

THE IMPLEMENTATION OF MIND MAPPING LEARNING MODEL IN IMPROVING STUDENTS' SOCIAL STUDIES LEARNING MOTIVATION

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ARTICLE INFO

Article history:

Received: June 09, 2026

Accepted: September 20, 2026

Published: September 28, 2026

Keywords:

Mind Mapping; Social Studies;
Motivation; Learning Model

ABSTRACT

This classroom action research aims to describe the application of the Mind Mapping learning model to improve motivation to learn among IX-E Social Studies students at SMPN 13 Madiun. The research subjects are 32 students in class IX-E at SMPN 13 Madiun for the 2025/2026 school year. Collection of Social Studies learning motivation data through questionnaires. The questionnaire data were analyzed using descriptive qualitative methods. The success indicator is defined as an increase in the average learning motivation score across cycles, with at least 70% of students achieving high or very high scores. Research is carried out in two cycles; each cycle consists of planning, implementation, observation, and reflection stages. The motivation to learn Social Studies of class IX-E students increased after learning was carried out by implementing the Mind Mapping learning model for 2 cycles, with the following results: In the initial condition, the learning motivation of IX-E students was low, with an average learning motivation score of 31,375 out of 80, a standard minimum score. In cycle I, after implementing the Mind Mapping learning model, students' learning motivation is in the medium category, with an average score of 41.91. There are 10 students (31,25%) in the high category. In cycle II, student learning motivation is in the high category with an average score of 55.81. There are 24 students (75%) with high and very high scores. Based on the data analysis, implementing the Mind Mapping learning model can increase the motivation to learn of IX-E Social Studies students at SMPN 13 Madiun.

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INTRODUCTION

The success and continuity of the teaching and learning process are not only determined by internal factors; they are also influenced by other important non-intellectual factors. One factor is someone's ability to motivate themselves. Goleman (in

Ningsih, 2019:27) stated that intelligence quotient (IQ) accounts for only 20%, while 80% comes from other aspects; one of these is emotional quotient (EQ). This aspect includes the ability to motivate themselves, handle stress, manage their mood, show empathy, and work well with others. In other words, motivational factors play a significant role in learning success (Barmo dan Yahaya 2024). Learning motivation is required to accelerate the attainment of educational goals.

McDonald (in Ningsih, 2019:28) argued that motivation is energy change within the person characterized by affective arousal and anticipatory goal reactions. Energy change within the person in the form of real activity, including physical activities. As individuals have specific goals, they tend to be highly motivated to achieve them and make the necessary effort to attain them. According to Suryabrata (in Djaali, 2015:101), motivation is an internal condition within individuals that drives them to engage in specific activities to achieve a particular goal. While Gates (in Djaali, 2015:101) declared that motivation is an internal physiological and psychological condition that controls their actions in certain ways. Uno (2018:23) clarified that motivation and learning are two influential factors. The nature of learning motivation refers to students' internal and external drives experienced in behavioral changes, generally supported by several indicators (Kusuma, Faisal, dan Dahlia 2024; Muhibbin dkk. 2021; Nadifa, Wahyudi, dan Sumariyani 2025). This condition plays a crucial part in students' learning success. Therefore, learning motivation is essential for accelerating the achievement of educational objectives (Rifa'I and Rokhman, 2018).

This research adopts Uno's learning motivation statement as a conceptual framework. According to Uno (2018, p. 23), indicators of learning motivation encompass both internal and external factors. The internal indicators include the desire and aspiration to succeed, the drive and need to learn, hopes for the future, and rewards or recognition in learning. External factors include engaging learning activities and a conducive learning environment that enable students to learn effectively. Every student has a different learning motivation. According to Ricardo and Meilani (2017), students who demonstrate high levels of learning motivation tend to achieve higher academic grades. They also show better time management, stronger literacy skills, higher efficacy, and higher learning outcomes. On the contrary, students who indicate lower learning motivation tend to withdraw from social interaction, have higher rates of school dropout, experience a high level of anxiety, and achieve lower academic outcomes. Having students with a high level of motivation to learn is certainly a hope for every teacher. This condition creates a more conducive environment in the teaching and learning process. However, in practice, many students exhibit low motivation to learn.

Social Studies (IPS) is a field of study that integrates several social science disciplines (Endayani, 2017). Social Studies learning materials are adopted from various social science disciplines, including geography, history, sociology, anthropology, social psychology, economics, political science, legal studies, and other social sciences. Those disciplines provide foundational material to support the implementation of teaching and learning programs in primary and secondary schools (Pariantie 2022). Social Studies, as

we know today, tends to be boring. The learning model, which generally relies on memorization, is one of the main factors contributing to the perceived dullness. Enjoyable and innovative delivery of material is crucial in the Social Studies class.

State Junior High School 13 is one of the many favorite schools in Madiun City. Observations revealed that the teaching and learning process, particularly in Social Studies, remains teacher-centered. Teachers continue to use the lecture method, making the learning process seem boring and meaningless to students. The lecture method minimizes students' involvement in the learning process, resulting in teachers appearing more active while students tend to remain passive. Students' activities are mostly limited to listening, taking notes, and completing exercises. The habit of being passive contributes to students' reluctance. They tend to be afraid to ask questions about materials they do not yet understand. Consequently, Social Studies becomes less meaningful for them. In addition, most teachers have not yet implemented appropriate learning models, resulting in a less engaging, more boring, and less pleasant learning process. This condition can lead to a decline in students' motivation to learn.

Initial reflection and observation in Social Studies for IX-E students at SMPN 13 Madiun showed that the average score for student learning motivation was categorized as low, with 31,374 out of an ideal score of 80. In addition, the data revealed that no student was categorized as very high or very low. There was one student (3.13%) with a high level of learning motivation, 12 students (37.5%) with a moderate level of learning motivation, and 19 students (59.37%) with a low level of learning motivation.

To improve motivation to learn, a teacher should create a safe, conducive classroom environment while delivering the learning material. Social Studies instruction should be designed innovatively to meet students' needs and improve the quality of Social Studies learning. Furthermore, the learning process should provide opportunities to maximize students' abilities and improve motivation to learn. To improve students' motivation to learn, one solution in Social Studies instruction is to implement innovation. The Mind Mapping learning model is one of many models that can improve motivation to learn. The Mind Mapping learning motivation was chosen because of its low complexity, while it is highly recommended to develop students' ideas and perspectives on a particular problem.

Buzan (as cited in Sukardi, Turhan, and Sarmini, 2025) stated that Mind Mapping is a thinking tool that leverages the brain's ability to connect ideas nonlinearly. By using visual elements such as lines, colors, symbols, and pictures, Mind Mapping helps students understand the relationships among concepts in a more structured and engaging way. Additionally, Buzan emphasized that the human brain naturally tends to remember information more easily presented visually than in linear text. Therefore, Mind Mapping serves as an effective tool for enhancing students' understanding of complex learning materials.

According to Kustian (2021), a Mind Map is a learning model that uses visual tools to help organize and map the content of learning material. Mind Map allows students to study and analyze the learning material easily. As a tool, Mind Map can be relied upon

as a creative and effective note-taking technique that helps individuals map their thinking (Buzan, cited in Kustian, 2021). As an instrument, a Mind Map is categorized as a cognitive organizer that serves as a stimulator, enabling human cognition to operate more effectively and efficiently (Chen and Hung, cited in Kustian, 2021).

The implementation of Mind Mapping to improve students' motivation to learn in Social Studies was an appropriate and effective approach. It creates a more engaging, interactive, and enjoyable learning process. It also reduces students' boredom with the monotony of Social Studies lessons. Mind Mapping has been shown to improve students' motivation to learn. Mind Map incorporates various colors, images, and symbols that can stimulate the brain's right hemisphere. It also creates an enjoyable learning environment. Furthermore, it reduces feelings of boredom compared with lengthy linear text notes. Additionally, Mind Mapping condenses information into concise keywords. This process develops students' creative and critical thinking skills while reducing their cognitive load. It helps them remain engaged and less mentally fatigued during the learning process. The process of creating a Mind Map requires students to actively summarize information, design their maps, and determine their own lines of thought. A sense of belonging to their personal notes can boost self-confidence and strengthen students' intrinsic motivation to learn.

Research conducted by Rifa'i and Rokhman (2018) concluded that implementing the Mind Mapping learning model, using pictures with colored markers, was highly effective in increasing students' motivation to learn history. This study was conducted in the History Specialization class of XI Social Science 1 at SMA Negeri 1 Depok Sleman, Yogyakarta, during the 2017/2018 academic year. Another research conducted by Natasia and Safrul (2022) revealed that the Mind Mapping learning model had a significant effect on the learning motivation of fifth-grade elementary school students. The implementation of the Mind Mapping learning model encouraged students to become more actively involved in the teaching and learning process. The Mind Mapping learning model also facilitated their understanding of the subject matter and helped them take notes more effectively by organizing key points in their own words.

Based on the research background described above, the research problem is formulated as follows: How can implementing the Mind Mapping learning model improve IX-E students' motivation to learn Social Studies at SMPN 13 Madiun? In line with the research question, this study aims to describe the implementation of the Mind Mapping learning model to improve the motivation to learn of IX-E Social Studies students at SMPN 13 Madiun. The implementation of the Mind Mapping learning model to improve students' motivation to learn in Social Studies is expected to be an appropriate and effective approach. In addition, it makes the learning process more engaging, interactive, and enjoyable while reducing students' feelings of monotony and boredom during Social Studies lessons.

RESEARCH METHOD

This study adopts classroom action research. Classroom Action Research (CAR) is

research conducted by pre- and in-service teachers in their own classrooms through collaborative or participatory approaches. CAR aims to improve teachers' performance in terms of the quality of the learning process and students' learning outcomes, both academic and non-academic, through reflective cycles (Tampubolon, cited in Riyanto, 2025, p. 74). The main objective of this CAR was to improve students' motivation to learn and participation. The study included 16 males and 16 females, comprising 32 students from IX-E at SMPN 13 Madiun during the 2025/2026 school year. The research was conducted over eight consecutive months, from October 2025 to May 2026. Each cycle consisted of three meetings: two for the learning process and one for administering the questionnaire. Each meeting lasted two lesson periods (2 x 40 minutes).

The data collection techniques used in this study were observation, a questionnaire, and documentation. According to Sanjaya (as cited in Nugraheni, 2018, p. 35), observation serves as a primary instrument for data collection. An observation was conducted during the learning process in grade IX-E at SMPN 13 Madiun. Observation activities were conducted to assess the implementation of the Mind Mapping learning model. Observations were also conducted to examine students' motivation to learn in Social Studies. To assess students' motivation in Social Studies, a motivation questionnaire was administered.

In this study, the questionnaire was a scale, specifically a student learning motivation scale. The learning motivation questionnaire consisted of 20 items. Each item was scored on a scale of 1-4, yielding a maximum possible score of 80 (20×4). This was intended to classify students into five levels of learning motivation: very high, high, moderate, low, and very low. The documentation was collected throughout the research process. The documentation included photographs of learning activities and students' products. Information obtained from these documents strengthened and complemented the data analyzed in the study.

To address the research problem, an action was carried out by implementing the Mind Mapping learning model. The stages of this CAR consisted of Planning, Action, Implementation, Observation, and Reflection. The stages were conducted in cycles. The cycle was repeated if the research problem had not yet been resolved. The procedure of this CAR is illustrated in Figure 1.

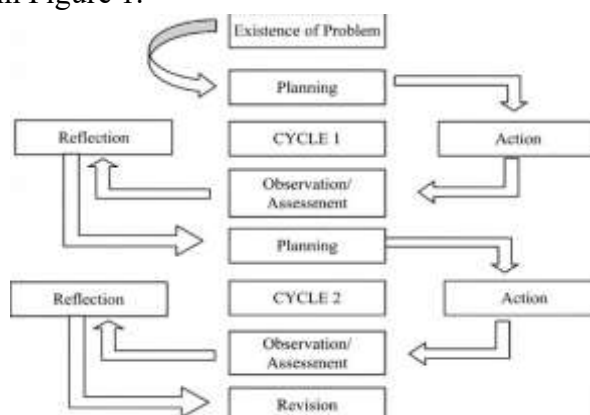


Figure 1. Classroom Action Research Cycles
(Adapted from Arikunto (cited in Riyanto, 2025, p. 81))

Performance indicators are characteristics used to measure the achievement of specific objectives. In this study, the performance indicators were intended to enhance students' motivation to learn Social Studies by implementing the Mind Mapping learning model. Students' learning motivation is considered improved if the average learning motivation score increases substantially in each cycle and at least 70% of the students achieve high or very high levels of learning motivation. The performance indicators used in this study are presented in Table 1.

Table 1. Research Performance Indicators

Research Problem	Research Objective	Performance Indicators
(1)	(2)	(3)
How can implementing the Mind Mapping learning model improve motivation to learn in Social Studies among IX-E students at SMPN 13 Madiun?	Describing the implementation of the Mind Mapping learning model to improve students' learning motivation in Social Studies of IX-E students of SMPN 13 Madiun.	1. An increase in the average learning motivation score of IX-E students of SMPN 13 Madiun through the implementation of the Mind Mapping learning model in each cycle. 2. The percentage of students with high and very high levels of learning motivation reaches at least 70%.

This Classroom Action Research employed qualitative and descriptive quantitative data analysis techniques. Qualitative data analysis was conducted to obtain information regarding the planning and implementation of the actions. This technique was used to analyze observation data collected during the learning process through the implementation of the Mind Mapping learning model. Quantitative data analysis involved calculating the average learning motivation scores of students obtained from the questionnaire.

The formula to calculate the average score is as follows: $\bar{x} = \frac{\sum x}{\sum n}$

Where:

$\bar{x}$ = average score

$\sum x$ = total score

$\sum n$ = number of students

The qualification of learning motivation scores in each cycle is categorized as presented in Table 2.

Table 2. Category of Students' Social Studies Learning Motivation Scores

No	Value	Category
1	$65 \leq x \leq 80$	Very High
2	$49 \leq x \leq 64$	High
3	$33 \leq x \leq 48$	Moderate
4	$17 \leq x \leq 32$	Low
5	$x \leq 16$	Very Low

RESULTS AND DISCUSSION

Based on the initial observation, the teaching and learning process in Social Studies of IX-E students was found to be relatively monotonous. The teacher primarily relied on

the lecture method, which led to limited student participation and a predominantly passive learning environment. As a result, the learning environment became monotonous and less engaging, making it difficult for students to understand the material. Furthermore, the teacher had not yet implemented an appropriate instructional model, resulting in a lack of variety and opportunities for active student engagement. This resulted in low levels of students' motivation to learn. Based on the initial assessment, the students' Social Studies learning motivation scores at baseline are presented in Table 3.

Tabel 3. Initial Description of IX-E of SMPN 13 Madiun Social Studies Learning Motivation Score

Statistic	Value
Subject	32
Highest Score	49
Lowest Score	20
Score Range	29
Average Score	31,375
Median	27,5
Modus	25

Based on Table 3, the scores were grouped into interval-scale categories, and the resulting frequency distribution is presented in Table 4.

Tabel 4. Frequency Distribution and Percentage of Students' Social Studies Learning Motivation Score at Initial Condition (Pre-Cycle)

No	Score	Category	Frequency	Percentage (%)
1	$65 \leq x \leq 80$	Very High	0	0
2	$49 \leq x \leq 64$	High	1	3,13
3	$33 \leq x \leq 48$	Moderate	12	37,5
4	$17 \leq x \leq 32$	Low	19	59,37
5	≤ 16	Very Low	0	0
Total			32	100

Based on Tables 3 and 4, it can be interpreted that prior to the implementation of the Mind Mapping learning model in Social Studies, none of the IX-E students of SMPN 13 Madiun fell into either the very high or very low category of learning motivation. One student (3.13%) was classified in the high category, 12 students (37.5%) were classified in the moderate category, and 19 students (59.37%) were classified in the low category. The average student learning motivation score at the initial condition was 31.375. Only 3.13% of the students were classified in the high or very high categories. Thus, at the pre-cycle stage, the motivation for Social Studies learning among IX-E students at SMPN 13 Madiun was classified as low. Therefore, an innovation in learning was needed to improve students' motivation to learn Social Studies.

1. Cycle I

Based on the observations conducted, it was found that the Social Studies teacher had implemented the Mind Mapping learning model in the learning process. The instruction was communicative while the students were actively engaged in the

learning activities. The teacher assessed students' knowledge, attitudes, and skills using formative assessments, midterm summative assessments, and end-of-semester summative assessments. Assignment performance and student participation were also taken into account. Based on the results of the innovation implemented in Cycle I, the Social Studies learning motivation score of IX-E students was obtained. A description of the students' Social Studies learning motivation scores in Cycle I is presented in Table 5

Tabel 5. Description of Social Studies Learning Motivation Scores of IX-E Students of SMPN 13 Madiun in Cycle I

Statistic	Value
Subject	32
Highest Score	63
Lowest Score	29
Score Range	34
Average Score	41,91
Median	39,5
Modus	33

Based on Table 5, the frequency distribution of Social Studies learning motivation scores of IX-E students in Cycle I is presented in Table 6

Tabel 6. Frequency Distribution and Percentage of Social Studies Learning Motivation of IX-E Students of SMPN 13 Madiun in Cycle I

No	Score	Category	Frequency	Percentage (%)
1	$65 \leq x \leq 80$	Very High	0	0
2	$49 \leq x \leq 64$	High	10	31,25
3	$33 \leq x \leq 48$	Moderate	14	43,75
4	$17 \leq x \leq 32$	Low	8	25
5	≤ 16	Very Low	0	0
Total			32	100

Combining data from Tables 5 and 6, it can be revealed that following the implementation of the Mind Mapping learning model in Social Studies during Cycle I, none of the IX-E students of SMPN 13 Madiun (0%) were classified in either the very high or very low category of learning motivation. Ten students (31.25%) were classified in the high category, 14 students (43.75%) in the moderate category, and 8 students (25%) in the low category. The average student learning motivation score in Cycle I was 41.91. At the same time, the percentage of students who achieved the high and very high learning motivation category was 31.25%. The number was still considerably below the school's established success criterion of 70%. This indicates that, at the class level, IX-E students had not yet achieved the target. Therefore, the motivation for Social Studies learning among IX-E students at SMPN 13 Madiun in Cycle I was classified as moderate. Accordingly, further improvement to the

innovation was needed to increase students' motivation to learn Social Studies.

The average Social Studies learning motivation score in Cycle I was 41.91. Compared with the initial score (pre-cycle), which was 31.375, this represents an increase of 10.535 points. The comparison and increase of the average score are illustrated in Figure 2

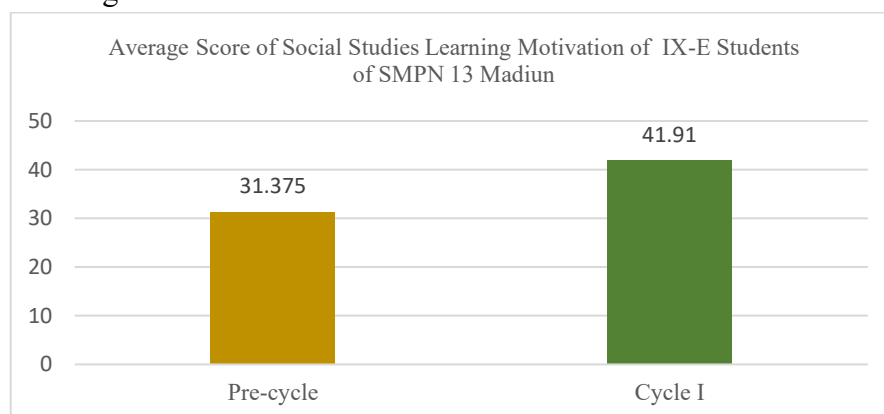


Figure 2. Average Score of Social Studies Learning Motivation Pre-Cycle and Cycle I

2. Cycle II

Based on the evaluation of the Cycle I findings, the Cycle II implementation was focused on addressing the identified shortcomings and weaknesses. Cycle II also optimizes the roles of both the teacher and students in the learning process. The teacher's instructional practices needed further improvement, particularly in encouraging students to participate actively, delivering lessons more creatively, and enhancing questioning skills. The teacher also improved the implementation of the Mind Mapping learning model, making more effective use of visual media and strengthening time-management skills.

A description of the Social Studies learning motivation scores of IX-E students of SMPN 13 Madiun in Cycle II is presented in Table 7

Tabel 7. A description of the Social Studies learning motivation scores of IX-E students of SMPN 13 Madiun in Cycle II

Statistic	Value
Subject	32
Highest Score	79
Lowest Score	30
Score Range	49
Average Score	55,81
Median	52
Modus	50

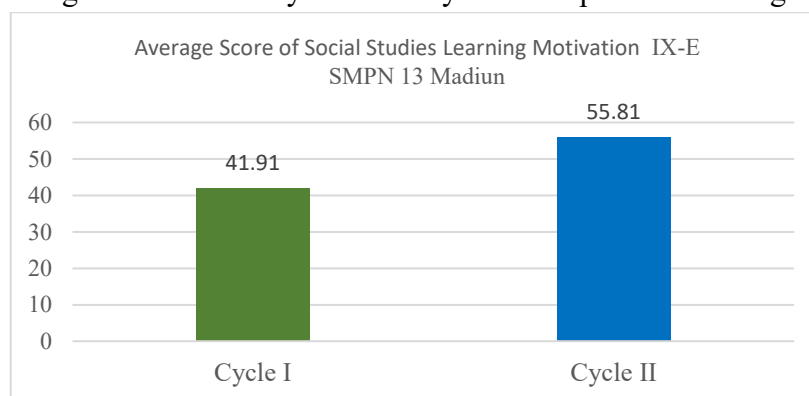
Based on Table 7, the Social Studies learning motivation scores of IX-E students of SMPN 13 Madiun in Cycle II were classified into an interval category. The frequency distribution is presented in Table 8

Tabel 8. Frequency Distribution and Percentage of Social Studies Learning Motivation of IX-E Students of SMPN 13 Madiun, Cycle II

No	Score	Category	Frequency	Percentage (%)
1	$65 \leq x \leq 80$	Very High	11	34,38
2	$49 \leq x \leq 64$	High	13	40,62
3	$33 \leq x \leq 48$	Moderate	7	21,88
4	$17 \leq x \leq 32$	Low	1	3,12
5	≤ 16	Very Low	0	0
Total			32	100

The integration data from tables 7 and 8 found that following the implementation of the Mind Mapping learning model in Social Studies during Cycle II, 11 students (34.38%) were classified in the very high category, 13 students (40.62%) in the high category, 7 students (21.88%) in the moderate category, and 1 student (3.12%) in the low category. No students (0%) were classified in the very low category. The average Social Studies Learning motivation score in the Cycle was 55.81, which was classified as high. Furthermore, 75% of the students (24) were classified into the high and very high categories.

The average student learning motivation score in Cycle II was 55.81. Compared with the average score in Cycle I, which was 41.91, this represents an increase of 13.90 points. The comparison and increase of the average score of Social Studies learning motivation in Cycle I and Cycle II are presented in Figure 3

**Figure 3.** Average Score of Social Studies Learning Motivation in Cycle I and Cycle II

Based on the study's findings, it can be concluded that implementing the Mind Mapping learning model in Social Studies instruction increased the motivation to learn among IX-E students. This was indicated by the increase in the students' average motivation score across the pre-cycle, Cycle I, and Cycle II. The findings suggest that the use of the Mind Mapping learning model positively affected students' motivation to learn Social Studies. This finding can be seen in Figure 4

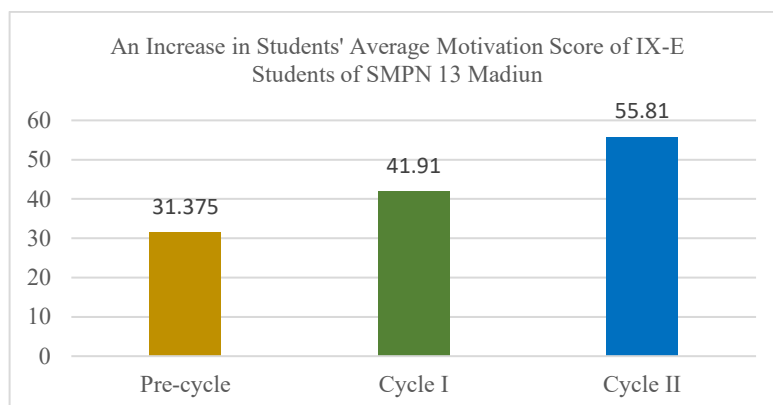


Figure 4. An Increase in Students' Average Learning Motivation to Learn Social Studies

The success criteria for implementing the Mind Mapping learning model to improve the motivation for Social Studies learning among IX-E students at SMPN 13 Madiun were met. The achievement of these criteria further supports the view that teachers are an essential component in facilitating the teaching and learning process. Furthermore, teachers play a crucial role in optimizing students' existing potential.

The implementation of the Mind Mapping learning model in Social Studies instruction makes the teaching and learning process more engaging, enjoyable, and innovative. As a result, it boosts students' active participation in meaningful learning. The implementation of the Mind Mapping learning model also improves students' learning motivation since the teacher designed learning experiences that are tailored to students' learning needs.

This finding is consistent with a study conducted by Rifa'I and Rokhman (2018). The study concluded that the implementation of the Mind Mapping learning model, complemented by illustrations, coloured markers, and rewards, was highly effective in enhancing students' motivation to learn history in the specialized history class of Social Sciences 1 at SMA Negeri Depok, Sleman, Yogyakarta, during the 2017/2018 schooling year. By utilizing visual elements such as lines, colors, symbols, and images, Mind Mapping enables students to understand the connection among concepts in a more structured and engaging manner.

CONCLUSION

Based on the results and discussion presented previously, it can be concluded that the motivation for Social Studies learning among IX-E students at SMPN 13 Madiun during the 2025/2026 school year improved through the implementation of the Mind Mapping learning model. The improvement in students' learning motivation is evident in the increase in their average motivation scores. In the pre-cycle, the Social Studies learning motivation of IX-E students was categorized as low, with an average score of 31.375, below the minimum creation score of 80. In Cycle I, following the implementation of the Mind Mapping learning model, students' motivation to learn was categorized as moderate. With an average score of 41.91, 10 students (31.25%) were classified as high-motivation. In Cycle II, students' motivation to learn was categorized

as high. With the average score increasing to 55.81, a total of 24 students (75%) were classified in the high and very high motivation categories.

The implementation of the Mind Mapping learning model serves as an alternative instructional strategy to improve students' motivation to learn in Social Studies. Teachers can utilize this model to create more active and enjoyable learning experiences. The use of colors, images, symbols, and interconnected branches of ideas in Mind Mapping can catch students' attention. In addition, this approach encourages students to participate more actively in the learning process. Furthermore, as a learning model, Mind Mapping is not limited to Social Studies instruction. This learning model can also be applied to other subject areas to improve students' motivation to learn.

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