



Creativity in Narrative Writing: Utilizing Mind Mapping with Ethnic Identification Model in Higher Education

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Abstract: Arabic language learning innovations are developing with various learning media, such as mindmapping. The use of mindmapping-based media can provide learning experiences for students. This research aimed to test the effectiveness of Mind Mapping concept in narrative writing skills for ethnic groups in Indonesia. A mixed research design was used with a quantitative approach to test the effectiveness of learning writing skills using Mind Mapping and a qualitative approach to identify student creativity in developing narrative paragraphs. 35 students who studied writing skills at UIN Imam Bonjol Padang in the Arabic Language Education study program were involved. The results showed that; 1) The effectiveness of Mind Mapping in narrative writing showed an increase in the average learning outcomes for writing skills to 77.91 which showed positive significance; 2) Creativity in writing narratives about Indonesian ethnic groups was identified including the distribution of the meaning of ethnic groups, characteristics of ethnic groups and examples of traditional culture, characterized by varied writing structures with the choice of various grammatical structures such as the arrangement of verbal phrases, adjectives, prepositions, adverbial attributes and nominal phrases. This article confirmed that the use of Mind Mapping for learning writing skills can develop paragraph ideas for writing skills in higher education.

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Introduction

There are four findings of problems in the curriculum 2013 version of the old version before the improvement. First, the complexity of learning and assessment in spiritual attitudes and social attitudes. Second, the misalignment between KI-KD and

syllabus and books. Third, the application of the 5M thought process as a method of learning that is procedural and mechanistic. Fourth, restrictions on students' abilities through taxonomic beheadings of thought processes between levels.

Nowadays, creativity is necessary for everyone in any field, including having language skills.¹ Technological advances currently are very influential so that relations between countries are easily carried out, this is important for the progress of economics, education, culture and others. Establishing relationships with other people internationally will require language skills. People who have the language skills will get along more quickly than those who do not.² Therefore, mastery of skills is really needed at this time, especially for students, they need mastery of language skills such as *Maharah Istimak*, *Maharah Kalam*, *Maharah Qiraah* and *Maharah Kitabah*.³ These *maharah* (skills) have a mutually supportive relationship with each other. What is in the spotlight and is really needed by every student is writing skills especially writing scientific works which have rules that must be mastered by someone.⁴ This skill will be used during the learning process, especially when writing scientific works such as writing essays, papers, journals, theses and others.

Writing is a productive and expressive language skill that is used to communicate indirectly with other people.⁵ Writing is a form of indirect communication between the writer and the reader.⁶ Writing is also a productive and expressive activity that has high difficulty. There are many benefits that can be gained when someone writes, one of which is to provide the development of knowledge in the advancement of education, it will also increase insight so that they have breadth of knowledge to answer the challenges of the times.

¹ Noermanzah, "Bahasa Sebagai Alat Komunikasi, Citra Pikiran, dan Kepribadian," *Prosiding Seminar Nasional Bulan Bahasa (Semiba)*, (2019): 306–319.

² Ina Magdalena, Nurul Ulfi, and Sapitri Awaliah, "Analisis Pentingnya Keterampilan Berbahasa pada Siswa Kelas IV di SDN Gondrong 2," *Edisi: Jurnal Edukasi dan Sains* 3, no. 2 (2021): 243–252.

³ Willi Rahim Marpaung and Zulfahmi Lubis, "Strategi Penerapan Lingkungan Bahasa Arab dalam Meningkatkan Kemahiran Berbahasa Arab di Pesantren Modern Darussalam," *Inspiratif Pendidikan* 12, no. 1 (2023): 183–191.

⁴ Silvi Nurkamilah, Dilla Fadhillah, and Sumiyani, "Analisis Kesulitan Menulis Karangan Narasi Siswa Kelas V SDN Duri Kosambi 06 Pagi," *Jurnal Pendidikan dan Konseling (JPDK)* 4, no. 5 (2022): 1202–1205.

⁵ Lingga Melaty and Mawary BR, "Pengaruh Penggunaan Diksi Terhadap Keterampilan Menulis pada Mata Pelajaran Bahasa Indonesia Kelas V SDN 040457 Berastagi Tahun Ajaran 2018/2019," (Dissertation, Universitas Quality, 2019).

⁶ Rini, "Pembelajaran Kemahiran Menulis Bahasa Arab Plikatif," *Al-Muktamar As-Sanawi li Al-Lughah Al-'Arabiyyah (Musla)* 1, no. 1 (2020): 18–42.

One of the writing skills that students must master is narrative writing. Narrative is a variety of discourse which is the process of an event occurring.⁷ Narrative writing is a way of expressing thoughts in an essay through writing that was real or had really happened. Narrative writing is a high-level writing skill that is grammatically organized and understands the context which makes it easier for readers to understand the writing.⁸ However, writing narratives using the Mind Mapping method is certainly easier for every student because the content in a piece of writing is well-structured so that a theme will be easily understood by the reader. In increasing students' creativity in writing narratives, researchers saw a gap in using Mind Mapping with an ethnic identification model to increase writing creativity for students.

Nevertheless, there are still many students who still do not have creativity in writing narrative essays due to a lack of knowledge and skills in arranging words and expressing ideas and arranging words to become coherent and well-arranged paragraphs. It will help the students to understand and have interest in reading and writing narrative essays.⁹ It is very necessary to provide students with a method for writing narratives, one of which is very interesting is using Mind Mapping because it will make it easier to write narratives about the themes that will be discussed. In Mind Mapping, ideas are separated and outlined in the text.¹⁰ So, using Mind Mapping is very necessary to train students to write narratives so that they are able to express the main ideas that will be stated in the narrative essay text. In this way, the narrative text can be coherent and neatly arranged so that it is clear what should come first and end. Mind Mapping is also an effective and creative way of writing text and literally maps our thoughts and Mind Mapping also has the advantage of being able to easily link one idea to another.¹¹

⁷ Santi Herlina Wati and Anang Sudigdo, "Keterampilan Menulis Karangan Narasi Sejarah Melalui Model Pembelajaran Mind Mapping Bagi Siswa Sekolah Dasar," *Prosiding Seminar Nasional PGSD UST* 1, no. 1 (2019): 274–282.

⁸ Siti Maimunah, Hetilaniar Hetilaniar, and Susanti Faipri Selegi, "Peningkatan Keterampilan Menulis Narasi Melalui Teknik Reka Cerita Gambar Siswa Kelas V Sekolah Dasar," *Jurnal Pembahasan (Pembelajaran Bahasa dan Sastra Indonesia)* 11, no. 2 (2021): 123–132.

⁹ Dahlia Sirait and Aminda Tri Handayani, "Analisis Pemecahan Masalah Kemampuan Menulis Mahasiswa Melalui Media Pembelajaran Berbasis Video," *Jurnal Penelitian Pendidikan Bahasa dan Sastra* 5, no. 1 (2020): 43–49.

¹⁰ Lilik Binti Mirnawati, "Keefektifan Model Pembelajaran Inovatif dengan Menggunakan Mind Mapping dalam Pembelajaran Menulis Narasi Siswa SD," *Belajar Bahasa: Jurnal Ilmiah Program Studi Pendidikan Bahasa dan Sastra Indonesia* 4, no. 1 (2019): 82–92.

¹¹ Indri Resti Fadilla et al., "Pengaruh Pembelajaran Mind Mapping Terhadap Kemampuan Menulis Karangan Narasi di Sekolah Dasar," *Jurnal Pendidikan dan Konseling* 4, no. 6 (2022): 6417–6420.

The above statement was supported by other research which stated that the use of Mind Mapping is very helpful in creating a narrative essay in increasing students' interest in learning, to make help them write Mind Mapping will make the ideas or notions connected well in writing narratives thematically. To overcome the low writing skills of teachers and students, it is necessary to create teaching materials that are made by teachers according to the needs of students and assisted with techniques that can be used by teachers in the learning process. A suitable technique for students' writing skills is the Mind Mapping technique.

Another research stated that the problem faced by students to write narrative text is about their difficulty in expressing ideas and arranging words to form a coherent paragraph and write long writings. Mind Mapping is important to apply in learning to write narrative essays because by applying this learning model, students can write down whatever they want to include in the essay they write. In this way, the narrative essay text created by students will be well-structured and coherent paragraph structure. Using Mind Mapping will make help them to write a good narrative writing. In elementary schools, Mind Mapping is usually used by teachers to facilitate students' understanding of the material being studied.¹² The application of narrative writing using Mind Mapping is often successful in improving learning outcomes and making the learning process effective and creative.

Based on previous research, the research aimed to contribute to increasing student creativity in writing. So that many students have creativity in writing quality narrative essays. Hence, it was necessary to provide a straightforward description of narrative writing by identifying ethnic groups in higher education using Mind Mapping. Therefore, this article entitled "Developing Creativity of Narrative Writing Skills Using Mind Mapping with the Ethnic Identification Model in Higher Education.

Methods

A mix method research design was used in this research. It consists of quantitative and qualitative approach. This research method was based on number processing and descriptive analysis. In this research, the quantitative approach aimed to

¹² Jumari, Missriani, and Yessy Fitriani, "Peningkatan Kemampuan Menulis Narasi Melalui Strategi Peta Konsep (Concept Mapping) pada Siswa Kelas V SDN 1 Makarti Jaya Kabupaten Banyuasin," *Jurnal Pendidikan Tambusai* 5, no. 1 (2021): 1983–1995.

test the effectiveness of Mind Mapping in increasing students' ability to write narratives. Meanwhile, the qualitative approach aimed to identify students' creativity in writing skills using the ethnic identification model in Indonesia. Meanwhile, the quantitative research method is in the form of experimental research with data collection techniques in the form of tests in the form of projects about writing ethnic groups. Meanwhile, qualitative-based research takes the form of project content analysis studies related to student work.

This research stage consists of several steps. *First*, researchers identified quantitative data in the form of pre-test and post-test results related to learning to write using narrative paragraphs. *As for the second step*, the researchers identified the results of the essay test which consisted of a classification of sentences used by students in writing narrative texts with the theme of tribes in Indonesia. After that, researchers can analyze quantitative and qualitative data with different techniques. Through these stages, researchers can conclude the use of Mind Mapping in teaching students narrative text writing skills by identifying the various ethnic groups that exist.

Students' work with a total of 35 writings from 35 students were used as samples. The student is a fifth semester student studying Arabic writing skills. Apart from that, researchers also used a narrative text project writing test to identify the effectiveness of using mindmapping on Arabic writing skills. The data collection techniques include writing skills tests and observing their activities during writing skills learning process. The instrument for this research was an essay test related to writing narrative texts with a Mind Mapping design and themes about ethnic groups. After that, the researcher identified sentence forms, errors in writing words, phrases and sentences. In addition, the similarities and differences of each student were also classified in the distribution table of the same sentence forms. On that basis, the research data obtained was varied. This is the functions for quantitative and qualitative processing.

The data analysis used was a t-test with SPSS 16.00 as a determination of the experimental method with Mind Mapping concept and data triangulation for the qualitative approach. The research steps taken include: 1) the concept of Mind Mapping was tested in the classroom learning; 2) the projects and assignments were given in the form of writing narrative texts related to Indonesian ethnic groups, which consist of several ethnic groups such as Javanese, Sundanese, Minang, Malay, Madurese and others; 3) Observations were carried out when they worked on projects and assignments

in the form of writing narrative paragraphs; 4) Students' writing skills were tested by conducting a writing test; 5) Quantitative data was collected and analyzed first and continued with qualitative analysis in the form of identifying writing structures in 5 categories such as verbal phrases, adjectives, prepositions, adverbial attributes and nominal phrases.

Results and Discussion

Learning to write by using Mind Mapping can help students organize ideas and arrange writing structures more effectively. The learning steps implemented are; First, the teacher explained the concept of Mind Mapping regarding the meaning, characteristics and visual techniques used in presenting ideas and information hierarchically. Second, the teacher introduced the purpose of narrative writing to students. Third, the teacher instructed to choose a writing topic related to ethnic groups in Indonesia which consists of several ethnic groups, namely Malay, Madurese, Bugis, Javanese, Sundanese, Asmat, Balinese, Banjar, Minang. As one of the results of the work in applying the Mind Mapping concept in narrative writing is presented below:

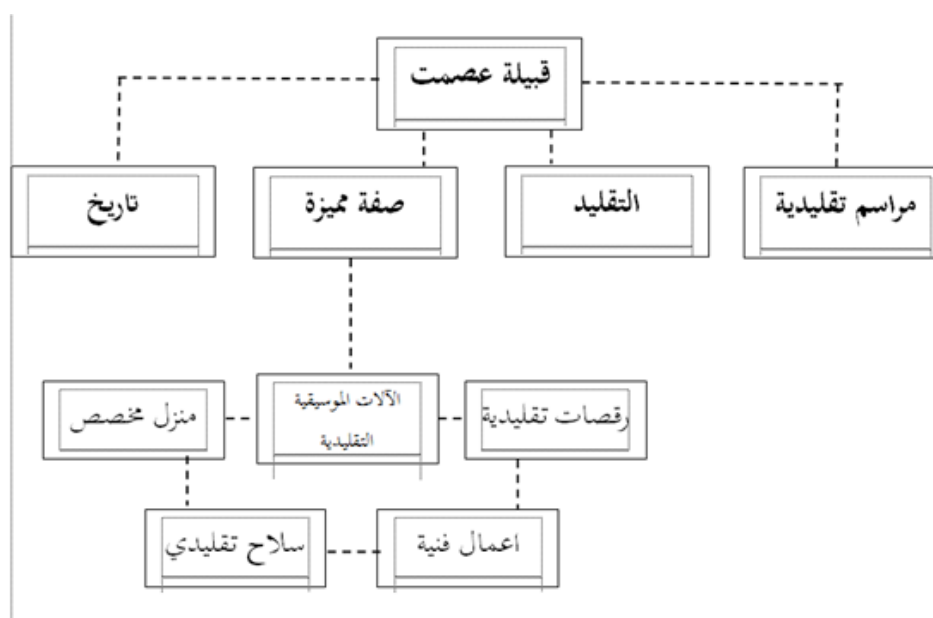


Figure 1. Mind Mapping Concept

From the figure 1, the mindmapping concept can help the students to determine discussion topics based on sub-themes. Fourth, students can identify the main idea by

conceptualizing the points that will be developed in paragraphs and developed into a narrative text. Fifth, direct students to identify the main ideas they will include in their writing. These ideas can be the main concepts or points of discussion. Sixth, students can write branch ideas in the form of points and use keywords that represent each idea. Seventh, students can connect each branch with other branches that contain additional details or information. This helps students to expand their ideas. Eighth, the teacher directs the rules of information hierarchy by placing main ideas at the top level and supporting ideas at the lower level. This creates a clear and organized structure. Ninth, students can add illustrations or colors to differentiate between different ideas or groups of information as in the following example.

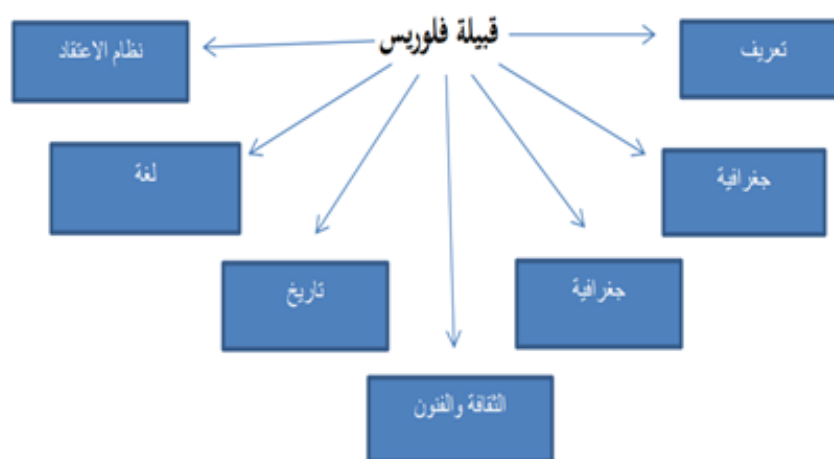


Figure 2. Color Design in the Mind Mapping Concept

The color design in Figure 2 can help students understand and remember the information better. After writing was completed, the teacher invited students to review their mind map and ensure that each part has been covered well in the writing. Finally, evaluation and reflection could be carried out based on the mind map that has been designed.

Based on research findings, the use of mindmapping media can help the students to construct structured texts. It begins by finding their ideas in mindmapping points which can later be constructed in the form of writing and narrative text. In their analysis, there were various writing styles in describing written objects. As an example, the students also used grammatical structures that is presented in the following table:

Table 1. Various Sentence in Describing the Ethnic Text

Verbal phrase structure	<p>تمتلك قبيلة البيتاوي في اندونيسيا تاريخاً طويلاً يمتد لعدة قرون. يُعتقد أن بدايات قبيلة البيتاوي تعود إلى فترات مبكرة من تاريخ إندونيسيا، حيث اندمجت مجموعات متعددة من الأصول والتأثيرات الثقافية. في القرون الوسطى وبداية العصور الحديثة، شهدت جاوة ومنطقة جاكارتا تدفقاً كبيراً من التجار والمهاجرين من مختلف أنحاء العالم، بما في ذلك الهند والصين والعرب والبورونيزيين. هذا التفاعل الثقافي ساهم في تشكيل هوية البيتاويين. تأثرت اللغة</p> <p>The first sentence shows the presence of a nominal phrase consisting of "<i>mubtada</i> and <i>khabar</i>" such as تمتلك قبيلة البيتاوي</p>
Adjectival phrase structure	<p>يُعتبر البيتاويون اليوم جزءاً هاماً من التراث الإندونيسي ويحتفظون بتاريخهم وهويتهم الثقافية الخاصة. طورت قبيلة البيتاوي في جاكارتا على مر العصور. بدأ التأثير الثقافي والاجتماعي للبيتاويين في هذه المنطقة منذ عصور</p> <p>The first sentence showed the existence of an adjectival phrase consisting of "<i>na'at</i> and <i>man'uur</i>" such as جزءاً هاماً</p> <p>لو كنا نتكلم عن قبيلة باتقية لا يوجد إنتهه، لأن هذه قبيلة كثيرة جداً في سومطرا شماليا. و قابيلة باتقية هي إحدى قابيلة أكبر من قابيلة أخرى في إندونيسيا. وباتق هو إجماع قبائل الذي حيا في بعض أكبر من جزيرة سومطرا شماليا. سكان تقريبا بقابيلة أكبر في ثالغا إندونيسيا بكثير ٣٤٦٪.</p> <p>The first sentence shows the existence of an adjectival phrase consisting of "<i>na'at</i> and <i>man'uur</i>" such as هذه قابيلة كثير ا جدا</p>
Nominal phrase structure	<p>اسم "عصمت" معروف للعالم منذ عام ١٩٠٤. وسبق ان سجل ان سفينة بقيادة (جيمس كوك) رست في خليج منطقة عصمت عام ١٧٧٠.</p> <p>The first sentence shows the presence of a nominal phrase consisting of "<i>mubtada</i> and <i>khabar</i>" such as اسم عصمت معروف للعالم منذ عام 1904</p> <p>قابيلة ليمبونج هو قابيلة الأقدم من قبيلة أخرى هو من إحدى قابيلة باتقية توبا. أسلاف هذه قابيلة هو ليمبونج مولانا، الذي جاء من سيانجور مامولا سموسير. و سبب الوارثة لأن مالك</p> <p>The first sentence shows the presence of a nominal phrase consisting of "<i>mubtada</i> and <i>khabar</i>" such as قابيلة ليمبونج هو قابيلة الأقدم</p>
Prepositional phrase structure	<p>القبيلة الجاوية هي أكبر قبيلة في إندونيسيا. القبيلة الجاوية تشتهر هذه</p> <p>The first sentence shows the presence of a prepositional phrase consisting of "<i>jar</i> and <i>majrur</i>" such as القبيلي الجاوية هي أكبر قبيلة في إندونيسيا</p>
Arrangement of Adverbial Attributes	<p>القبيلة الجاوية هي أكبر قبيلة في إندونيسيا. القبيلة الجاوية تشتهر هذه القبيلة بأخلاقها ولطفها وأدبها. لا يتواجد الناس في جاوة فحسب، بل ينتشرون</p> <p>The first sentence shows the existence of an adverbial attribute phrase which is marked by the <i>isim tafdhil</i> such as القبيلي الجاوية هي أكبر قبيلة في إندونيسيا</p>

Table 1 showed identifies that the variety of language structures used in the distribution of student writing varies. This showed that there are 6 structures written in their various tasks. Project-based learning in narrative texts based on ethnic identification is able to provide encouragement for students to be creative and innovative in expressing ideas through sentence structures that are relevant to narrative writing techniques. This grammatical arrangement will form paragraphs to construct narrative text.

Based on the results of data analysis, writing skills learning model with Mind Mapping can be developed with the following steps; First, pretest were carried out on students' skills in producing writing. Assessment based on vocabulary selection and grammatical structure of writing in Arabic. Second, project-based learning was designed to write narrative paragraphs as explained in the first point in the research results. Third, a post test was carried out after learning and assessing the project assignment on the students' Arabic writing skills. The results of the pretest and posttest can be seen as follows:

Table 2. Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	67.51	35	12.519	2.116
	Posttest	77.91	35	8.490	1.435

Based on the data processing above, it was found that the results of learning using Mind Mapping can increase students' writing creativity with a posttest average of 77.91. Meanwhile, there was an increase in scores based on the pre-test before using Mind Mapping media. Hence, the use of Mind Mapping can provide significant value for their creativity in writing narratives with varied themes. The calculation of effectiveness based on SPSS trials can be seen in the following table:

Table 3. Effectiveness Test on Learning Outcomes
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	35	.825	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-10.400	7.313	1.236	-	-7.888	-8.413	34	.000
					12.912				

After testing the person product-moment correlation, it is known that the significance value is 0.00. This value is higher than 0.05, it means, if the significance value is higher than 0.05, then there is no relationship between the values of the pretest and posttest. This is the basis for decision making: 1) If Two-Sided Significance $p < 0.05$ then there is a significant difference between students learning outcomes on the pretest and post-test. 2) If Two-Sided Significance $p > 0.05$ then there is a significant difference

between students learning outcomes on the pretest and post-test. From the table above, it is known that based on the calculation of the paired sample t test with SPSS 24 for Windows, the significance value of Two-Sided $P < 0.001 < 0.05$ is obtained, so it can be concluded that there is a meaningful or significant difference between the learning outcomes.

Based on the findings, the results showed that t-test have a significant effect on students' writing abilities identified by the t-table is lower than t-count. It means that the use of Mind Mapping in learning writing skills can improve their ability to write narratives about Indonesian ethnic groups. Based on the findings, Mind Mapping is able to provide the concept of variation in narrative text.

Various approaches are used to improve writing skills, one of which includes various teaching techniques,¹³ such as Blended Learning which showed effectiveness in improving writing skills.¹⁴ There is also the use of various media that seeks to improve students' ability to write.¹⁵ Based on these findings, it is in line with improving students' writing skills using Mind Mapping media with varied themes. This supports that the learning process requires creative media in its implementation, so that it can encourage students to have a critical and creative mindset.

In producing writing, learning media should be needed so that it can help students to compose and assemble written concepts easier, such as using flow chat media.^{16,17} The use of varied media also provides learning experiences for students. Managing learning in the classroom also requires teacher pedagogical competence in determining the writing skills learning system.^{18,19} However, teachers also point out that students' backgrounds

¹³ Moin Hasan and Mohammad Rezaul Karim, "Scaffolding Effects on Writing Acquisition Skills in EFL Context," *Arab World English Journal* 10, no. 4 (2019): 288–298.

¹⁴ Isyaku Hassan, Ayuni Madarina Abdul Rahman, and Mohd Nazri Latiff Azmi, "Development of English Writing Skills through Blended Learning among ESL Learners in Malaysia," *Arab World English Journal* 7, no. 1 (2021): 377–389.

¹⁵ Noor Diana Suhaimi, Maslawati Mohamad, and Hamidah Yamat, "The Effects of Whatsapp in Teaching Narrative Writing: A Case Study," *Humanities and Social Sciences Reviews* 7, no. 4 (2019): 590–602.

¹⁶ Melanie Selvaraj and Azlina Abdul Aziz, "Utilizing Flow Chart in Writing Narrative Essay: English as Second Language Students' Perceptions," *International Journal of Academic Research in Business and Social Sciences* 10, no. 3 (2020): 1-16.

¹⁷ Abdel Rahman Mitib Altakhaineh and Nimra M. Shahzad, "Using Pictures in Teaching Metaphorical Expressions to Arabic-Speaking EFL Learners," *The Asian Journal of Applied Linguistics* 7, no. 1 (2020): 32–44.

¹⁸ Abdul Haris, M. D. Qutbuddin, and Ahmad Fatoni, "Teachers' Trends in Teaching Arabic in Elementary Schools," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (2021): 195–210.

are needed in determining appropriate strategies for writing skills.²⁰ Apart from that, appropriate learning resources are needed in writing sources.²¹ Learning strategies have recently faced a lot of criticism, especially because the process demands critical thinking.²²

Based on the findings in this research, it was found that students' learning outcomes with Mind Mapping on writing creativity had increased from the pretest condition of 67.51 to 77.91. This means that the use of Mind Mapping in learning has made a significant positive contribution to students' ability to produce more creative written work.²³ This is due to the way Mind Mapping facilitates free thinking, connects ideas, and allows students to organize information hierarchically, which directly affects their ability to express ideas creatively and innovatively. According to Buzan, the Mind Mapping technique imitates the thinking process, allowing us to move from one topic to another dynamically.

This research reveals that students tend to feel interested in using Mind Mapping because they enjoy self-expression through recording information with the use of various colors, symbols and images. The results of observations from researchers show that the use of Mind Mapping in teaching writing can increase student enthusiasm and participation in the learning process. According to Marashi and Kangani, this is caused by the use of Mind Mapping which reduces stress related to uncertainty in starting, continuing and completing the writing process, as well as providing more space to use unique symbols or icons. Students are also able to create personal mind maps because of the experience of writing through their individual perspectives which are different from each other. So, according to Hewitt in Khudair's research, Mind Mapping can be a very effective strategy that teachers can use as an idea gathering exercise to activate students'

¹⁹ Muhyidin Yahya et al., "Online-Based Arabic Learning Management During the Covid-19 Pandemic Era: Plan, Implementation and Evaluation," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 85–98.

²⁰ Khaled Abkar Alkodimi and Ahmed Mohammed Hasan Al-Ahdal, "Strategies of Teaching Writing at Saudi Tertiary-Level Institutions: Reality and Expectations," *Arab World English Journal* 12, no. 2 (2021): 399–413.

²¹ Kay Gallagher and Afaf Bataineh, "An Investigation into the Linguistic Landscape of Translingual Storybooks for Arabic-English Bilingual Children," *Journal of Multilingual and Multicultural Development* 41, no. 4 (2020): 348–367.

²² Anas Hajar, "Shifting Learning Strategies and Future Selves of Arab Postgraduate Students in Britain: A Qualitative Inquiry," *Innovation in Language Learning and Teaching* 15, no. 3 (2021): 233–246.

²³ Zi Yan et al., "Enhancing Students' Self-Efficacy in Creativity and Learning Performance in the Context of English Learning: The Use of Self-Assessment Mind Maps," *Frontiers in Psychology* 13 (2022): 871781.

previous knowledge about certain topics in writing assignments to achieve learning goals.

Furthermore, based on the results of the observations in the pretest, the use of Mind Mapping media can help students to construct structured texts. Yinghui also had statement that Mind Mapping-based teaching helps students develop their cognitive learning outcomes in all subjects.²⁴ In this case, the effectiveness of Mind Mapping in facilitating structural and hierarchical learning shows that this technique not only has a contribution in the context of writing creativity, but also supports student ability to understand and organize information in various learning contexts. This is in line with Qing's findings in his research which stated that students who were given experimental Mind Mapping classes tended to have better writing skills in terms of fluency and elaboration.²⁵ In this context, the use of Mind Mapping was identified as an approach that helps in improving students understanding of learning material, provides a clear writing structure and allows students to develop their cognitive skills effectively.

From this idea, it is understood that the use of Mind Mapping can improve students' understanding of the material, provide a clear framework for writing, and encourage the development of students' cognitive skills effectively. Apart from that, according to Rosciano, the use of mind maps as an active learning strategy is an innovative technique to facilitate student learning. Students can illustrate a vision, demonstrate their contextual knowledge and creativity, and make associations about a goal theme during learning activities. Mind Mapping not only facilitates structure and hierarchy in learning, but also makes a significant contribution to developing students abilities to understand and organize information in various learning contexts. Then, by viewing and understanding the concepts in Mind Mapping comprehensively, students can increase their understanding of the essence of the lesson and enrich their knowledge structure.²⁶

²⁴ Yinghui Shi et al., "Effects of Mind Mapping-Based Instruction on Student Cognitive Learning Outcomes: A Meta-Analysis," *Asia Pacific Education Review* 24, no. 3 (2023): 303–317.

²⁵ Qing-Ke Fu et al., "Impacts of a Mind Mapping-Based Contextual Gaming Approach on EFL Students' Writing Performance, Learning Perceptions and Generative Uses in an English Course," *Computers and Education* 137 (2019): 59–77.

²⁶ Harry Stokhof et al., "Using Mind Maps to Make Student Questioning Effective: Learning Outcomes of a Principle-Based Scenario for Teacher Guidance," *Research in Science Education* 50, no. 1 (2020): 203–225.

Furthermore, in the results of the researchers' findings after conducting the post test, there was a good improvement in the quality of writing Arabic narrative texts based on ethnicity. The project-based learning approach provides strong motivation for students to develop creativity and innovation in conveying ideas on various themes. This is in line with the findings of Fahd et al. in their research that discussed about digital Mind Mapping software to increase students' interest in writing. It is a digital brainstorming technique in improving writing skills.²⁷ Students positive responses to the Mind Mapping strategy give the impression that Mind Mapping helps improve writing skills.²⁸ It shows that the use of Mind Mapping makes a positive contribution in inspiring interest and improving students writing skills in the context of Arabic language learning.

Based on the explanation of the theories above, it could be concluded that learning narrative writing skills using the ethnic identification model was able to build students' interaction patterns during the learning process in this research which was very positive. Students were enthusiastic, active and excited to know in the learning process. Therefore, the use of Mind Mapping on writing skills at UIN Imam Bonjol for students majoring in Arabic language education strengthens students' understanding in producing narrative writing. This article was expected to provide insight and experience for practitioners and academics as well as students of writing skills to use Mind Mapping media and expand the theme of ethnic studies.

This research was limited to one writing skills learning class. Hence, it was recommended further research to test the effectiveness of using Mind Mapping media on a larger sample and using the other method for learning writing skills with themes and other types of text.

Conclusion

This research concludes that learning narrative writing skills using Mind Mapping with an ethnic theme. The theme of the narrative text is ethnic groups consisting of Dayak, Minangkabau, Batak, Javanese, Bugis, Madura, Lombok, Flores, Betawi, Asmat, Sasak ethnic in Indonesia. Using Mind Mapping in learning narrative text writing skills is

²⁷ Fahd Hamad Alqasham and Arif Ahmed Mohammed Hassan Al-Ahdal, "Effectiveness of Mind-Mapping as a Digital Brainstorming Technique in Enhancing Attitudes of Saudi EFL Learners to Writing Skills," *Journal of Language and Linguistic Studies* 17, no. 2 (2021): 1141–1156.

very significant in improving students' writing abilities. This is proven through effectiveness tests and increased creativity through the variety of sentences presented. The findings of this research confirm that Mind Mapping media and various ethnic themes can increase imagination, mastery of understanding in local ethnic and creative skills in constructing narrative text structures. Through this findings, this research had implications for the implementation of Mind Mapping-based learning innovations in learning narrative text writing skills. However, in the process of producing written language, there were several language errors found in terms of vocabulary selection and language style expressed structurally.

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Author Contributions Statement

SR, RW and R contributed in developing ideas and collecting data. DS, IS and RY contributed in processing the literature review and data analysis. KB contributed in classifying the data and presenting the data.

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²⁸ Hadeel Mohammad Al Kamli, "The Effect of Using Mind Maps to Enhance EFL Learners' Writing Achievement and Students' Attitudes Towards Writing at Taif University," *Arab World English Journal* 1 (2019): 1–92.

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