ABSTRAK

Jaelani, M. Abdul Kadir. 2026. *Implementasi Model Pembelajaran Mind Mapping dalam Meningkatkan Kualitas Pembelajaran Sejarah Kebudayaan Islam di MA Mambaul Ulum Megaluh.* Program Studi-S-1 Pendidikan Agama Islam, Institut Agama Islam al-Urwatul Wutsqo (IAI UW) Jombang, Sugiyanto, M.P.d.

Kata Kunci: Mind Mapping, Kualitas Pembelajaran, Sejarah Kebudayaan Islam

Pembelajaran Sejarah Kebudayaan Islam (SKI) seringkali masih menggunakan metode konvensional yang berpusat pada guru sehingga kurang mampu meningkatkan keaktifan dan pemahaman siswa. Kondisi ini menyebabkan rendahnya minat belajar serta keterlibatan siswa dalam proses pembelajaran. Oleh karena itu, diperlukan inovasi model pembelajaran yang lebih kreatif dan interaktif, salah satunya melalui penerapan model pembelajaran *Mind Mapping* yang mampu membantu siswa memahami materi secara visual dan terstruktur. Penelitian ini bertujuan untuk mendeskripsikan implementasi model pembelajaran *Mind Mapping* dalam meningkatkan kualitas pembelajaran SKI, mengetahui efektivitas penerapan model tersebut di MA Mambaul Ulum Megaluh serta mengidentifikasi faktor pendukung dan penghambat, serta mengetahui efektivitas penerapan model tersebut di MA Mambaul Ulum Megaluh. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Teknik pengumpulan data dilakukan melalui wawancara serta observasi dan dokumentasi. Kemudian dianalisis secara deskriptif melalui tahap kondensasi data, penyajian data, dan penarikan kesimpulan guna memperoleh gambaran yang jelas terkait pelaksanaan pembelajaran. Hasil penelitian menunjukkan bahwa penerapan *Mind Mapping* telah dilaksanakan melalui tiga tahapan, yaitu perencanaan, pelaksanaan, dan evaluasi, dengan pendekatan *student-centered learning* yang mendorong keaktifan siswa dan guru hanya fasilitator. Penerapan model ini terbukti mampu meningkatkan keaktifan siswa, meningkatkan minat dan antusiasme siswa, siswa lebih mudah memahami materi, siswa menjadi lebih kreatif serta meningkatkan kualitas pembelajaran secara keseluruhan. meskipun masih memerlukan penyesuaian dalam pelaksanaannya. Faktor pendukung meliputi adanya dukungan pihak madrasah dan waka kurikulum, guru SKI yang profesional, adanya sarana prasarana yang memadai, serta adanya keterlibatan dan partisipasi siswa, sedangkan faktor penghambat mencakup keterbatasan waktu, kesulitan siswa memahami konsep, dan kesulitan guru membagi fokus.

ABSTRACT

Jaelani M. Abdul Kadir. 2026. The Implementation of the *Mind Mapping* Learning Model in Improving the Quality of Islamic Cultural History Learning at MA Mambaul Ulum Megaluh. Undergraduate Program (S-1) of Islamic Education, Institut Agama Islam al-Urwatul Wutsqo (IAI UW) Jombang, Advisor: Sugiyanto, M.Pd.

Keywords: Mind Mapping, Learning Quality, Islamic Cultural History

Islamic Cultural History (SKI) learning is often still conducted using conventional teacher-centered methods, which are less effective in enhancing students' participation and understanding. This condition leads to low learning interest and limited student involvement in the learning process. Therefore, an innovative, creative, and interactive learning model is needed, one of which is the Mind Mapping learning model that helps students understand learning materials visually and systematically.This study aims to describe the implementation of the Mind Mapping learning model in improving the quality of Islamic Cultural History (SKI) learning, determine the effectiveness of its implementation at MA Mambaul Ulum Megaluh, and identify the supporting and inhibiting factors affecting its application.This research employed a qualitative method with a descriptive approach. Data were collected through interviews, observations, and documentation. The data were then analyzed descriptively through the stages of data condensation, data presentation, and conclusion drawing to obtain a clear understanding of the learning implementation process.The results of the study indicate that the implementation of Mind Mapping was carried out through three stages: planning, implementation, and evaluation. The learning process applied a student-centered learning approach that encouraged students' active participation, while the teacher acted primarily as a facilitator. The implementation of this model proved effective in increasing students' activeness, learning interest, and enthusiasm. It also helped students understand the material more easily, enhanced their creativity, and improved the overall quality of learning, although some adjustments were still required during its implementation. Supporting factors included support from the madrasah administration and curriculum vice principal, professional SKI teachers, adequate facilities and infrastructure, as well as active student participation. Meanwhile, inhibiting factors included limited instructional time, students' difficulties in understanding concepts, and teachers' challenges in dividing their focus during the learning process.