening skills can be further categorized into three proficiency levels: beginner, intermediate, and advanced (Yustuti *et al.*, 2023).

Ways to Improve Listening Skills

Listening skills do not emerge spontaneously; various strategies can be employed to help individuals develop effective listening abilities. These strategies include: (1) Adopt a positive attitude, which is highly beneficial in fostering an objective perspective during the listening process; (2) Respond appropriately, engaging with the speaker to cultivate mutual trust; (3) Prevent distractions, as no one wishes to be interrupted while speaking, making it important to train oneself to maintain full concentration while listening; (4) Listen attentively and restate the speaker's intent using polite and appropriate language, which is one of the hallmarks of a good listener; (5) Identify upcoming cues; (6) Seek an outline of the discussion beforehand; (7) Evaluate supporting materials; and (8) Pay attention to non-verbal cues (Dhamina & Wanti, 2022).

The Listening Process

Listening needs to be developed and shaped through various processes. There are five stages in the listening process. The first is the hearing stage, in which we merely hear everything

expressed by the speaker through their utterances; at this stage, we are still in the phase of hearing. The second stage is understanding, and being understood is a fundamental need for every human being. After the stage of hearing, each individual wishes for what they have conveyed to be understood by the listener. The speaker will feel honored if what is conveyed can be well understood and can broaden the listener's knowledge. The third stage is the interpreting stage, in which the listener can extract the essence of the listening material and apply it in daily life. There is no greater purpose than applying what is learned from others in real-life situations. The fourth stage is the evaluating stage, which plays a crucial role in the listening process. At this point, a good listener will filter the information obtained from the listening material, analyze it carefully, and draw the main conclusion to be implemented in daily life, taking into account personal needs and environmental conditions. The last is the responding stage, which is the final part of the listening activity. In this stage, the listener receives, processes, and absorbs the ideas, concepts, and messages conveyed by the speaker in the listening material, and responds politely while observing proper manners (Ernawati & Rasna, 2020).

Indicators of Listening Skills

Listening develops and grows within learners who possess good concentration, attention, focus, comprehension, and the willingness to dedicate time intentionally to listening to a speaker. There are several indicators that can be observed in learners regarding listening skills, including: First, concentration. In listening activities, learners can give their attention and allocate time to listen attentively. Listening activities serve several purposes, such as training learners' concentration, enhancing comprehension, and fostering creativity. Within the listening process, priority is placed on training learners to focus on the material being heard, enabling them to grasp the main message of a story and develop practical steps to address the challenges presented by the listening material. This requires teachers to employ appropriate strategies so that learners can achieve full concentration and capture the essential points conveyed. Second, learners' memory retention of the listening material. Good listeners are able to comprehend and retain what they have listened to. Learners will be able to remember the listening material if they pay close attention and concentrate fully. Teachers should implement various strategies to ensure the listening process runs effectively. During listening activities, teachers can engage learners in sharing ideas, constructing arguments, and formulating well-structured responses to the material being presented (Betaubun, 2023).

The benefits of listening

Listening activities offer several benefits: (1) Expanding knowledge and enriching life experiences. Listening provides valuable information to those engaged in the activity. Other communication experiences broaden one's insights and expand cognitive horizons; (2) Fostering intellectual growth. The refinement of thought patterns promotes the development of individuals into highly intellectual persons; (3) Enhancing vocabulary. In communication with others, an individual's lexical repertoire grows significantly. Those who frequently and attentively listen to others tend to communicate more fluently and employ a richer variety

of vocabulary compared to those who seldom engage in listening activities; (4) Broadening perspectives on various situations and the lives of others. Listening nurtures deeper life appreciation, shaping individuals into persons of character who are open-minded and objective in evaluating and acting upon matters; (5) increasing social awareness and empathy. Listening enhances sensitivity to the surrounding environment and social conditions. It enables individuals to understand and empathize with both the joys and struggles of life, as well as its challenges and aspirations. Through reflection, listeners can derive new insights from the material they encounter and develop the capacity to address daily life problems; (6) Cultivating appreciation for the artistic works of others. Individuals with strong listening skills are better able to grasp the nuances of language and meaning embedded in words, which often require deep concentration. This process fosters a greater appreciation for art, particularly literary works, and (7) Stimulating creativity and inspiration. Consistent listening practice inspires the production of meaningful speech and writing. By engaging in attentive listening, individuals can generate brilliant and creative ideas, uncover deeper meanings of human life, and enhance imaginative capacity in both creative and professional endeavors (Alifa & Setyaningsih, 2020). Furthermore, listening skills contribute to the improvement of speaking abilities and the articulation of ideas (Perayani & Rasna, 2022).

Mind Mapping

Instructional media are tools that facilitate the learning process, enabling learners to understand content more easily and clearly, and ensuring the achievement of learning objectives effectively and efficiently as an integral component of the curriculum (Widhiasti *et al.*, 2022). Instructional media encompass physical tools used to convey the content of learning materials, including books, tape recorders, cassettes, videos, video recorders, films, slides, photographs, pictures, graphics, television, and computers. The appropriate and accurate selection of media supports the learning process by enhancing learners' participation (Riyanto, 2021). Mind Mapping is recognized as one of the most revolutionary learning concepts in the field of education. In the current educational landscape, there is a growing need for innovation in delivering learning materials to students, as well as for approaches that foster learners' creativity (Munasti *et al.*, 2021).

The use of mind mapping makes a significant contribution to preparing students with the skills required in the 21st century. The mind mapping learning model is a method designed to help students learn and analyze the information presented to them. The information in a mind map is generally presented in the form of charts or diagrams containing the fundamental concepts to be developed, expressed in a creative and engaging style. The information displayed in the mind map is then presented by the students using language that is easy for their peers to understand. Mind mapping is a model that offers numerous benefits for students' brain development. In the learning process using mind mapping, students practice identifying the main ideas of a selected topic and solving problems that arise during the process of creating the mind map (Situmorang *et al.*, 2022).

Mind mapping is an instructional medium that can enhance students' focus, memory, and comprehension of learning materials. It serves as a pedagogical method aimed at fostering students' creativity by organizing ideas into a mind map that is easily understood by learners

(Kustian, 2021). Mind mapping is highly effective in eliciting students' latent ideas and establishing associations among them. This technique is considered one of the most effective tools for facilitating the brain's structured thinking processes, as it employs graphic techniques derived from human cognition, which are beneficial for providing universal keys that unlock the brain's potential. The process of creating a mind map generally involves several stages: (1) the teacher communicates the intended learning objectives; (2) the teacher presents the material; (3) students are divided into pairs; (4) students design their mind maps; (5) students present the results of their group discussions; and (6) the conclusion is drawn (Adimah, 2022).

Benefits of Learning Using Mind Mapping

Learning through mind mapping teaches students how to summarize and identify the core of a lesson in a structured manner. The benefits of using mind mapping include planning, communication, enhanced creativity, problem-solving, maintaining focus, organizing and clarifying thoughts, improving memory retention, and enabling faster and more efficient learning (Lumbangaol, 2020). Mind mapping is particularly advantageous for understanding subject matter, especially material that students have previously encountered during the learning process. It is one of the simplest methods for storing information in the form of creative and effective notes, thereby making it easier to comprehend. The visual mapping of information in mind mapping facilitates students' understanding of the interrelationships among concepts (Faradiba & Bahri, 2024).

Several benefits of using mind mapping include improved planning, enhanced communication, increased creativity, time efficiency, problem-solving, focused attention, organization and articulation of thoughts, better memory retention, faster and more efficient learning, as well as the ability to perceive the overall picture. Mind mapping is an instructional method designed to assist students in identifying and organizing the key points of lesson material. It also serves as a strategy to help students enhance their knowledge and mastery of concepts within a specific subject matter. The implementation of this method typically involves several stages: (1) studying the concepts of a lesson; (2) identifying the main ideas; (3) creating a mind map; and (4) presenting it in front of the class (Widia *et al.*, 2020).

METHODS

This study employed a qualitative descriptive research approach with a field study research. The participants included the homeroom teacher of class 3C and the students of class 3C at SD Santa Angela. Data were collected using three types of instruments: interview guidelines, observation, and document study guidelines. Interviews were conducted to gather direct information from the classroom teacher regarding the implementation of listening activities across various subjects. Observations were carried out to directly examine the implementation of listening activities, complemented by document studies to support the findings. Data analysis was performed using techniques that include data reduction, data display, and data verification. Throughout the analysis process, the researcher also linked the findings to theories related to character-based listening instruction.

RESULTS AND DISCUSSION

Based on the results of observations and interviews with the homeroom teacher, it was found that the creation of mind maps for the IPAS learning in the Pancasila Student Profile Strengthening Project (P5) followed the procedures of a collaborative project. The stages of this process are as follows:

1. Problem Presentation Stage

This stage was conducted by discussing issues present in the students' surrounding environment. Students were introduced to the needs of all living beings. After students recognized that all living beings require food, the product designed for this project was the creation of a poster on healthy food. The posters produced by the third-grade students served as data sources for assessing the students' listening skills.

2. Project Planning Stage

At this stage, students were organized into groups, designed the project, assigned roles within their groups, gathered learning resources, and determined strategies for collaboration. Communication skills demonstrated by the students at this stage included the formulation of hypotheses. Students investigated the poster topic and the process of creating the poster. They also developed hypotheses related to the assigned project. The indicator of understanding that there can be more than one possible explanation for a single event engaged each student's logical reasoning.

3. Tahap Project Schedule Preparation Stage

At this stage, the teacher and students collaboratively developed the project schedule. The agreed-upon timeline for the project was from October 2 to December 6, 2023. Throughout 10 meetings, students were given the opportunity to complete the project in the form of a poster.

4. Project Implementation and Monitoring Stage

At this stage, students carried out the project by creating a poster on healthy food. The teacher monitored all activities undertaken by the students. Both the teacher and students engaged in discussions regarding the content to be included in the poster. The teacher also conducted a revision process for the posters that had been completed. This revision aimed to enhance students' understanding of the posters they had created. Revisions were conducted by the teacher by displaying the posters on a projector screen for students' review. The teacher provided feedback on all aspects of the posters, including color, neatness, layout, and content. By the fifth week, the posters submitted were deemed suitable to be used as teaching materials.

5. Evaluation Stage

At the evaluation stage, an assessment was conducted on the students' communication skills in relation to the creation of posters on the topic of healthy food. The assessment focused on listening skills, guided by six indicators.

Based on each stage of the poster creation process on healthy food, the results showed that for the first indicator, alignment of presentation content with what was listened to, students achieved a score of 4, indicating that students frequently engaged in this behavior to achieve their intended objectives. For the second indicator, completeness of presentation content, students were able to accurately retell the content of their peers' presentations, also receiving a score of 4. This suggests that students were able to comprehend the content presented by other group members effectively.

For the third indicator, accuracy of conclusions, students achieved a score of 3, indicating that they were proficient in summarizing the content of their peers' presentations. The fourth indicator, pronunciation and intonation, also received a score of 3, meaning that students presented their projects with good and varied intonation and pronunciation. For the fifth indicator, language use, including word choice and sentence structure, a score of 3 was achieved, demonstrating that students' selection of words and construction of sentences were appropriate. Finally, the sixth indicator, fluency in delivering presentations, received a score of 4, indicating that students were able to present the results of their work effectively.

The study on the implementation of a mind-mapping-based learning model supported by the P5 collaborative project yielded the following results regarding students' listening skills:

Table 1. Listening Skills Indicator Acquisition Score

Healthy food poster		
Indicator	Learning model	
	Conventional	Mind mapping
1	3	4
2	3	4
3	3	3
4	3	3
5	3	3
6	3	4

Source: Research 2024

Based on **Table 1**, the results indicate that the use of mind-mapping media enhanced students' listening skills in several indicators, including Indicator 1 (content alignment), Indicator 2 (completeness of material), and Indicator 6 (fluency in delivering the material).



Figure 1. The atmosphere when students present their mind mapping results to visitors
Source: Author's Documentation 2024

Based on **Figure 1**, it can be seen that students became increasingly confident in explaining what they had done to the visitors present. This demonstrates that their listening skills had begun to develop effectively.

Discussion

Mind mapping is a learning method that can be employed to train and develop students' listening skills as well as enhance their critical thinking abilities (Riyanto, 2021; Wu & Wu, 2020). In instructional activities, the use of mind mapping can improve memory retention because information is organized in a branching structure from a central theme, incorporating various images, symbols, colors, and reading materials. This structure enables students to utilize their full cognitive potential and capacity effectively and efficiently (Listari & Gazali, 2022).

The mind mapping system engages both hemispheres of the brain by incorporating the use of colors, images, and text, thereby capturing the interest of elementary school students (Suastra & Arnyana, 2021). Enjoyable and engaging learning activities naturally foster significant motivation among students. The mind mapping model not only encourages individual creativity but also promotes effective collaboration within groups (Triana *et al.*, 2021). Its use in the learning process motivates students to utilize various resources to enhance the appeal of their creative outputs. This was evident in the observation conducted on November 21, 2023, during which close and interactive communication was observed among students within their groups while working on mind mapping activities.

Creating with a variety of colors and text enhances the visual appeal of group mind mapping projects (Putri & Damayanti, 2022). During the collaborative process, students complement each other's ideas and creativity. Effective teamwork is established as students work hand in hand to complete the mind map according to each individual's talents and abilities

(Lumbangaol, 2020). The use of media in the learning process makes a significant contribution to achieving success and meeting the intended learning objectives. Several functions of media in instructional activities include: (1) serving as an aid to create an effective learning environment; (2) being an integral and essential part of the overall teaching situation; (3) forming a component of the learning process as a whole; and (4) supporting instruction in achieving learning goals (Liando, 2023).

CONCLUSION

Listening is the first language skill, and it is inherently both active and receptive. In listening activities, individuals must engage their cognitive processes to identify linguistic sounds, comprehend them, and interpret their meaning, thereby capturing the message conveyed by the speaker. Several listening instructional methods applicable in elementary schools include write-while-listening, predictive listening, story listening, whisper chain, keyword identification, and summarization. This study investigated the impact of implementing a mind-mapping-based learning model, supported by projects, on students' listening skills. The results indicate that the use of mind mapping is more effective in empowering and enhancing students' listening abilities compared to other instructional models. A series of learning activities within the mind mapping model optimally develops and strengthens students' listening skills. Future research may focus on designing more effective mind mapping frameworks for instructional purposes.

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