Application of Mind Map to Organize Ideas in Learning *Insya Hurr* at Miftahul Ulum Islamic Boarding School

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استخدام الخرائط الذهنية لتنظيم الأفكار في تعليم الإنشاء الحرّ بمعهد مفتاح العلوم الإسلامي

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Abstract

This research aims to investigates the effectiveness of using Mind Maps to organize ideas in learning insya hurr. A quasi-experimental design with a non-equivalent control group was employed. The participants were from 11th-grade students at Miftahul Ulum Islamic Boarding School, divided into an experimental group (15 students) and a control group (14 students). Data were collected through pre-tests, post-tests, and observations. The analysis was performed using the Shapiro-Wilk normality test, homogeneity test, Independent Sample t-test, and N-Gain test with SPSS 23. The results indicate that Mind Maps effectively enhanced independent writing skills. The experimental group achieved a higher average post-test score (83.13) compared to the control group (71.64). Hypothesis testing using the t-test yielded a value of 9.111, which exceeded the critical value of 2.052, leading to the rejection of H₀ and acceptance of Hₐ. This finding confirms that Mind Maps are an effective tool for organizing ideas and improving writing skills in teaching insya hurr at Miftahul Ulum Islamic Boarding School.

Keywords: *Mind Map, Organize Ideas, Insya Hurr.*

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مستخلص البحث

استهدف البحث كشف عن مدى فعالية استخدام الخرائط الذهنية لتنظيم الأفكار في تعليم الإنشاء الحرّ بمعهد مفتاح العلوم الإسلامي. هذا البحث هو البحث الكمي باستخدام منهج شبه التجريبي وبتصميم مجموعة ضابطة غير متساوية. أما العينة في هذا البحث فهي من الصف الحادي عشر بمعهد مفتاح العلوم الإسلامي ومجموعهم ٢٩ طالبا. فقسمت الباحثة الطلاب إلى مجموعتين يعني ١٥ طالبة للمجموعة التجريبية و١٤ طالبا للمجموعة الضابطة. تكوّن أدوات البحث من الاختبار القبلي والاختبار البعدي والملاحظة. ولتحليل البيانات قامت الباحثة باختبار التوزيع الطبيعي شابيرو-ويلك واختبار التجانس واختبار-ت للعينة المستقلة واختبار N-Gain من خلال SPSS 23. وضحت النتائج أن تطبيق الخرائط الذهنية لتنظيم الأفكار في تعليم الإنشاء الحرّ فعال. ويتضح ذلك من متوسط نتائج الاختبار البعدي للمجموعة التجريبية أعلى من المجموعة الضابطة، وهو ٨٣،١٣ للمجموعة التجريبية و٧١،٦٤ للمجموعة الضابطة. إضافة إلى ذلك حصلت من حساب الفرضية باستخدام اختبار-ت أن قيمة ٩،١١١ > ٢،٠٥٢ مما يعني رفض H_0 وقبول H_α. لذلك استنتجت الباحثة أن تطبيق الخرائط الذهنية فعال لتنظيم الأفكار في تعليم الإنشاء الحر بمعهد مفتاح العلوم الإسلامي.

الكلمات المفتاحية: الخرائط الذهنية، تنظيم الأفكار، الإنشاء الحرّ.

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Introduction.

Insya is a key objective in learning writing skills in the Arabic language. It refers to the ability to express thoughts, feelings, and ideas using well-constructed, coherent, and grammatically correct sentences and paragraphs. (Deviana, 2016) According to Ismail, *ta'bir* (another term for *insya*) is the way in which an individual formulates his thoughts, feelings and needs in sound language and beautiful imagery and what he is asked to formulate in a correct manner in form and content, which is the purpose of language education. (Ismail, 2011) As a "hard skill," *insya* demands extensive technical and cognitive preparation(Suja et al., 2023). This includes mastering relevant content and ideas, organizing those ideas into a clear framework, and applying logical thinking to produce well-structured writing(Deviana & Mubaarokah, 2021). Essentially, *insya* can be seen as an art form, integrating the development and organization of ideas with the expressive potential of written language(Suja, 2022).

Insya is the expression of ideas without direction. It is very important to pay attention to the organization of ideas in the writing process, because it helps to maintain continuity and connect ideas in writing so that the writing becomes organized(Huda et al., 2024). Organizing ideas is a writing skill, and writing skills can be categorized: Organizational skills, which include skills related to the introduction, body, and conclusion; Intellectual skills; Stylistic skills, which are words, sentences, phrases, paragraphs, and the beauty of style; Formal skills, namely observing top, bottom, and side margins, spacing between words and between lines, and leaving a word-sized space at the beginning of each paragraph; Skills related to the mechanics of writing, namely calligraphy and spelling; and the last is Linguistic health skills

Insya requires not only basic language skills, but also the ability to organize ideas in a logical and structured manner. In order to write, one must be able to organize and develop their thoughts. However, it's not as easy as it appears. (Qadryanti, Kurnia, & Fadilah, 2022) This goes in line with Fadhil's finding that one of student biggest drawbacks in writing a essay is they do not plan their writing before they write and assert that they have no idea and do not know what to write. (Fadziana & Hamidah, 2020) In Naji's research findings, concluded that one of the biggest issues facing the teaching of *insya* is students' poor ability to organize ideas. (Salam Naji, 2013) Similarly, Anwar stated that one of the difficulties associated with intellectual and expressive activity in learning the skill of writing is the difficulty in organizing ideas. (Musthafa & Al Jad'ani, 2022) These difficulties are often due to a lack of skills in managing the information available to them and organizing it together in an organized and coherent form.

Organizing ideas is putting information together so that the mind can make sense of it, and organizing ideas is an important aspect of writing(Suja et al., 2022). Thought organization in the context of writing refers to a writer's ability to organize and group thoughts logically and systematically before writing. Thought organization has often played an important role in writing high-quality texts because it determines how ideas

are understood. (Brown) In the context of writing, idea organization refers to the writer's ability to organize and group ideas logically and systematically before writing, and idea organization often plays an important role in writing high-quality texts because it determines how ideas are understood(Rosyada & Mukaromah, 2024). This is an indication that it is necessary to upgrade students' ability to organize ideas when writing.

Organizing ideas is part of the writing process. In judging whether writing is good or bad, Brown states that there are six general categories in evaluating student writing: Content, Organization, Rhetoric, Discourse, Grammar, Vocabulary, and Mechanics. (Brown) Meanwhile, only three categories include the organization of ideas. The first category is content. Brown states that good writing content consists of a thesis statement, the development of personal ideas of relevant ideas, through experience, illustration, facts, opinion, use of description, cause/contrast, impact, and consistent emphasis. (Brown) The next category is organization. He stated that good writing should include an effective introduction, logical sequence of ideas, conclusion, and appropriate length. The last category is discourse. Rhetoric includes paragraph unity, transition, discourse makers, and coherence. Considering the aim of this research, the researcher summarized the indicators in each category into five indicators:

a) Point of view. This is a person's perspective on an object, situation, or event. The first step in writing is to find the point the writer wants to make and write that point in the form of a sentence. (Langan, 2023)

b) Content. After introducing the point of view, the writer must explain more about the idea by introducing supporting ideas. Supporting ideas in the text can consist of anecdotes, experiences, facts, personal studies, statistics, and expert opinions. (Langan, 2023)

c) Unity. This indicators in writing is the linking of all ideas into a single theme, where all supporting sentences should be related to the topic sentence. These ideas should usually be expressed clearly and to the point. Therefore, when someone expresses their thoughts, they should be linked to the topic sentence. (Fajri, 2016)

d) Coherence. The coherence of a paragraph is closely related to the unity of the paragraph. Coherence is a logical sequence based on recognizable patterns and interconnected structures. A coherently organized paragraph helps the reader understand the relationship between the main idea and its supporting points.

e) Organization. Paragraph organization refers to the way sentences are arranged and sequenced to produce an organized composition. A well-organized composition also needs a strong introduction, an effective conclusion, and a good title. (Langan, 2023)

Based on the results of an interview with the *insya* teacher at Miftahul Ulum Islamic Boarding School, the researcher found that *insya* learning in Grade 11 is at the level of *insya hurr*. *Insya hurr* is making sentences or paragraphs without direction, giving

students the freedom to compose compositions that use free vocabulary and patterns. The teacher explained that teaching *insya hurr* was not ideal due to several factors, including that some students are weak in creating coherent compositions, because some of them do not like to read so they have difficulty when creating, they know where to go in creating but find it difficult to choose a sentence, in addition, different dictionaries are also an issue in learning insya. Students cannot organize their thoughts in an orderly manner when composing because they do not plan their compositions before writing. They find it difficult to identify and organize supporting ideas from the main idea set by the teacher when creating an *insya*. Also, the learning aids used by the teacher are less interesting so that students are less motivated to learn. Students must love the creation process to be able to produce a good *insya*, and teachers must be skilled at creating an enjoyable learning environment so that students are motivated and produce a well-organized *insya hurr*.

Accordingly, this suggests that there is a need for learning media that can help students organize their ideas so that the writing they produce becomes coherent. A teaching media that can be applied to solve issues in *insya hurr* learning is the mind map. A mind map is a media used by the mind to organize and formulate ideas in a way that allows ideas to flow and opens the way for radiant thinking. (Amir, 2015) A mind map is useful for developing the ability to organize and categorize information and reasoning. (Amir, 2015) Mind maps help to learn, organize, and store as much information as possible and group it in a natural way, giving us easy and direct access to whatever we want. (Buzan, 2006) The conceptual framework of a mind map is meant to facilitate students to plan and organize their work more effectively, so that they produce more organized and quality work. Both students and teachers will find this strategy useful for teaching and learning. (Karim, 2018)

Learning *insya hurr* using mind maps can help students organize their ideas because it is a way for them to visualize expanded and collaborated ideas and information for their essay topic. Students can generate ideas by first organizing their thoughts using mind maps before writing them in paragraphs. The steps for teaching *insya hurr* using mind maps are: 1) The teacher provides students with examples of mind mapping and creating from the results of the mind map. 2) The teacher determines the topic used in the curriculum. 3) The chosen topic is placed in the center of the whiteboard as a central idea. This central idea can be supplemented with pictures to make it look more interesting and imaginative and help us focus. 4) The teacher then asks the students to collect the main ideas that represent supporting ideas to the central idea. At this point, the teacher should guide the students to determine if the idea is directly related to the central idea so that it can be included in the main branch, or perhaps in the branch at the next level. Thus, there will be a hierarchy from the general central idea to the very specific ideas in the outer branches. This process is a stage for developing associations between one idea and another, and for strengthening these associations between ideas that are connected by lines. (Santoso, 2005) 5) From each main branch, students are

asked to find more ideas that support the main idea, so that several branches can be made from the main branch. 6) Once the mind map is organized, students are asked to start writing their essay using the mind map as a guide. In this way, learners are expected to be able to write an essay with unity of meaning and coherence. To help students produce high-quality essays, teachers play a critical role in guiding, monitoring, and assessing students' strengths and weaknesses in writing. This allows them to plan, implement, and evaluate corrective measures effectively during the teaching process. (Samad, Mohammad, & Mahamod, 2021)

Previous studies have shown that mind maps improve writing skills by helping students organize their thoughts effectively. For example, research by Asih found that using mind maps makes students' writing activities more active, participatory, and guided in developing their ideas into writing. (Rosnaningsih, Putra, & Yanti, 2019) However, despite these known benefits, the application of mind mapping in *insya* learning—particularly in *insya hurr*—remains underexplored and requires further empirical investigation to establish its effectiveness. This study aims to determine the effectiveness of mind maps to organize ideas in *insya hurr* learning.

Research Method.

Quasi-experimental design was used in this study. And one type of this design is non equivalent control group design. This type is a quasi-experimental research that uses an experimental group and a control group. The experimental group (A) and the control group (B) are selected without randomization. Both groups are given a pre-test and a post-test and only the experimental group receives the treatment The research sample consisted of all eleventh-grade students at Miftahul Ulum Islamic Boarding School. The selection process employed a purposive sampling technique, focusing on the girls' class (15 students) as the experimental group and the boys' class (14 students) as the control group. This selection was based on the availability of intact classroom groups, ensuring minimal disruption to the learning process while maintaining comparability between the two groups.

The instrument was a test and observation. For test the experimental group and the control group make the essay with the given topic before applying mind maps in the experimental class. The researcher used a test to measure the students' ability and to measure the effectiveness of using the mind mapping in teaching insya' hurr. The pretest is a test given before the experimental procedure. The posttest is a test given after the experimental procedure. To get the score, the researcher used a scoring rubric. The rubric was modified from Brown's. Five criteria in the ability to organize ideas were set, including point of view, content, unity, cohesion, and organization.

The researcher observed a specific behavior through direct contact with the people or objects she is studying, which is direct observation. (Abidat, Adas, & Haq, 2012) The researcher used this tool to obtain data on the conditions of the process of teaching free-form creation by applying mind maps. The observation was conducted while the researcher was conducting the treatment. as for the aspects that were observed were aspects of pre-learning, learning implementation, and student

interaction and involvement in learning.

Quantitative data was obtained from students' pre-test and post-test results, and this data was analyzed using The Statistical Package for the Social Science (SPSS Version 23). And to measure the increase in mean score and standard deviation between students' pre-test and post-test scores, the researcher used independent sample t-test. This is to determine the difference in students' writing performance with and without using mind maps.

Discussion.

Before being given different treatments, both classes were given a pretest. And after being given the treatment, both were given a post test. To see in detail the results of the pretest and post-test of both classes can be seen in below.
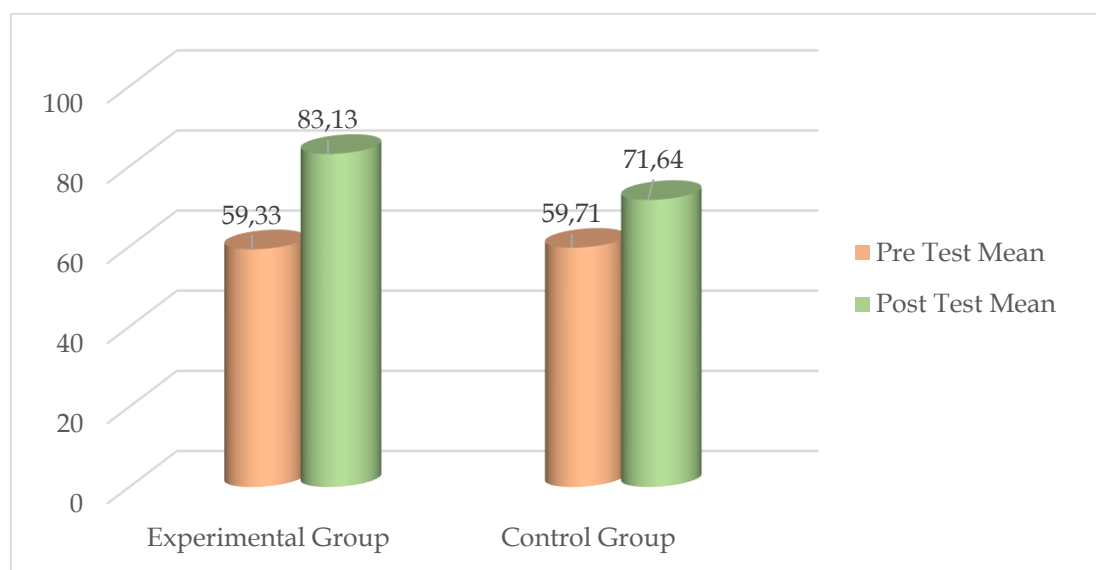

Image 1. The Mean Result of Pre Test and Post Test.

Based on the pink diagram above, it can be seen that the average pre-test score for experimental class students is 59.33 while the control class is 59.71. There is not too much difference between the two classes. From this comparison, it shows that both classes have almost the same level of ability. Meanwhile, the green diagram shows that the average post-test value for experimental class students is 83.13 while in the control class it is 71.64. There is a difference in learning outcomes in the two classes where the results in the experimental class are higher than the control class.

After conducting the prerequisite test meaning the normality test and the homogeneity test, the next step is to test the research hypothesis to determine the significant difference between the student learning outcomes after using mind maps in the experimental group and the student learning outcomes without using mind maps in the control group.

Table 1. Independent Samples Test.

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.169	.684	9.111	27	.000	11.490	1.261	8.903	14.078
Equal variances not assumed			9.075	26.122	.000	11.490	1.266	8.888	14.093

Based on the results of the data analysis, the arithmetic t-value is 9.111 with df (degrees of freedom) 27. The tabular t-value for 27 degrees of freedom is 2.052. This indicates that the value of t_o is greater than t_t, so the null hypothesis is accepted and the alternative hypothesis is rejected. The researcher concluded that there is a clear difference between the group that uses mind maps and the group that does not use mind maps in learning *insya hurr*.

There is the effectiveness of using mind maps to organize ideas in teaching *insya hurr*. This is in line with research conducted by Akbar who stated that students who were taught using mind maps performed better in writing than those who were taught without mind maps. (Akbar, Kasim, & Aziz, 2024) According to Qing Yue, Mind mapping is one of the effective tools when it comes to improving students' expression in writing. It allows students to integrate the fragmented ideas in their minds in a certain graphic arrangement in a logical way to generate writing ideas. (Yue, 2023)

In this research, the degree of effectiveness of applying mind maps to improve the learning *insya hurr* for 11th grade students at Miftahul Ulum Islamic Boarding School was investigated. To know it, the researcher performs N-Gain test with the help of SPSS. The result of N-Gain is as follows:

Table 2. N-Gain Score.

Descriptive Statistics		N	Minimum	Maximum	Mean
Experiment	NGain_Score	15	.42	.72	.58
	NGain_Persen	15	42.42	72.50	57.96

	N	Minimum	Maximum	Mean
Control				
NGain_Score	14	.17	.46	.29
NGain_Persen	14	16.67	46.34	29.36

Based on the previous table, the researcher concluded that the N-Gain score of the experimental group is 58 (in the hundredth system) or equal to 0,58 (in the decimal system). According to the N-Gain effectiveness criterion, this result is at a moderate level. Hence, it indicates that the application of mind maps to improve the teaching of free composition is moderately effective.

The N-Gain score of the control group is 29 (in the percentile system) or equal to 0.29 (in the decimal system). According to the N-Gain effectiveness criterion, this is a low N-Gain score. Hence, it indicates that teaching free composition without the use of mind maps has low effectiveness.

These findings align with previous research, such as Bagus, who also concluded that mind maps are effective strategy to be implemented in writing classes. And the results of his questionnaire showed that students' motivation in learning writing through the mind mapping strategy was increased positively after they were taught write through mind mapping. (Mantra, Handayani, & Widiastuti, 2021) Furthermore, studies by Asih emphasize that mind mapping not only enhances students' ability to organize ideas but also fosters active engagement and creativity during the writing process. (Rosnaningsih, Putra, & Yanti, 2019) This suggests that mind maps are effective tools for improving writing skills across different educational contexts. The results also contribute to the growing body of evidence supporting the integration of visual aids like mind maps in teaching strategies to facilitate learning and improve outcomes in writing instruction.

The application of mind maps allows students to visually plan their ideas and see the connection between main ideas and supporting ideas. This is in line with Hangraswani's findings which state that based on students' feedback, mind maps help them organize their ideas efficiently, speed up the writing process, improve coherence, and provide an overall picture of the main themes they want to communicate in their essays. (Hanggrasawani, Buana, Swari, Nugrahaeni, & Faradisa, 2024) This approach ensures that students can develop their ideas systematically, resulting in a well-structured and cohesive essay.

In addition, this findings are also in accordance with the findings of Rochman (2024), mind map can raise students' levels of active engagement and learner learning outcomes. (Rochman & Murdiono, 2024) The use of mind maps not only supports students in organizing their ideas but also fosters a more interactive and participatory learning environment. The students were actively involved in the mind mapping process, this was seen through their participation in class discussions and their interaction with the teacher when identifying and developing ideas.

Conclusion.

Based on the results of the previous research, the researcher concluded that the results of students in the experimental group who used mind maps reached a mean value of 83.13 at a good level. As for the results of students in the control group who do not use mind maps, a mean value of 71.64 was reached at an acceptable level. By observing the increase in the average score in the post test, the results show that students who use mind maps in the pre-writing stage can organize their ideas and connect them to produce better essays.

Based on hypothesis testing using t-test, the t-value was found to be 9.111, which is greater than the t-table of 2.052, so the null hypothesis is accepted and the alternative hypothesis is rejected. There is the effectiveness of applying mind maps to organize ideas in teaching *insya hurr*. The researcher found that the N-Gain score of the experimental group is 58 (in the hundredth system) or equal to 0.58 (in the decimal system). According to the N-Gain effectiveness criterion this result is on the medium range. Hence, the researcher concluded from the results of the previous research that the application of mind maps to organize ideas in teaching *insya hurr* to eleventh grade students at Miftahul Ulum Islamic Boarding School is effective.

This study contributes to the broader field of educational research by providing empirical evidence on the use of mind maps in *insya hurr* instruction. The effectiveness of mind maps observed in this study suggests their potential application in similar educational contexts, particularly in teaching writing skills across different languages or curriculum settings. For further investigation, future research could explore the long-term impact of mind maps on students' writing abilities, variations in effectiveness across different grade levels, and their application in other language skills such as reading or speaking. Additionally, integrating digital mind mapping tools could be investigated to determine their added value in enhancing teaching and learning outcomes.

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