

**DEVELOPMENT OF MIND MAPPING TEACHING MATERIALS TO IMPROVE
READING COMPREHENSION SKILLS OF HISTORICAL NARRATIVE TEXTS FOR
FIFTH GRADE ELEMENTARY SCHOOL**

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ABSTRACT

This study aims to describe the validity, practicality and effectiveness of mind mapping teaching materials to improve reading comprehension of historical narrative texts for fifth grade elementary school students, on the theme of events in life; and to describe students' reading comprehension skills after using mind mapping teaching materials. This study refers to the ADDIE model. The subjects of this development research were fifth grade students of SDN Pucang 3 Sidoarjo. The trial was conducted using the one grub pretest posttest model. Collecting data using questionnaires, observations, and tests. Data collection techniques used qualitative and quantitative techniques. The results showed that (1) the quality of the product of mind mapping teaching materials and learning tools on the validity aspect was 87.22% (2) The quality of the development product based on the practicality aspect which included the results of observations of teacher activities obtained a percentage of 94.2% and the results of observations of student activities when learning to use mind mapping teaching materials by 86.6%, (3) mind mapping teaching materials developed effectively in improving students' reading comprehension skills. This is evidenced by the percentage of reading comprehension skills reaching 93.49%. And learning outcomes through a comparison of pretest and posttest on a small-scale trial show the value of $t\text{-statistics} = 72.917 > t\text{-table} = 2.306$ and a scale with t-test which shows the value of $t\text{-statistics} = 17,538 > t\text{-table} = 1,697$. From the results of this study, it can be concluded that the reading comprehension skills of fifth graders of historical narrative texts have increased after using mind mapping teaching materials.

KEYWORDS: mind mapping teaching material, reading comprehension skills, historical narrative text

INTRODUCTION

Four language skills that are important to develop in Indonesian subjects at the elementary school level. Listening skills, reading skills, speaking skills and writing skills are four language skills that are important to develop. Of the four Indonesian language skills in elementary schools, it is necessary to

provide appropriate and clear solutions if there are obstacles in the learning process. The right and clear solution will have an impact on improving students' Indonesian language skills.

Reading skills are one of the skills that are the main concern in Indonesian language lessons. The reason for this in the last five years is known as the era of literacy development accompanied by the creative industry 4.0. With these two developments, students are required to get more information through reading activities (Muhsyanur, 2019:2). One of the stages of reading skills is advanced reading or commonly known as reading comprehension. Basically, reading comprehension is a continuation of reading the beginning. The purpose of reading comprehension is that students can retell using their own language about what they have read either in writing or orally (Dalman, 2013: 87). Reading comprehension is needed to read texts or readings, one of which is historical narrative texts. Narrative text is a text that contains events or events based on a certain time sequence (Siddik, 2016:33). While the historical narrative text is a text that contains events or events in the past, for example: the event of Indonesian independence, the event of defending Indonesia's independence, and so on.

In fifth grade thematic learning, it is necessary to read understanding of historical narrative texts, especially on Theme 7, namely Events in Life and what is contained in the Core Competencies used is Core Competence 3, namely understanding factual and conceptual knowledge by observing, asking and trying based on curiosity about themselves, God's creatures and their activities, and the objects they find at home, in schools and playgrounds, and Core Competency 4 Presenting factual and conceptual knowledge in clear, systematic, logical and critical language, in aesthetic works, in movements that reflect children healthy, and in actions that reflect the behavior of children of faith and noble character.

The results of observations in the field showed that the fifth-grade students had difficulties in understanding the subject matter, especially the material contained in the reading text. In the context of retelling the text that has been read students also have difficulty. The cause is psychological factors and the lack of understanding of the information that has been read in the reading text.

Conditions in the field also show that students feel lazy to read narrative texts, especially historical narrative texts. This is because the narrative text seems monotonous and unattractive (only in the form of writing without any illustrations). The next cause is that students do not read with understanding, meaning that students just read without understanding the content of the text. According to observations of conditions in the field, it also shows the learning resources used in particular the Indonesian language content is limited to only student theme books, which are combined with other subjects which are lent by the school library. So that the discussion of the material is not complete and in-depth. In addition, teachers often dominate the teaching and learning process with the lecture method, it makes students less active in learning. This has the effect of low student learning outcomes on reading comprehension of historical narrative texts. The conditions in the field are contrary to Permendikbud No. 103 of 2014 concerning learning in primary and secondary education. Learning is

carried out based on activity with the following characteristics: 1) Interactive and inspiring. 2) Fun, challenging, and motivating students to participate actively. 3) Contextual and collaborative 4) Provide sufficient space for students' initiative, creativity and independence, 5) In accordance with talents, interests, abilities, physical and psychological development of students. Students, teachers and learning resources are three important elements in the learning process. Learning resources are an important part in order to improve the quality of learning.

During the COVID-19 pandemic, like now, students are not able to go to school to study. The government sets students to study from home online (In the Network). Students are also constrained by going to the school library to borrow or read books. Most libraries in primary schools only provide reading books (literature) without providing electronic books in digital form. This makes educators to provide creative teaching materials that can be accessed by students both online and offline. Students can read or access anytime and anywhere. Thus, students can still read books flexibly. The end result is that students can improve learning achievement, especially in reading comprehension.

To overcome the problems in the field, efforts are needed to make the development of teaching materials. Teaching materials are all materials or subject matter that will be mastered by students, and arranged systematically by teachers, in order to achieve learning objectives that are guided by the Awaludin curriculum (2017:12). Increasing teaching materials are able to help students effectively and efficiently in understanding the material. The development of these teaching materials is intended to provide diverse learning resources so that their impact will directly affect student achievement.

The teaching materials in question are mind mapping teaching materials. With mind mapping students can take notes creatively and effectively and can map our thoughts (Buzan, 2010:2). When compared to teaching materials that are generally used by teachers and students, mind mapping teaching materials have advantages, namely: 1) these teaching materials contain historical narrative texts formed by mind mapping and are accompanied by colorful pictures so that students are not bored to learn it. 2) In addition, mind mapping teaching materials are accompanied by Student Worksheets and evaluations. The function of this worksheet is to measure the level of students' understanding of the content of the text after reading mind mapping teaching materials. The function of student worksheet I is that students can find out the content of 5 W (What, Who, Where, When, and Why) and 1 H (How) in the content of historical narrative texts. Then the function of the second student worksheet is that students can retell the mind mapping in the form of a narrative essay. The function of student worksheet III is to provide reinforcement to students' understanding by making mind mapping. The evaluation section aims to determine student learning outcomes after using mind mapping teaching materials. 3) Mind mapping teaching materials can be accessed either online by distributing teaching materials in the form of PDF via WhatsApp group (WAG) email, telegram, google classroom (GC), and other applications owned by students after which students can print themselves. Teachers can also distribute mind mapping teaching materials offline by distributing printouts to students. While conventional teaching materials consist of narrative text material in the form of paragraphs, Student worksheets and

evaluations distributed by teachers are offline only, the display is in the form of images and writing that is less varied. In addition, the colors in traditional teaching materials are only black and white or gray, making students boring.

Previous research that strengthens this development research is a study entitled Development of Narrative Writing Skills Teaching Materials Using Mind Mapping in Thematic Learning in Elementary Schools. Research by Eliyanti, & Taufina (2020) that one of the low writing skills of students is that the teaching materials used are still minimal. The material taught is all already contained in the teaching materials, so that the development of teaching materials carried out by the teacher is needed. In accordance with the needs of students and can be used by teachers in the teaching and learning process. The technique that is suitable for students' writing skills is the mind mapping technique.

In line with the research above, namely the research by Subakti, et al (2020) with the title Introduction to Mind Mapping Models in Learning to Write Short Stories at SD Negeri 002 Sungai Pinang, Samarinda City. This study states that the introduction of the mind mapping model is a method or technique that can make it easier for students to write short stories by first describing the intrinsic and extrinsic elements into interesting pictures into mind mapping. It was proven that the results of expert validation showed 90 who stated that the introduction of the mind mapping model in writing short stories was very good. The results of user validation (colleagues) show a value of 91 which states that the conclusion in learning short stories is very good. The development of mind mapping teaching materials is an alternative solution as the use of learning resources that can be used by students as learning materials during the covid 19 pandemic. The presentation of teaching materials is adjusted to the needs of students and the curriculum.

THEORETICAL FRAMEWORK

Mind Mapping Teaching Material Concept

Malati (2012:6) states that teaching materials are materials or materials made for the learning process complete with guidelines for use. Usage guidelines are useful to make it easier for teachers to use the teaching materials that have been developed. In line with this, Panggabean, et al (2020:206) stated that teaching materials are a set of learning tools used to achieve learning objectives by systematically compiling learning materials, methods of limitations and evaluation. That good teaching materials must use instructional rules in designing and writing so that they are able to assist teachers in supporting an effective and efficient learning process. Teaching materials are designed in such a way that students are motivated and interested in learning them.

According to Budiastira (2020:764) teaching materials are a complete set of materials for teaching and learning activities so that students are able to find and learn concepts, procedures, and evaluate independently. The teaching materials in question have the characteristics of 1) students teach themselves, provided that the learning objectives must be clearly formulated, the discussion is more

specific. 2) students can complete in learning the material according to the expected competencies with understanding. 3) stand independently and do not depend on other teaching materials. 4) materials in teaching can increase students' knowledge so that they can keep up with the times and science and technology (adaptive). A place for students to gain knowledge as clearly as possible

Buzan (2010:5) explains that mind mapping is a great route map for memory, thus providing an opportunity for us to organize facts and thoughts in such a way that the way the brain works is involved naturally. This shows that recording using mind mapping is better than using traditional techniques. Mind mapping is recorded using various colors. There is a center that becomes the central point and radiates to several parts. In mind mapping there are pictures, curved lines and symbols and words which are a unified idea.

Mind mapping is a reading comprehension strategy that must be emphasized by teachers to students. Mind mapping is an effective factor for developing reading development. In addition, the factors that influence learning are syllabus design and material development which also plays an important role. The teacher provides teaching materials that contain the right content, evaluation and implementation of strategies for learning (Marashi & Bagheri, 2015:17).

The benefits of mind mapping according to Arulselvi (2017:62) can provide an interesting picture to look at in a creative way through the workings of the brain by using high creativity. In addition, according to Buzan & Barry (2004:270) mind mapping is also beneficial for teachers and students to: 1) Arranging student study schedule for the implementation of the exam; 2) Improved teamwork and classroom communication by teachers; 3) To note important points or keywords in the text; 4) Showing the relationship between important points and their explanations, and so on.

In accordance with the explanation above which states that teaching materials are something that contains learning materials (instructional materials), instructions for use, student worksheets used to strengthen students' understanding of the material, and evaluations used to measure effectiveness after its use. So, what is meant by mind mapping teaching materials are learning materials that are presented in the form of mind mapping (mapping thoughts through symbols, pictures, curved lines, and words of various colors), instructions for using teaching materials. student worksheets that are used to strengthen students' understanding of the material, as well as evaluations that are used to measure effectiveness after its use.

In mind mapping-based teaching materials in this study, namely the development of teaching materials that contain historical narrative texts but are presented in the form of mind maps (mind maps) accompanied by colorful illustrations. Mind mapping uses the concept of question words 5W and 1H (What, Who, Why, Where, When, and How). In addition to mind mapping, teaching materials are also equipped with book covers, introductions, table of contents, instructions on books, basic competencies designed using mind mapping. The mind mapping teaching materials are equipped with student

worksheets in the form of columns to retell based on the mind mapping that has been read previously. In the last student worksheet, students were given the task of making their own mind mapping after reading the historical narrative text contained in the teaching materials.

Teaching materials are learning materials that are used as a teacher's effort in the teaching and learning process, so that it can run effectively and efficiently (Ratumanan & Rosmiati, 2019:290). One of the benchmarks for quality education is the provision of teaching materials. Teaching materials are teacher's efforts to improve the quality of their learning. The existence of quality teaching materials can increase student motivation through learning interactions between students and teachers, students with other students, or students with teaching materials. The development of teaching materials is considered capable of providing services to students so that they are able to develop optimally, and even be able to build their knowledge independently. In line with this, teaching materials for students have the benefit of helping students' independence to understand and guide a concept and provide timeless understanding, without having to meet face-to-face with the teacher. For teachers, teaching materials are useful as a time saver in teaching. This is in accordance with Nana's opinion (2019:4) that teachers can assign students to study the material that has been outlined in the teaching materials and work on student worksheets and evaluations that have been stated at the end after the explanation of the material. So that the teacher's task is only to explain the material that has not been understood by students and learning can take place effectively and efficiently

Reading Comprehension Skills

The definition of reading according to Dalman (2019:7) is a form of meaningful sound through the process of changing the shape of a symbol or sign or writing. Furthermore, it is explained that reading is an attempt to get meaning from an article. Reading is receptive, meaning that the author receives messages from the reader through the form of writing or text. This is in line with the opinion of Ketut and Made (2016:204) which states that reading is a process of translating written symbols (letters) into spoken words.

Budiarti & Haryanto (2016:235) state a series of skills that include content and other skills such as letter and punctuation recognition, letter and punctuation relationships, which are found in the elements of words, sentences, paragraphs, chapters and books. In other words, reading is a complex skill because the goal is to get the information and meaning contained in the reading. The ability to read comprehension is not the result of hereditary inheritance, but having reading comprehension skills is a learning process that is carried out in earnest. The more someone understands the reading, the clearer the way of thinking. This is in accordance with Laily (2014:53) that reading comprehension is an understanding of the content of the reading which is limited to 5 W and 1 H questions (what, where, who, why, when and how) and concludes the contents of the reading.

Historical Narrative Text

Sari (2019:43) argues that historical narrative texts can create, narrate and sequence human attitudes and actions in an event in a coherent manner or take place in one unit of time. Historical narrative text is also interpreted as a text that aims to describe an event or events in a coherent manner based on the sequence of events in the context of time and place of occurrence (Lasmini, 2018:69). Further explained by Su'udi (2019:3) Historical narrative text is a text about an event that happened in the past based on actual events or facts that have historical value, as well as narrative or descriptive cleanness. Historical narrative texts are presented in chronological order.

RESEARCH METHOD

The type of research used in this study uses the Research and Development (R&D) type, namely as a scientific process to be researched, designed, produced and tested regarding the validity of the products that have been produced or abbreviated as Research, Design, Production and Testing which is abbreviated as 4P Sugiyono (2019:754). This research was carried out to develop the Mind Mapping teaching material media which aims to improve the reading comprehension skills of fifth grade elementary school students. The media will be tested for feasibility and then developed.

The research design used is the ADDIE model. Sezer et al (in Hari & Sugianti 2020:29) state that ADDIE Model is the systems approach implies and analysis of how its components interact with each other and requires coordination of all phases. Sezer emphasized that the ADDIE model is an approach that emphasizes an analysis in which each component that is owned interacts with each other by coordinating according to the existing phase.

The ADDIE model consists of 5 stages, Piskurich (Riyanto, 2016:153) states that the ADDIE model stage consists of analyze, design, development, implementation, and evaluation. These stages are carried out, in a coherent and gradual manner. The details of the implementation of the stages of the ADDIE model are explained as follows, including: 1) Analysis, at this stage observations were made in schools by researchers in this first stage, namely identifying problems. Observations were made at SDN Pucang 3 Sidoarjo. After the observations were carried out, there were problems identified in the teaching materials used. To improve reading comprehension, there are no appropriate teaching materials to use. Needs analysis is carried out because it is used to determine the competencies that students will learn in order to improve reading comprehension skills in KI and KD Indonesian subjects; 2) Design, in this case the design of teaching materials will be developed according to the analysis carried out in the previous stage. Then, at this stage, it is done by determining the elements needed in compiling teaching materials, such as preparing a map of teaching material needs and storyboards as a framework for teaching materials. Then the researchers carried out the collection of material references developed in teaching materials. At this stage, they also develop instruments that will be used to assess the teaching materials developed. The instrument is prepared by taking into account aspects of the assessment of teaching materials. Furthermore, the instruments that have been compiled will be validated to get a valid instrument; 3) Development, the production stage of teaching materials

is the development stage. This research is the stage of producing mind mapping teaching materials. The development of mind mapping teaching materials that have been made will be validated by media experts and material experts. A validation test was carried out before being tested in the field in order to determine the feasibility of the teaching materials developed. Furthermore, formative evaluation from the validation results of media experts, materials experts and materials experts is used to improve the development of teaching materials, used as formative evaluations used to improve the development of teaching materials; 4) Implementation, at the implementation stage to apply the learning/product development system that is being made. It means, at this stage everything that has been developed can be applied by Riyanto (2019:153). At this stage the products that have been prepared will be used in classroom learning activities with the aim of achieving learning objectives; 5) Evaluation, at the evaluation stage, the final revision of the teaching materials was developed based on the input obtained from the questionnaire, responses and notes contained in the observation sheet. It is intended that the teaching materials developed are truly appropriate. The subjects used in this study were fifth grade students at SDN Pucang 3 Sidoarjo. This school has 2 study groups and 2 classes of study groups that have the same character and the same problems in reading comprehension.

The research data were collected using observation, questionnaire and test techniques. Observation activities were carried out through google meetings during the online learning process using the media of mind mapping teaching materials. A questionnaire in the form of a google form is useful for gathering information from validators, teachers, and students regarding the use of mind mapping teaching materials. The types of questions used in the questionnaire are open questions and closed questions. Giving pretest and posttest questions to students is useful for assessing the level of students' knowledge before and after being given treatment so that the results are more valid because they can compare with the situation before being given treatment.

Data on the development of mind mapping teaching materials is obtained from teaching materials that have been validated by experts/experts in teaching materials and materials experts. The results of the media assessment were concluded in a qualitative descriptive form using a Liker reference. The validation analysis developed can be obtained by looking at the values on the validation instrument sheet that have been validated by media expert validators and material expert validators. The validation of mind mapping teaching materials consists of validating the feasibility of the material/material, language validation, graphic validation, presentation validation. The formula used in processing validation data from the validator team uses the following formula:

$$p (\%) = \frac{\text{total score}}{\text{max score}} \times 100\%$$

(Riduwan, 2013:41)

The scale used for scoring this validation sheet is a Likert scale with a gradation of answers ranging from positive to negative.

Table 1. Likert scale

Score	Criteria
1	Not good
2	Not good
3	Pretty good
4	Well
5	Very good

Sugiyono (2019:167)

To determine the validity of each component, the scores obtained are converted into percentages on a 0%-100% scale with the following presentation intervals

Table 2. Criteria for Validity of Validator Assessment Questionnaire Data

No.	Percentage	Criteria
1.	81%-100%	Very valid
2	61%-80%	Valid
3.	41%-60%	Quite valid
4.	21%-40%	Not valid
5.	0%-20%	Invalid

(Sugiyono, 2019)

Mind mapping teaching materials is called valid if it has a percentage range of 60% - 80%. a book has a minimum value range of 60% -80% in each aspect (material, presentation, language, and graphics), if in one aspect it has a percentage range below 60% - 80% then the book will be called not quality.

The analysis of the practicality of mind mapping teaching materials was obtained by using the formula for processing the results of observing the implementation or student activities being assessed. Teacher and student responses were analyzed using observation sheets and questionnaires in the form of google form. The scores obtained from the observations are then processed using the following formula.

$$Activity\ percentage = \frac{total\ score\ obtained}{max\ score} \times 100\%$$

(Riduwan, 2013:41)

The percentage of observations is used to determine the implementation of the learning process when using mind mapping teaching materials. The results of observations of teacher and student activities are then transformed into the following categories.

Table 3. Observation Percentage Criteria

Score	Teacher activity category
81%-100%	Very well executed and very effective
61%-80%	Well executed and effective
41%-60%	Enough to do and quite effective
21%-40%	Less implemented and not effective
0%-21%	Not implemented and less effective

Questionnaire data were obtained through teacher and student responses to the use of mind mapping teaching materials. Teacher questionnaire data was sent in PDF form while student questionnaire data in google form was given after using mind mapping teaching materials. and calculated based on the Guttman scale. The Guttman scale is a scale used for fixed and precise answers.

Table 4. Guttman Scale

Statement	Score
Yes	1
No	0

After that, the teacher and student questionnaire data were calculated the percentage of responses using the following formula.

$$Response = \frac{total\ score}{total\ number\ of\ students} \times 100\%$$

(Riduwan, 2013:41)

The results of the teacher and student response questionnaires were then transformed into student response criteria. After the percentage results are obtained then interpreted based on the following criteria table.

Table 5. Category Percentage of Teacher and Student Response

Score	Response category
86%-100%	Very good
71%-85%	Well
56%-70%	Enough
41%-55%	Not enough
25%-40%	Very less

(Sugiyono, 2019)

If the activities of teachers and students and the responses of teachers and students show a good or very good category, then the mind mapping teaching materials have a practical category or are very practical in learning. The analysis of the effectiveness aspects of mind mapping teaching materials is determined based on the results of the students' reading comprehension skills test. Test students' reading comprehension skills by doing Student Worksheets. Student worksheet 1 writes down important information based on the ADIKSIMBA aspect. Student worksheet 2 looks for standard vocabulary and its meaning in the online Big Indonesian Dictionary. Student worksheet 3 answers questions based on the mind mapping text. Student Worksheet 4 retells the contents of the mind mapping text, and Student Worksheet 5 makes mind mapping with their own creations. The calculation technique in this study uses descriptive qualitative, namely by measuring the completeness of the reading comprehension skill test results individually by referring to the Minimum Completeness Criteria. The minimum completeness criteria for Indonesian language lessons in this class is 80. Then measure it classically. The formula used to calculate students' scores in practicing reading comprehension uses the following formula.

$$Final\ score = \frac{score\ obtained}{max\ score} \times 100$$

Next, analyze the test result data. Research on the development of mind mapping teaching materials to improve reading comprehension skills of historical narrative texts for fifth grade elementary school students is quantitative by using a one-group-pretest-posttest design. The one-group pretest-posttest design is described by the following pattern.

O1 X O2

Information:

- O1 = Pretest score (before treatment)
- X = Treatment which is given
- O2 = Posttest score (after treatment)

(Sugiono, 2019:130)

To find out the difference before using mind mapping teaching materials and after using mind mapping teaching materials, a t-test data analysis was carried out. The formula for calculating the t-test

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Information:

- Md = the mean from the difference between pretest and posttest (posttest – pretest)
- xd = deviation of each subject (d –Md)
- $\sum x^2 d$ = sum of squares deviation
- N = subject on sample

db = determined through N-1

(Sugiyono, 2019)

RESULT

The Validity of Mind Mapping Teaching Materials

The validity of the product development of teaching materials is based on the validation results of two expert validators in their field. The teaching materials developed in this study are in print and electronic form (sent as PDF files) which are used by students as a reference for learning the narrative text of the history of Indonesian independence. The material in the teaching materials is a historical narrative text that is presented with a mind map which is developed and then assessed by the validator and can be used with minor revisions that need to be improved. Before being used for research, the instruments used were validated by expert validators. The results of the validation by the validator are presented below:

Table 6. The Results of the Validation of Mind Mapping Teaching Materials by Experts

No.	Instrument	Percentage (%)	Information
1	Eligibility of teaching materials	85.83	Very valid
2	Eligibility of presenting teaching materials	86.36	Very valid
3	Eligibility of the language of teaching materials	85.45	Very valid
4	Feasibility of graphic teaching materials	86.36	Very valid
5	Lesson plan	88.85	Very valid
6	Student worksheet	85.83	Very valid

Validation results based on table 6 the average validity of teaching materials according to media expert and material expert of 86% with material details of 85.83%, presentation of 86.36%, language by 85.45%, and graphics by 86.36%. RPP validation results

used in the study with an average of 88.85%. LKS validation results used in the study with an average of 85.83%. From these results, it shows that the mind mapping teaching materials developed are very valid by material and media experts, so that mind mapping teaching materials can be used in learning. Based on the results of the validity of the first draft, there are several scores on the validity instrument that must be corrected according to the suggestions of the validator/expert. Then, based on suggestions from the validator, there were also several aspects of the instrument that were improved. The results of the revision resulted in draft II and all validators stated that the mind mapping teaching materials were suitable for use in learning.

The Practicality of Mind Mapping Teaching Materials

Practicality in the use of teaching materials is also a consideration in the development of teaching materials. The quality of teaching material products is considered quality if the use is not too complicated. The practicality of teaching material products is based on observations of teacher activities, observations of student activities during learning, student responses and teacher responses

after using mind mapping teaching materials in classroom learning. The following are the results of teacher and student observations derived from observer assessments, which are stated as follows.

Table 7. Results of the Observation of Teacher and Student Activities

No.	Rated aspect	Meeting	Total score	Percentage	Information
1	Teacher Activity Observation Results	Meeting I	55	91.7%	Very good
		Meeting II	60.5	93.9%	Very good
		Meeting III	63	97%	Very good
Overall Average				94.2%	
2	Student Activity Observation Results	Meeting I	53	81.5%	Very good
		Meeting II	55	84.6%	Very good
		Meeting III	61	93.8%	Very good
Overall Average				86.6%	

The results of the observation of teacher activity in the first meeting of the large-scale trial showed the total score of observing the teacher's activity from the two observers was 55 from a maximum score of 65 so that a percentage of 93.08% was obtained. At the second meeting, the total score for observing teacher activities was 60.5 from a maximum score of 65 so that a percentage of 93.85% was obtained and the results of observing teacher activities at the third meeting obtained a score of 63 from a total score of 65 so that the percentage was 97%. The results of teacher observations at all meetings were carried out very well and very effectively.

Based on the results of observations of teacher activity observations on small-scale trials and large-scale trials, it can be concluded that teacher activities in carrying out learning have gone very well and are very effective. This is in accordance with what has been planned in the learning implementation plan.

Furthermore, according to table 7 the results of observing student activities obtained a total score from meeting 1 based on the assessment of two observers, namely 53 out of a maximum total score of 65, the average score was converted into a percentage so that it became 81.5%. Then, at the second meeting, the total score of observing student activities was 55 from a maximum score of 65 so that a percentage of 84.6% was obtained and the results of observing teacher activities at the third meeting obtained a score of 61 from a total score of 65 so that the percentage was 93.8%. The results of observing student teacher activities at all meetings were carried out very well and very effectively.

Based on the results of observations of student activity observations on small-scale trials and large-scale trials, it can be concluded that student activities in carrying out student learning are very active in learning. This is in accordance with what has been planned in the learning implementation plan.

The teacher's response is the response given by the teacher to the content of the material, learning by using mind mapping, language, size, writing, pictures, and colors of mind mapping teaching materials. The teacher response data obtained describes the teacher's response to the use of mind mapping teaching materials. The percentage of teacher responses was obtained by dividing the number of students who chose the answer choice for each question divided by the total number of students multiplied by 100% with a minimum positive criterion of 71%. Teachers who filled out responses to learning outcomes using mind mapping teaching materials were 2 people. The results of the teacher's response to mind mapping teaching materials are presented in the table below.

Table 8. Teacher Response Questionnaire Results to Mind Mapping Teaching Materials

No	Question Description	Score
1.	Conformity with Core Competencies and Basic Competencies	2
2.	Relationships between concepts	2
3.	Encouraging students to be active	2
4.	Materials related to historical narrative texts	2
5.	Contains descriptions, photos, pictures that interest students	2
6.	Inviting students to be active in reading activities	2
7.	The language used is easy for students to understand	2
8.	Language that does not cause double meaning	2
9.	Illustrations encourage students' ability to understand reading	2
10.	Encouraging students' ability to determine ADIKSIMBA	2
11.	The learning atmosphere becomes more conducive	2
12.	Simple plot to complex plot	2
Total teacher response score		24
Percentage of teacher responses		100%

Based on the table above, it can be seen that the teacher's response to mind mapping teaching materials for historical narrative texts obtained a total score of student responses who answered "Yes" as much as 24 with a response percentage of 100%. The conclusion from the results of the teacher's response to the mind mapping teaching materials showed that both teachers gave a positive response 71%, so that the teaching materials were declared practical to be used in learning Indonesian.

Student responses are responses given by students to the content of the material, instructions about language books, sizes, writings, pictures, and colors of mind mapping teaching materials. Student response data obtained describe student responses to the use of mind mapping teaching materials. The percentage of student responses was obtained by dividing the number of students who chose the answer choice for each question divided by the total number of students multiplied by 100% with a minimum positive criterion of 71%. The results of student responses are presented in table 4.26.

Table 9. Student Response Questionnaire Results for Mind Mapping Teaching Materials

No.	Question	Answer Score	
		Yes	No
1.	Can you easily understand the contents of the Mind Mapping Teaching Material for Historical Narrative Text?	40	0
2.	Do you like the material in the Historical Narrative Text Mind Mapping Teaching Material?	37	3
3.	Is the use of language in the Mind Mapping Teaching Materials of Historical Narrative Text easy to understand?	37	3
4.	Do you understand the contents of the Mind Mapping Teaching Material for Historical Narrative Text?	39	1
5.	Do you like studying Mind Mapping Texts Historical Narrative Materials and want to use them again?	30	10
6.	Can you understand the instructions for Mind Mapping Historical Narrative Text?	37	3
7.	Do you like the size of the learning media for Mind Mapping Historical Narrative Texts?	37	3
8.	Can you read every word of the Mind Mapping Text of Historical Narrative Text?	35	5
9.	Do you like the pictures in the Historical Narrative Text Mind Mapping Teaching Material?	38	2
10.	Is the color in the Mind Mapping Historical Narrative Text interesting?	40	0
Total student response score		370	28
Percentage of student responses		92.5%	7.5%

Based on table 9 above, it shows that students' responses to the developed mind mapping teaching materials who answered "Yes" got a score of 370 with a percentage of student responses of 92.5% and those who answered "No" got a score of 28 with a percentage of 7.5%. Thus, it can be concluded that many students responded positively to the mind mapping teaching materials, so that the teaching materials were declared practical to be used in learning Indonesian.

The Effectiveness of Mind Mapping Teaching Materials

The results of the effectiveness aspect of mind mapping teaching materials are determined based on the results of the students' reading comprehension skills test. Test students' reading comprehension skills by assessing Student Worksheets. Student Worksheet 1 writes down important information based on the ADIKSIMBA aspect. Student Worksheet 2 looks for standard vocabulary and its meaning which can be accessed through the online Big Indonesian Dictionary. In Student Worksheets 1 and 2 activities, according to Meliyawati's opinion (2016: 67) that reading comprehension skills require students to read and understand the meaning of the words they read and the ability to know the meaning of words in the context of reading. Student Worksheet 3 answers questions based on the mind mapping text, this is in accordance with the opinion of Kocisky, et al (2018: 317) which states that the most

common way to assess reading comprehension ability is to answer questions about the text that has been read. Student Worksheet 4 retells the contents of the mind mapping text, and Student Worksheet 5 makes mind mapping with their own creations. The calculation technique in this study uses descriptive qualitative, namely by measuring the completeness of the skill test results reading comprehension individually according to the minimum completeness criteria for Indonesian language lessons, which is 80. The final score is obtained by adding up the scores obtained found in Student Worksheets 1 to 5. Results of reading skills test understanding classically is described in the following table

Table 10. Results of Classical Reading Comprehension Skills

No	Aspect	Classical Completeness	Category
1	Student Worksheet 1	95.50%	Complete
2	Student Worksheet 2	97%	Complete
3	Student Worksheet 3	94.38%	Complete
4	Student Worksheet 4	95.50%	Complete
5	Student Worksheet 5	92.50%	Complete

Based on table 10 above, it shows that classical completeness on the results of the reading comprehension skills test carried out by students by working on student worksheet 1 is 95.50%, student worksheet 2 is 97%, student worksheet 3 is 94.38%, student worksheets Student work 4 is 95.50% and student worksheet 5 is 92.50%. The conclusion on the results of the reading comprehension skill test is categorized as complete.

The paired t-test was used to determine the impact before and after learning by using mind mapping teaching materials on reading comprehension skills of historical narrative texts. There is a value of t-statistic = 11.634 > t-table = 2.021. The results of the research trial state that t-statistics > from t table, then there is a significant difference in learning outcomes between before using the material teaching mind mapping is measured by pretest (X1) and after using mind mapping teaching materials it is measured by posttest (X2). From the results of students' reading comprehension skills at the time of the study, it can be stated that there is a significant difference in learning outcomes between the results of the pretest and posttest. So, it can be concluded that mind mapping teaching materials are effective to use.

DISCUSSION

Learning devices are one of the critical success factors in learning in order to achieve the expected learning objectives. The development of learning tools in accordance with Thorndike's theory states that the process of stimulus and response. The development of mind mapping teaching materials is a stimulus carried out by the teacher, while students respond with understanding to sort out the text based on the question word aspects of ADIKSIMBA and retell the mind mapping they read. and the number

of student worksheets on teaching materials is 5 as a form of reinforcement. With the addition of reinforcement made by the teacher, the student's response is getting stronger.

Researchers have carried out the validation process before conducting the trial. The validated learning tools include Mind Mapping teaching materials, syllabus, lesson plans, and Student Worksheets. The validation process is carried out by expert lecturers who are competent in their fields. This is done so that the learning device is suitable for use in research. The learning device is said to be valid if it has a percentage range of 60% - 80% and the device is said to be very valid without revision if it gets an average score between 81% - 100%. The results of the validation of teaching materials that have been developed by researchers include the feasibility of mind mapping teaching materials, the feasibility of presenting mind mapping teaching materials, the language feasibility of mind mapping teaching materials, and the graphic feasibility of mind mapping teaching materials.

The result of the validation of the first mind mapping teaching material is the feasibility of the mind mapping teaching material. On the feasibility of this mind mapping teaching material, the average score of the two validators is 4.29 with a very valid category, with a percentage of 85.85%. It can be stated that in terms of material, mind mapping teaching materials are feasible to use. The feasibility of presenting mind mapping teaching materials is seen from the point of view of the suitability of the material, the accuracy of the material, the accuracy of the illustrations, learning support materials and the contextuality of the material.

The second result of the validation of mind mapping teaching materials is the feasibility of presenting mind mapping teaching materials. In the feasibility of presenting this mind mapping teaching material, the average score of the two validators is 4.32 with a very valid category, with a percentage of 86.36%. It can be stated that in terms of presentation, mind mapping teaching materials are feasible to use. The feasibility of presenting mind mapping teaching materials is seen from the point of view of presentation techniques, presentation of learning, and completeness of presentation.

The result of the third validation of mind mapping teaching materials is the feasibility of the language of mind mapping teaching materials. On the feasibility of the language of this mind mapping teaching material, the average score of the two validators is 4.27 with a very valid category, with a percentage of 85.45%. It can be stated that in terms of language, mind mapping teaching materials are of high quality so that they are feasible to use. The feasibility of the language of mind mapping teaching materials is seen from the point of view of conformity to the level of student development, communicativeness and coherence and integration of the flow of thought.

The result of the validation of the fourth mind mapping teaching material is the graphic of the mind mapping teaching material. In the graphic feasibility of mind mapping teaching materials, the average score of the two validators is 4.32 with a very valid category, with a percentage of 86.36%. It can be stated that in terms of graphics, mind mapping teaching materials are of high quality so that they are

feasible to use. The graphic feasibility of mind mapping teaching materials is seen from the point of view of book size, book cover design, and book content design.

The practicality of product development is obtained from observations of teacher activities, observations of student activities, teacher and student responses to research instruments. The implementation of learning was observed using the teacher's activity observation sheet in carrying out learning in the classroom. Observation of teacher activities was assisted by two fifth grade elementary school teacher observers. Based on the results of observations of teacher activity observations in small-scale trials and large-scale trials at meetings 1, 2, and 3, the average score obtained is 94.2% and it can be concluded that teacher activities in carrying out learning have been running very well and effectively. This is in accordance with what is planned in the learning implementation plan.

Student activities during learning activities were observed using student activity observation sheets. Observations were made on small-scale and large-scale trials. The observers were assisted by two fifth grade elementary school teacher observers. Based on observations of student activity observations in small-scale and large-scale trials at meetings 1, 2 and 3, an average score of 86.6 can be concluded, and it can be concluded that student activity in carrying out learning is very active, only in small-scale trials meeting 3 students. carry out learning actively, this is because students are constrained by signals during google meet when learning using mind mapping teaching materials.

The response given by the teacher using mind mapping teaching materials from respondent 1 is showing a score of 12 with a percentage of 100% with a very good category. This shows that respondent 1 responded positively to the use of mind mapping teaching materials. The response given by the teacher using mind mapping teaching materials from respondent 2 is showing a score of 12 with a percentage of 100% with a very good category. This shows that respondent 2 responded positively to the use of mind mapping teaching materials. Based on the results of the two respondents, they got a score of 24 with a percentage of 100% with a very good response category on the description of the questions answered "Yes", and 0% of the questions answered "No".

The responses given by students when conducting research from respondents of 40 students showed a total score of 370 with a percentage of 92.5% who answered "Yes" to student questionnaire questions and a score of 28 with a percentage of 7.5% of students who answered "No" to student questionnaire questions. Based on the results of student responses at the time of the study showed a very good category and indicated that the media received a positive response from students. The results of student responses on large-scale trials and small-scale trials showed that students responded positively to the use of mind mapping teaching materials with a very good category with an average score of 96.25% in each trial, both small and large scale.

Based on data from observations of teacher activities, observations of student activities, teacher responses, and student responses, it can be concluded that mind mapping teaching materials are very

practical to use in learning. The benefit of using teaching materials is that it can generate student motivation because learning is more interesting so that it can add insight and knowledge of students. The responses given by teachers and students are also one of the teaching materials that can improve the quality of learning and have a better meaning so that students can meet the expected competencies in learning objectives. The varied learning methods are not only through the teacher's narrative, but more learning activities can be carried out by students such as observing, retelling, and so on.

In accordance with the main purpose of reading lessons in language learning according to Djihadono in Wahyuni and Ibrahim (2014: 33), namely understanding the content of reading. In the activity of working on the Student Worksheet for mind mapping teaching materials, students are expected to be able to understand the contents of historical narrative texts. The effectiveness of the product development of mind mapping teaching materials in order to improve reading skills in understanding historical narrative texts for elementary school students is seen from the completeness of students working on Student Worksheets totaling 5. The five student worksheets are student descriptions of reading comprehension of historical narrative texts.

In accordance with the learning implementation plan, student worksheet 1 activities were carried out at meeting 1. On student worksheet 1 students carried out the activity of observing historical narrative texts in the form of mind mapping entitled The Reading Events of the Proclamation of Independence, then grouping important information based on ADIKSIMBA aspects. Of the 40 students who got a score of 2, 1 student. Students who get a score of 3 are 2 students. Students who get a score of 4 are 2 students. Students who got a score of 5 were 35 students. The total classical score is 191 with the percentage of classical completeness of 95.50% and the classical category of completeness.

In accordance with the learning implementation plan, student worksheet 2 activities are carried out at meeting 1. On student worksheet 2 students carry out the activity of observing historical narrative texts in the form of mind mapping entitled The Reading Events of the Proclamation of Independence, then look for the standard vocabulary in the mind mapping text and match it. on the Big Indonesian Dictionary online and look for the meaning of the standard vocabulary. From the number of 40 students who got a score of 3, there were 1 student. Students who get a score of 4 are 3 students. Students who got a score of 5 were 36 students. The total classical score is 194 with a classical completeness percentage of 97% and the classical category complete.

In accordance with the learning implementation plan, student worksheet 3 activities were carried out at meeting 2. On student worksheet 3 students carried out the activity of observing historical narrative texts in the form of mind mapping entitled Events Before and After Reading the Proclamation Text, then answered questions. Of the 40 students who got a score of 2, there were 4 students. Students who got a score of 3 amounted to 1 student. Students who got a score of 4 were 35 students. The total classical score is 151 with the percentage of classical completeness of 94.38% and the classical category of completeness.

In accordance with the implementation plan of learning, student worksheet 4 activities are carried out at meeting 2. On student worksheets 4 students carry out the activity of observing historical narrative texts in the form of mind mapping entitled Events Before and After Reading the Proclamation Text, then retells. From the number of 40 students who became research subjects who got a score of 2, 1 student. Students who get a score of 3 are 3 students. Students who got a score of 5 were 36 students. The total classical score is 191 with the percentage of classical completeness of 95.50% and the classical category of completeness.

In accordance with the implementation plan of learning, student worksheet activities 5 are carried out at meeting 2. On student worksheets 5 students carry out the activity of observing historical narrative texts in the form of mind mapping entitled Figures Founder of the Nation, then making mind mappings of historical narrative texts with their own creations. Of the 40 students who became the research subjects who got a score of 3, there were 4 students. Students who get a score of 4 are 7 students. Students who got a score of 5 were 29 students. The total classical score is 185 with the percentage of classical completeness of 92.50% and the classical category of completeness.

In a small-scale trial, it was found that the value of $t\text{-statistic} = 72,917 > t\text{-table} = 2,306$. The results of the small-scale trial state that $t\text{-statistics} >$ from t table, then there is a significant difference in learning outcomes between before using teaching materials measured by pretest (X1) and after using teaching materials measured by posttest (X2). In a large-scale trial, it was found that the value of $t\text{-statistic} = 17,538 > t\text{-table} = 1,697$. The results of the large-scale trial state that $t\text{-statistics} >$ from t table, then there is a significant difference in learning outcomes between before using teaching materials measured by pretest (X1) and after using teaching materials measured by posttest (X2).

This is in accordance with the research of Calisto, et al (2018) in their journal entitled The Harmonic Mind Map in the Comprehension of Narrative in University Students that the application of the Harmonic Mind Map (HMM) has a positive effect on understanding narrative texts. By using mind mapping, students are more able to understand narrative texts because mind mapping is equipped with symbols, images, colors, which are more attractive to students. This research is strengthened by the research of Yakin (2016: 238) which states that mind mapping-based teaching materials are very suitable for use in learning and students are more active in discussing and asking questions when using mind mapping. Based on the description, the mind mapping teaching materials as a whole have met all the criteria for a good learning component because they have criteria of validity, practicality, and effectiveness based on the criteria for improving reading comprehension. Teaching materials that have been developed and validated by a team of experts have a very high percentage of understanding.

CONCLUSION

The validity of the development of mind mapping teaching materials is obtained from the results of the validation carried out by the validator. The validation carried out includes validation of the feasibility of the material, the feasibility of presentation, the feasibility of language and graphics. On

the feasibility of this mind mapping teaching material, the average score is 4.29 with a very valid category, with a percentage of 85.85%. In the feasibility of presenting mind mapping teaching materials, the average score of the two validators is 4.32 with a very valid category, with a percentage of 86.36%. On the feasibility of the language of this mind mapping teaching material, the average score of the two validators is 4.27 with a very valid category, with a percentage of 85.45%. Feasibility Graphics got an average score of 4.32 with a very valid category with a percentage of 86.36%. It can be stated that in terms of material feasibility, presentation feasibility, the feasibility of the language and graphics of mind mapping teaching materials is very feasible to use and of high quality to use. Based on the validation results from the validator, it shows that the syllabus learning tools, lesson plans, and student worksheets that have been developed can be used by teachers or other developers to develop mind mapping teaching materials for Indonesian subjects.

The practicality of mind mapping teaching materials was obtained from the results of observations of teacher activities, results of observations of student activities, results of teacher response questionnaires and results of student response questionnaires. Based on the results of observations of teacher activities during research at meeting 1, meeting 2, and meeting 3, the average percentage of 94.2% was concluded that the teacher's activities were running very well and effectively. This is in accordance with what is planned in the learning implementation plan. The results of observing student activities at meeting 1, meeting 2 and meeting 3 got an average percentage of 86.6% so it can be concluded that student activities in carrying out learning are very active. The teacher's response gets a percentage of 100%, this shows that the teacher gave a positive response to the use of mind mapping teaching materials. The student response showed a positive response of 92.5%. From these four aspects, it is concluded that mind mapping teaching materials are practical to use.

The effectiveness of learning using mind mapping teaching materials for reading comprehension skills by using the final score on student worksheets 1 to student worksheets 5. In the small-scale trial, it showed that all students were complete by referring to the minimum school completeness criteria in Indonesian subjects. In the large-scale trial there were 3 students who did not complete, but the classical category was considered complete. Learning outcomes in small-scale trials show the value of $t\text{-statistic} = 72,917 > t\text{-table} = 2,306$. In a large-scale trial, it was found that the value of $t\text{-statistic} = 17,538 > t\text{-table} = 1,697$. The results of small-scale and large-scale trials state that $t\text{-statistics} >$ from t table, so there is a significant difference in learning outcomes between before using teaching materials measured by pretest (X1) and after using teaching materials measured by posttest (X2).

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