



JOURNAL OF ISLAMIC EDUCATION
Vol. 10 No. 2 July – December 2025
P-ISSN 2503-5363; E-ISSN 2528-0465
<https://ejournal.letiges.or.id/index.php/jie>

The Application of Mind Mapping in Grammar Teaching to Improve the Ease of Understanding Arabic Grammar

*Choniatul Khumaidah¹, Anisah Triyuliasari², Ahmad bin Abdul Hadi Abdul Jawwad Fliefil³

¹Universitas Islam Negeri (UIN) Sayyid Ali Rahmatullah, Jl. Mayor Sujadi Timur No. 46, Tulungagung, East Java, Indonesia

²Universitas Muhammadiyah Malang, Jl. Raya Tlogomas No. 246, Malang, East Java, Indonesia

³Universitas Al Azhar, Kairo, Kegubernuran Kairo, Mesir
*choniatul660@gmail.com

Article Information	Abstract
Received: 13 July 2025	<i>Arabic grammar is the correct standard for speaking and writing. Therefore, Arabic grammar is a necessity as an instrument for understanding Arabic. The application of mind mapping can improve learning abilities in learning Arabic qawaid. The researcher used a qualitative-descriptive approach. The data collection method used participant observation, unstructured interviews, and documentation. The primary data sources used several Arabic language lecturers, several Islamic school teachers and lecturers, and several students. The data analysis techniques used were collection, reduction, display, and conclusions. The researcher used a triangulation technique to test the data's validity. Research results the application of mind maps shows a unique method that makes students enthusiastic. The result of this study confirms that the application of mind mapping in Arabic grammar learning, specifically in the Jurumiyyah book, has proven effective in improving students' comprehension, retention, and motivation. Research conducted at the Bustanu Usyaqil Qur'an Islamic Boarding School and State Islamic University of Sayyid Ali Rahmatullah Tulungagung shows that mind mapping can transform learning from a conventional and abstract approach to a more interactive, visual, and understandable one. With proper planning, this method helps students understand Arabic grammar systematically and fosters creativity, independent learning, and active involvement in the learning process. In this study, the implications are not only strengthening grammatical understanding but also contributing to the comprehensive</i>
Revised: 19 August 2025	
Accepted: 26 August 2025	
Published: 3 September 2025	
Keywords: <i>Mind Mapping, Comprehension Ability, Learning Ability, Grammar, Arabic Grammar.</i>	

¹ orcid id: <http://orcid.org/0009-0006-1647-9337>

² orcid id: <http://orcid.org/0009-0004-1951-9424>

improvement of the quality of Arabic language education, while opening up opportunities for developing similar methods in other Islamic subjects.

Tata bahasa Arab merupakan standar yang benar untuk berbicara dan menulis. Oleh karena itu, tata bahasa Arab merupakan suatu instrumen wajib untuk memahami bahasa Arab. Penerapan *mind mapping* dapat meningkatkan kemampuan belajar dalam pembelajaran *qawaid* bahasa Arab. Peneliti menggunakan pendekatan kualitatif-deskriptif. Metode pengumpulan data menggunakan observasi partisipan, wawancara tidak terstruktur, dan dokumentasi. Adapun sumber data primer menggunakan beberapa dosen bahasa arab, beberapa *ustadz/ustadzah*, guru dan dosen madrasah diniyah, dan beberapa siswa. Teknik analisis data yang digunakan adalah pengumpulan, reduksi, penyajian, dan penarikan kesimpulan. Peneliti menggunakan teknik triangulasi untuk menguji keabsahan data. Hasil penelitian penerapan *mind mapping* menunjukkan metode yang unik dan membuat siswa antusias. Hasil penelitian ini menegaskan bahwa penerapan *mind mapping* dalam pembelajaran tata bahasa Arab, khususnya pada kitab Jurumiyyah, terbukti efektif dalam meningkatkan pemahaman, retensi, dan motivasi siswa. Penelitian yang dilakukan di Pondok Pesantren Bustanu Usyaqil Qur'an Ngunut dan Madrasah Diniyah Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung menunjukkan bahwa *mind mapping* dapat mengubah pembelajaran dari pendekatan konvensional dan abstrak menjadi lebih interaktif, visual, dan mudah dipahami. Dengan perencanaan yang tepat, metode ini membantu siswa memahami tata bahasa Arab secara sistematis dan menumbuhkan kreativitas, pembelajaran mandiri, serta keterlibatan aktif dalam proses pembelajaran. Dalam penelitian ini, implikasinya tidak hanya memperkuat pemahaman tata bahasa tetapi juga berkontribusi pada peningkatan kualitas pendidikan bahasa Arab secara komprehensif, sekaligus membuka peluang untuk mengembangkan metode serupa dalam mata pelajaran Islam lainnya.

I. INTRODUCTION

Islam is the only religion in the world that makes language an important tool to maintain the integrity and purity of its teachings. In Islam, the famous language is Arabic. Language is a personal formation tool and includes various cultural forms (Sakdiah & Sihombing, 2023). Arabic is necessary to study and deepen Islamic religious knowledge, linguistics, and the like (Wahba et al., 2022). Arabic is an important language in the Islamic world and the primary medium for understanding the Koran, Hadith, and classical books. Arabic grammar (*qawaid*) skills are an absolute requirement for someone to be able to read, understand and interpret

these texts correctly (Sya'bani & Has, 2023). Scholars' books in various Islamic knowledge branches are also written in Arabic (Umam, 2024).

Apart from that, various classical Arabic books are used as references in making legal decisions, especially books taught in public schools and Islamic boarding schools. In Arabic, grammar is divided into several levels: Jurumiyyah, Imrithi, and Alfiyyah. Arabic grammar has a complex structure, ranging from i'rab and tashrif to understanding nahwu and sharaf (Fuadah, 2024). One of the foundational texts, al-Jurumiyah, remains the primary reference in various Islamic educational institutions. However, it is often taught without a visual or innovative approach, resulting in poor student understanding of the grammatical material (Asiah et al., 2022).

This is consistent with the reality on the ground, showing that many students struggle to learn Arabic grammar because the teaching approach remains conventional and tends to be abstract. Learning remains teacher-centred, leaving students passive and merely receiving material without being given the space to construct their own, meaningful understanding (Hamidah et al., 2024). This is reinforced by the results of previous research, which found that 72% of students in Islamic high schools found it difficult to understand the concept of nahwu because the methods used tended to be monotonous, memorisation-based, and not adapted to students' visual or kinesthetic learning styles (Sya'bani & Has, 2023). Other research also stated that many students considered nahwu and sharaf lessons "scary" subjects because they used difficult-to-understand technical terms and were not accompanied by applicable examples in everyday contexts (Nabihah et al., 2025).

Learning Arabic certainly requires knowledge and understanding of grammar and morphology, making it easier to learn and understand (Nuryadin et al., 2024). Students studying grammar books, such as the Jurumiyah, can easily read and understand Arabic language books. Given the important role of Arabic in society, it is crucial for Muslims, especially students, to master Arabic language skills.

Therefore, to fill the gap in these studies, the mind mapping approach can be used as a novel and unique alternative method to increase the effectiveness of

Arabic learning for students. Mind mapping, as a method of visualising thoughts, has been shown to improve memory, concentration, and material comprehension because it simultaneously involves creative and cognitive processes (Azizah, 2020). Umi & Mohamad (2023) explain that mind mapping works according to the brain's associative and non-linear workings, making it particularly suitable for understanding grammatical structures.

Based on the results of an initial survey conducted by researchers at the Bustanu Usyaqil Qur'an Islamic boarding school, it was found that the institution had planned and implemented its teaching well using mind mapping. Meanwhile, the survey results at UIN Sayyid Ali Rahmatullah show that grammar learning benefits students, especially those who take study programs in disciplines that include courses using Arabic textbooks, such as PAI, IAT, BSA, PBA and similar disciplines. This learning is accompanied by mind mapping, which encourages students to understand and increase their memory speed, and can increase interest and motivation in learning grammar. Both institutions have implemented mind mapping in teaching Arabic grammar. However, the implementation and evaluation are still lacking, so further analysis is needed to ensure that the application of mind mapping in both institutions is more optimal and positively impacts student academic performance.

This was done to address the gap between the complexity and content of the book and the students' comprehension capacity. This method also addressed the challenges posed by the initial survey results, which indicated that students were confused about understanding the Arabic language structure. Therefore, mind mapping can address this confusion. Previous research has shown that mind mapping significantly improves students' understanding of the contents of the *Jurumiyyah* book and other grammar books taught. Students understand more easily and become more engaged and active in the learning process because they can visually connect concepts (Nur et al., 2022). In addition to cognitive aspects, the mind mapping approach also impacts students' affective aspects. They become more motivated, confident, and interested in the subject. This finding aligns with

research by Fu'adah (2021), which found that visual-based learning can increase self-confidence and learning satisfaction.

Theoretically, this research draws on Bruner's cognitive theory, which emphasises the importance of visual representation in building student understanding. Visualising grammar material through mind mapping is a concrete form of scaffolding that encourages students to achieve a higher level of understanding (Bruner, 1961). Furthermore, this approach reflects Piaget's constructivist theory, which states that students must be given space to construct knowledge through experience and direct involvement in learning. Mind maps provide this space through elaboration and visual association (Piaget, 2003).

The uniqueness of this research lies in integrating the mind mapping method within the context of textual classical Arabic texts. Until now, grammar texts have mainly been verbal and lack visual approaches. This research will provide a tangible contribution by integrating mind mapping with the classical texts' content while increasing teaching effectiveness. Previous studies have focused more on the effectiveness of mind mapping in general subjects (Zainul et al., 2024). This research contributes to expanding its application to classical Arabic language learning in Islamic boarding schools (*pesantren*) and Islamic schools (*madrasah diniyah*), thus creating a novel research initiative. Another unique feature of this study is the use of two locations with distinct institutional characteristics: one based in a traditional Islamic boarding school (*pesantren*), and the other in a formal university. This allows for broader implementation comparisons and can serve as a model for integrating mind mapping-based grammar learning across various levels of Islamic education.

Based on this background, this study aims to determine how mind mapping is implemented in grammar learning and its evaluation on improving Arabic language comprehension at the Bustanu Usyaqil Qur'an Islamic Boarding School in Ngunut and State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Thus, this study opens a new discourse on the importance of a visual approach in learning classical texts. The implications are not only for understanding the material but also for improving the quality of Arabic language education. The application of mind

mapping in Arabic grammar learning facilitates students' understanding of Arabic sentence structure and increases their enthusiasm for learning and long-term retention of the material. This can serve as a basis for expanding the implementation of mind mapping in Arabic language curricula at other Islamic institutions.

II. METHOD

The approach used in this study was descriptive qualitative, obtained from written, oral, and documented data from sources or informants (Sugiyono, 2019). Therefore, the researcher intended to present facts and information about grammar learning using mind mapping to improve understanding of Arabic grammar. The first research location was the Bustanu Usyaqil Qur'an Islamic Boarding School in Ngunut, Tulungagung, East Java. This is because this boarding school provides Arabic language learning, with a varied student population, from junior high school to university. Furthermore, the boarding school implements *Jurumiyyah* teachings using the mind mapping method, making it an interesting study. The second location was the *Madrasah Diniyah* at State Islamic University of Sayyid Ali Rahmatullah Tulungagung, East Java. The researcher chose this location because it is one of the universities with an Islamic boarding school for new students, and it offers *Jurumiyyah* teachings using the mind mapping method. Students are required to attend this class as a graduation requirement.

In qualitative research, the researcher collected data using participant observation, unstructured interviews, and documentation. These interviews were conducted to obtain data not obtained through observation and specifically to delve deeper into what was observed. Interviews were conducted with administrators, teachers, and students as key informants selected using snowball sampling. Documentation was conducted by searching for data in notes, texts, books, work meeting reports, agendas, and the like. Documents were used to strengthen data sources and as supplementary data (Miles et al., 2014).

Next, data analysis techniques were carried out using the following steps: data reduction, data evaluation, data verification, and data validation. To test the validity of the data, researchers used triangulation techniques supported by extensive

observation and research diligence. Triangulation is divided into three parts: Source Triangulation, Technical Triangulation, and Time Triangulation (Creswell, 2019). Thus, data will be verified by conducting observations in areas relevant to the research. The final examination results will provide objective information related to the research (Miles et al., 2014).

III. FINDINGS AND DISCUSSION

Planning the Application of Mind Maps in Arabic Grammar Learning to Improve Understanding

Based on data collection, the Bustanu Usyaqil Qur'an Islamic Boarding School is a Quran memorisation institution that studies books such as *Jurumiyyah*, *Fath Mu'in*, *Arba'in Nawawi*, *Tafsir Jalalayn*, and similar books. Studying several books is mandatory for all students, from elementary to university. Meanwhile, State Islamic University of Sayyid Ali Rahmatullah Tulungagung offers a Madrasah Diniyah program mandatory for all new students in the first two semesters. It offers several specialisation classes, including *tilawah* (recitation), *tahfidz* (memorisation), and book classes, divided into three classes: *ula (jurumiyah)*, *wustho (imrithi)*, and *ulya (alfiyah)*.

Both locations have their own characteristics. At the Bustanu Usyaqil Qur'an Islamic Boarding School, after completing grammar lessons (the *Jurumiyyah* book), students immediately move on to the next book, such as *Fath Mu'in*, with distinctive explanations using Javanese meanings. Teachers use mind mapping at this institution when teaching *Jurumiyyah*, enabling students to grasp the lesson quickly. Meanwhile, lecturers teach several books at UIN Sayyid Ali Rahmatullah according to a predetermined schedule. In this case, lecturers explain using Indonesian translations. Students are taught several books, such as *Jurumiyyah*, *Aqidatul 'Awam*, and similar books. At both institutions, Arabic grammar instruction has begun integrating mind mapping to facilitate student comprehension. An interview with one of the Arabic lecturers revealed that grammar is taught through planning and preparation before class. This planning is explained as follows:

Material Planning

The Arabic grammar course at the Bustanu Usyaqil Qur'an Islamic Boarding School is a grammar teaching method. Meanwhile, at State Islamic University of Sayyid Ali Rahmatullah Tulungagung, grammar is also one of the teaching methods. Before planning material, teachers should determine which books to use as a guide. This aligns with an interview with a professor who stated:

"Developing an Arabic grammar course at the Bustanu Usyaqil Qur'an Islamic Boarding School begins with selecting a book and determining the teaching method."

Learning Planning

In this case, the next step is to design the lesson after the teacher has determined the book and planned the material. Teachers must prepare themselves before entering the classroom, just as they prepare the material for students. Likewise, students must prepare to learn and understand the material to maintain physical and mental health. This is in line with the interview with the professor, who said:

"Before entering the classroom, teachers must master the material or teaching materials before explaining it to students."

Each teacher prepares a lesson plan, including materials, time, media, etc. Therefore, before teachers enter the classroom, the lesson plan should be prepared in advance for the convenience of both teachers and students.

Teaching Methods

Teaching methods vary, so teachers must determine the most appropriate method for the students. For example, the use of mind mapping when teaching the *Jurumiyyah* book. This method can help students understand quickly and strengthen their memory of the material the teacher has explained.

Based on observations and interviews, it was revealed that planning for the implementation of mind mapping at the Bustanu Usyaqil Qur'an Islamic Boarding School and UIN Sayyid Ali Rahmatullah included: developing lesson plans, preparing materials to be taught by teachers to students, and developing teacher competencies, such as a good understanding of the material to be taught. The lesson plans developed by teachers at the Bustanu Usyaqil Qur'an Islamic Boarding School included: *first*, selecting appropriate textbooks for students; *second*,

preparing materials to be taught by teachers to students; *third*, determining teaching methods, timing, and media.

The goal of educational planning is to achieve improvements in learning. Improving the quality of learning must begin with improvements in lesson planning. Educational planning results in the development of an educational system that has consistently proven capable of achieving specific educational goals (Oktavera et al., 2023). Lesson planning, which includes developing plans, preparing materials, and developing teacher competencies, is crucial to successfully implementing mind mapping as a learning method.

Research by Xinge, and Baharudin (2024) and Keter et al. (2021) supports the effectiveness of mind mapping as a learning tool that can help teachers structure and organise concepts, making it easier for students to understand the material in a more structured and creative manner. Furthermore, training or improving teacher competency in understanding the material and mastering the mind mapping method is also crucial, as explained in a study on increasing teacher capacity using the mind mapping method, which successfully improved the quality of learning and student independence (Kandibah, 2024). This aligns with constructivist theory, which emphasises the importance of active interaction between teachers and students in constructing knowledge through tools such as mind mapping (Naibaho, 2022).

Furthermore, the process of selecting appropriate textbooks, determining teaching methods, timing, and media in lesson planning is reinforced by recent research findings showing that mind mapping improves student understanding and creativity and helps teachers design more effective and efficient learning processes. Studies by Mashudi & Adi (2024) and Sani et al. (2025) show that using mind mapping facilitates teachers in presenting complex material in an easily understood form and improving student learning outcomes, especially in aspects of writing and understanding the material. Further support also comes from research that assesses mind mapping can increase student engagement and critical thinking skills, making learning more meaningful and in-depth (Septiana et al., 2025). Thus, careful planning by teachers, including the selection of teaching materials, material preparation, learning methods, and improving teacher competency, plays a

significant role in the effective implementation of mind mapping and positively impacts the quality of learning.

Implementation of mind mapping to improve understanding of Arabic grammar

As time passes in this era, students urgently need to learn Arabic to read and understand books or references in Arabic, such as *Fath Mu'in*, *Tafsir Jalalayn*, etc. *Jurumiyyah* books are an important foundation for students to understand Arabic grammar and read Arabic texts correctly. Using mind mapping will enable students to grasp the language quickly and easily. Ideally, the ability to understand Arabic grammar and read Arabic texts is a basic skill required for every adult Muslim.

One book that covers the rules of Arabic grammar is the *Jurumiyyah*, and this book is very popular among the public, both in official and informal institutions, due to its easy-to-understand language. *Jurumiyyah* books contain material (rules) on Arabic grammar that cover almost all basic grammatical knowledge. This book still provides basic grammar for beginners, making it ideal for beginners who want to start learning grammar as an introduction to understanding Arabic. This is supported by observations and interviews conducted by researchers, who found that the basic grammar textbook taught at the Bustanu Usyaqil Qur'an Islamic Boarding School uses Abdullah Muhammad bin Muhammad Al-Ma'ruf's *Jurumiyyah* book as a learning resource, held once a week on Sundays after Isha prayers.

Similarly at State Islamic University of Sayyid Ali Rahmatullah Tulungagung, lessons are divided into several sections, including Quran reading, recitation, memorisation, and learning Arabic grammar. These lessons are taught Monday through Thursday, from 7:00 to 8:30 a.m. The course is divided into three levels: the first level (*Ula* level) uses the *Jurumiyyah* book, the intermediate level (*Wustho* level) uses the Imrithi book, and the upper level (*Ulya* level) uses the *Alfiyyah* book. Grammar is crucial for understanding Arabic. It is used to determine the accuracy of speaking, writing, and reading, and to avoid pronunciation errors (Mashudi & Adi, 2024). Therefore, Arabic language teachers must know and understand the rules of the Arabic language. This includes determining structure, syntax, and correct sentences (Umam & Nasiruddin, 2024). Understanding Arabic grammar is achieved

through learning Arabic grammar, and is easier to understand if taught using mind mapping. In line with the interview results, Professor IN said:

"Teaching Arabic grammar using mind mapping can facilitate students' rapid understanding of grammar and strengthen their memory."

Furthermore, from the observation results, it can be concluded that the application of mind mapping applications in *Jurumiyyah* learning includes several things, including: *First*, before starting *Jurumiyyah* learning, the teacher gives instructions to students to review the previous lesson material. *Second*, the teacher asks questions and students answer directly. *Third*, the teacher explains the material and gives students a mind map on the whiteboard. *Fourth*, the teacher asks students to read books, open learning resources, and take turns to fill in the empty columns in the mind map that the teacher has made to determine the level of understanding of each student.

methods to be implemented, selecting teaching aids, and determining assessments (Ilmi et al., 2020). Consistent with a previous study by Salim et al. (2022), this involves developing a conscious plan and committing to implementation by teachers. This helps them determine appropriate materials for their students, identify books and references that facilitate the delivery of educational content, and identify methods, tools, activities, and assessment techniques for the subject.

Furthermore, teachers teach students grammar, emphasising reading and writing skills. Teachers using mind mapping focus on the learning process and facilitate student understanding (Nisak, 2021). Mind mapping is a visual aid that can align the learning process with the brain's natural functioning (Fu'adah, 2021). Mind mapping facilitates the retention of useful information, helps students remember words and reading passages, expands material, helps organise material, provides new insights, and enhances the understanding of Arabic grammar, thus enabling faster comprehension (Zainul et al., 2024). When teachers teach or illustrate material using mind mapping, the material becomes easier to understand.

Furthermore, mind mapping has many benefits, including: improving conceptual understanding, increasing creativity, increasing interest in learning, creating a fun learning environment, helping organise information, developing ideas, aiding memorisation of material, and accelerating comprehension (Mashudi & Adi, 2024). Based on observations, implementing mind mapping at the Bustanu Usyaqil Qur'an Islamic Boarding School requires several learning media, such as a whiteboard or electronic board. Therefore, before starting the lesson, teaching aids must be prepared in advance. After completing the *Jurumiyyah* lesson, the teacher continues to teach Fath al-Mu'in by instructing students to determine the rules in the Fath al-Mu'in book. Meanwhile, at UIN Sayyid Ali Rahmatullah, Arabic grammar learning is prepared with several methods: lecture method (explanation), consultation, question and answer, learning while playing, learning with mind mapping, and so on. Before the lesson begins, the teacher and students are asked to review the material studied previously. The application of mind mapping is a unique method and can motivate students.

From the explanation above, it is clear that mind mapping is an important tool to facilitate learning. This is in line with the view of Astriani et al. (2020) that mind mapping will make it easier for students to memorise, remember facts, figures, and formulas, increase motivation and focus, and remember and retain information more quickly. Another development of the mind mapping learning model aligns with previous studies that revealed that mind mapping can improve and enhance knowledge management, maximise brain system performance, and stimulate creativity. It is simple and easy to apply (Dong et al., 2021).

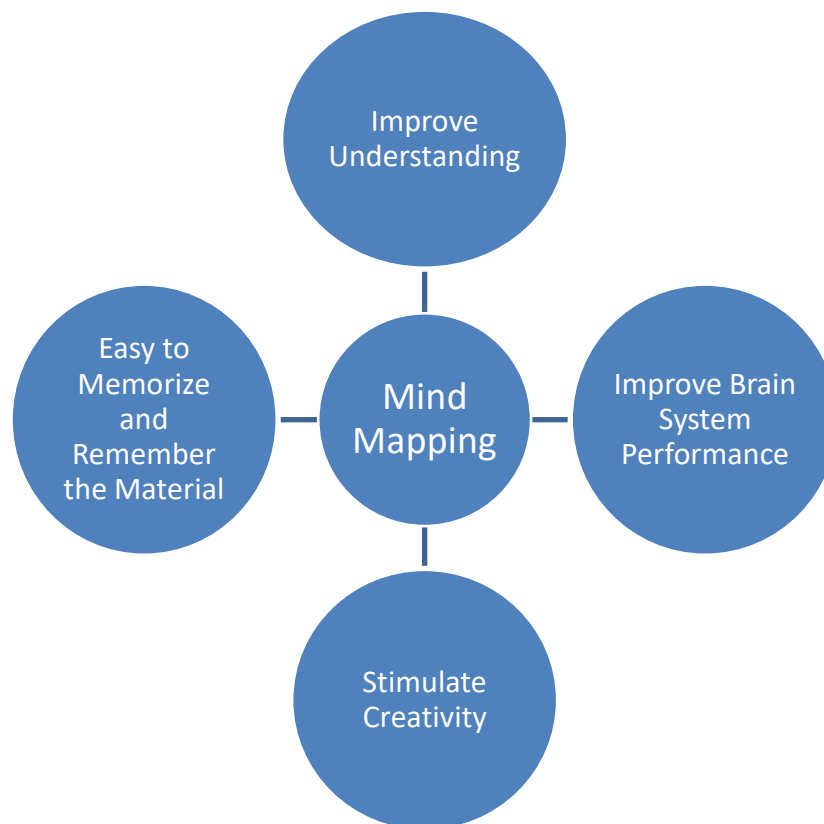


Figure 2. *The Impact of Mind Mapping on Students*

Evaluating the Application of Mind Mapping in Grammar Learning

Evaluation is a crucial and essential subsystem in every education system, reflecting the development and progress of educational attainment. Evaluation allows teachers to assess student progress, measure the quality of learning, identify weaknesses, and develop improvement solutions. Without evaluation, teachers cannot determine students' success, and students miss opportunities for positive change (Zahroh & Hilmiyati, 2024). Therefore, evaluation, in general, is a systematic process for determining the success of a given program.

Learning evaluation is collecting, analysing, and interpreting data to measure the extent to which a learning program achieves predetermined objectives (Fatoni, 2024). Previous research has shown that evaluation can help determine the effectiveness of the implemented learning system, student progress, development, and educational achievement, and teacher effectiveness, thus laying the foundation for more effective future teaching and learning (Phafiandita et al., 2022). The primary purpose of evaluation in education is to obtain accurate information about students' achievement of educational goals, allowing for follow-up, which is the function of evaluation.

Evaluation has several objectives, including: Assessing goal achievement, measuring various aspects of learning, motivating student learning, using evaluation results as a basis for curriculum changes, and determining follow-up actions based on evaluation results (Kaliisa et al., 2023). From a lesson plan perspective, researchers found that evaluation consists of two components: formative and summative evaluation. Formative evaluation involves teachers directly asking students questions, while summative evaluation involves teachers reviewing midterm or end-of-year exams. The evaluation of the application of mind mapping in teaching Arabic grammar at UIN Sayyid Ali Rahmatullah Tulungagung consists of several elements: *First*, administering midterm and end-of-year exams. *Second*, providing students with questions they are encouraged to answer directly provides an assessment. This assessment is conducted systematically to determine the extent to which learning objectives have been achieved.

Meanwhile, at the Bustanu Usyaqil Qur'an Islamic Boarding School in Ngunut, the evaluation consists of: *First*, mid-semester and final exams. *Second*, questions are given to students, who are asked to answer them directly. *Third*, teachers prepare media to implement mind mapping during teaching. *Fourth*, allocation of learning time and break times during learning. The benefits of educational evaluation include: providing feedback for learning improvement and development, ensuring teachers can evaluate and improve in subsequent learning sessions, and providing indicators of the success of classroom learning activities. Furthermore,

there are several stages of learning evaluation, including planning, implementation, reporting, and follow-up.

Formative and summative evaluations are essential components of an effective learning process. Formative evaluation provides direct feedback to students through questions or learning activities so that teachers can adjust teaching strategies in real time. On the other hand, summative evaluation is used to assess student achievement through mid-semester and final exams, which serve as a comprehensive assessment of learning outcomes (Ismail et al., 2022). The systematic implementation of evaluations, such as those at State Islamic University of Sayyid Ali Rahmatullah Tulungagung and Bustanu Usyaqil Qur'an Islamic Boarding School, which include midterm and final exams, direct assignments, and the provision of learning media such as mind mapping, aligns closely with the evaluation process, which is stated to provide clarity regarding the achievement of learning objectives and encourage continuous improvement (Ifeoma, 2022).

Evaluation serves as a measure of results and a reflection mechanism for teachers to improve subsequent learning sessions and enhance their professional competence (Muassomah et al., 2022). Therefore, the existence of structured formative and summative evaluations integrated with learning methods such as mind mapping is crucial for supporting the success of the learning process and improving the quality of teaching in these educational institutions.

IV. CONCLUSION

This study confirms that the application of mind mapping in Arabic grammar learning, specifically in the *Jurumiyyah* book, has proven effective in improving students' comprehension, retention, and motivation. Research conducted at the Bustanu Usyaqil Qur'an Islamic Boarding School and State Islamic University of Sayyid Ali Rahmatullah Tulungagung shows that mind mapping can transform learning from a conventional and abstract approach to a more interactive, visual, and understandable one. With proper planning, this method helps students understand Arabic grammar systematically and fosters creativity, independent learning, and active involvement in the learning process. Evaluation of the

application of mind mapping through formative and summative exams has shown a significant increase in student academic achievement. Therefore, mind mapping is worthy of application as a strategic alternative in Arabic grammar learning in various Islamic educational institutions. The implications are not only strengthening grammatical understanding but also contributing to the comprehensive improvement of the quality of Arabic language education, while opening up opportunities for developing similar methods in other Islamic subjects.

V. BIBLIOGRAPHY

- [1] Asiah, A., Zamroni, Z., & Rijal, M. K. (2022). Problematika Pembelajaran Nahwu Dalam Meningkatkan Keterampilan Berbahasa Arab Di Lembaga Pendidikan Indonesia. *Borneo Journal of Language and Education*, 2(2), 170–185. <https://doi.org/10.21093/benjole.v2i2.6104>
- [2] Astriani, D., Susilo, H., Suwono, H., Lukiati, B., & Purnomo, A. R. (2020). Mind Mapping in Learning Models: A Tool to Improve Student Metacognitive Skills. *International Journal of Emerging Technologies in Learning (IJET)*, 15(06), 4. <https://doi.org/10.3991/ijet.v15i06.12657>
- [3] Azizah, F. R. (2020). Mind Map dalam Pembelajaran Ketrampilan Membaca Pemahaman Teks Bahasa Arab. *Lisanul Arab: Journal of Arabic Learning and Teaching*, 9(2). <https://doi.org/10.15294/la.v9i2.34436>
- [4] Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review*, 31. <https://doi.org/10.4324/9780203088609-13>
- [5] Creswell, J. W. (2019). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran* (IV). Pustaka Pelajar.
- [6] Dong, Y., Zhu, S., & Li, W. (2021). Promoting Sustainable Creativity: An Empirical Study on the Application of Mind Mapping Tools in Graphic Design Education. *Sustainability*, 13(10), 5373. <https://doi.org/10.3390/su13105373>
- [7] Fatoni, M. H. (2024). The Important Role of Learning Evaluation for Improving the Quality of Islamic Education: A Literature Study. *Jurnal Penelitian Pendidikan Islam*, 12(2), 223–240. <https://doi.org/10.36667/jppi.v12i2.1989>
- [8] Fu'adah, S. (2021). Penggunaan Strategi Mind Mapping dalam Pembelajaran Kosakata Bahasa Arab. *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 2(1), 30–39. <https://doi.org/10.35316/lahjah.v2i1.30-39>
- [9] Fuadah, N. (2024). Reformulasi Materi Al-Mu'rabat berdasarkan I'rab dalam Kitab Jurumiyah. *Lisan An Nathiq: Jurnal Bahasa Dan Pendidikan Bahasa Arab*, 6(2), 30–44. <https://doi.org/10.53515/lan.v6i2.6167>
- [10] Hamidah, H., Rahmah, Y., Hasanah, U., Selvianor, S., & Ajahari, A. (2024). Developing Arabic Grammar Materials Based on Contextual Learning at Islamic

- Boarding School in Indonesia. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12(1), 133–146. <https://doi.org/10.23971/altarib.v12i1.8292>
- [11] Ifeoma, E. F. (2022). The Role of Evaluation in Teaching and Learning Process in Education. *International Journal of Advanced Academic and Educational Research*, 13(5), 120–129. <https://doi.org/2726145223713511>
- [12] Ilmi, I., Sauri, S., & Nursyamsiah, N. (2020). Implementation of Arabic Learning Through The Syarqi Program in The Markaz Arabiyah Pare Course. *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, 9(2), 96. <https://doi.org/10.24235/ibtikar.v9i2.5924>
- [13] Ismail, S. M., Rahul, D. R., Patra, I., & Rezvani, E. (2022). Formative vs. summative assessment: impacts on academic motivation, attitude toward learning, test anxiety, and self-regulation skill. *Language Testing in Asia*, 12(1), 40. <https://doi.org/10.1186/s40468-022-00191-4>
- [14] Kaliisa, R., Jivet, I., & Prinsloo, P. (2023). A checklist to guide the planning, designing, implementation, and evaluation of learning analytics dashboards. *International Journal of Educational Technology in Higher Education*, 20(1), 28. <https://doi.org/10.1186/s41239-023-00394-6>
- [15] Kandibah, U. (2024). Increasing Teacher Ability in Implementing Mind Map Based E-Modules by Strengthening Students' Independent Learning Character through IHT at Banjarharjo Kalibawang Kulon Progo Public Elementary School for Academic Year 2022/2023. *IJECER (International Journal of Chemistry Education Research)*, 8, 52–56. <https://doi.org/10.20885/ijcer.vol8.iss1.art8>
- [16] Keter, P. K., Simiyu, J., & Mubichakani, J. (2021). Effect of mind mapping teaching strategy on mathematics achievement among secondary school students in Nandi County. *Kenya. Journal of Research Innovation and Implications in Education*, 5(4), 164–172.
- [17] Mashudi, M., & Adi, D. P. (2024). Implementation of Mind Mapping Learning Model in Improving Student Learning Outcomes at Pesantren Al-Falah Wuluhan Jember Elementary School. *At-Ta'dib*, 19(1), 155–175. <https://doi.org/10.21111/attadib.v19i1.10066>
- [18] Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook, Third Edition*. USA: Sage Publications.
- [19] Muassomah, M., Yurisa, P. R., & Bin Yahaya, M. F. (2022). Mind Mapping: Reading Comprehension Technique of Arabic Texts for Students in Higher Education. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14(2), 438–455. <https://doi.org/10.24042/albayan.v14i2.14350>
- [20] Nabihah, A., Wijaya, M., & Khotimah, I. (2025). The Implementation of Al-Kamal Methods to Enhance the Proficiency in Reading Kitab Kuning at Mambaul Ulum Islamic Boarding School, Paiton, Probolinggo. *ISLAMIKA*, 7(2), 377–391. <https://doi.org/10.36088/islamika.v7i2.5673>

- [21] Naibaho, L. (2022). The integration of mind mapping strategy on students' essay writing at universities kristen Indonesia. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 8(2), 320. <https://doi.org/10.29210/020221678>
- [22] Nisak, R. (2021). Developing The Textbook "Arabic Books by Scientific Approach In Curriculum 2013" Using Mind Mapping (Research and Development For Fourth Grade of MIT Daarut Tahfidz al-Ikhlas). *Asalibuna*, 5(01). <https://doi.org/10.30762/asa.v5i01.3286>
- [23] Nur, I. R. N., Ahmad, F. S., Husna, H., & Tailakh, N. (2022). Fa'āliyah Mind Mapping Li Tarqiyah Natāij Ta'allum Al Thalabah Fi Mādah Al Nahwi. *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 6(2), 204–222. <https://doi.org/10.15575/jpba.v6i2.20278>
- [24] Nuryadin, R., Irfan, N., & Layinah, L. (2024). Systematic literature review: Strategi pembelajaran bahasa Arab ilmu sharaf berdasarkan teori pembelajaran terpadu. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(4), 1371–1385. <https://doi.org/10.53299/jppi.v4i4.738>
- [25] Oktavera, H., Sutiah, Ritonga, A. W., Ernawati, & Pratiwi, B. D. (2023). Analisis Manajemen Perencanaan Kurikulum dalam Menghasilkan Kualifikasi Lulusan Program Studi Pendidikan Bahasa Arab di Indonesia. *Mantiqutayr: Journal of Arabic Language*, 4(1), 159–176. <https://doi.org/10.25217/mantiquatayr.v4i1.3938>
- [26] Phafiandita, A. N., Permadani, A., Pradani, A. S., & Wahyudi, M. I. (2022). Urgensi Evaluasi Pembelajaran di Kelas. *JIRA: Jurnal Inovasi Dan Riset Akademik*, 3(2), 111–121. <https://doi.org/10.47387/jira.v3i2.262>
- [27] Piaget, J. (2003). Cognitive Development in Children-Piaget Development and Learning. *Journal of Research in Science Teaching*, 2(3). <https://doi.org/10.1002/tea.3660020306>
- [28] Ramdhani, D. (2020). Manajemen Kurikulum dan Pembelajaran Bahasa Arab. *Cordova Journal Language and Culture Studies*, 10(1), 47–66. <https://doi.org/10.20414/cordova.v10i1.2227>
- [29] Sakdiah, N., & Sihombing, F. (2023). Problematika pembelajaran bahasa Arab. *Jurnal Sathar*, 1(1), 34–41. <https://doi.org/10.59548/js.v1i1.41>
- [30] Salim, A., Robikhah, A. S., Zulianah, E., & Barik, F. R. (2022). Implementation of the Translation Grammatical Method in Arabic Learning. *Al-Mada: Jurnal Agama, Sosial, Dan Budaya*, 5(4), 546–554. <https://doi.org/10.31538/almada.v5i4.2820>
- [31] Sani, H., Wai, M., & dan Kebudayaan Inggris, B. (2025). Using Mind Map To Improve Students' Reading Comprehension. *Journal of Education, Language Teaching*, 8(2), 297–302. <https://doi.org/10.34050/els-jish.v8i2.44169>
- [32] Septiana, N. N., Prastowo, A., & Stevani Carolina Latuheru. (2025). The Use of Mind Mapping Methods to Develop Elementary School Students' Writing Skills in the Cambridge Curriculum. *Jurnal Ilmiah Sekolah Dasar*, 9(1), 104–113. <https://doi.org/10.23887/jisd.v9i1.89498>

- [33] Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- [34] Sya'bani, M. Z., & Has, Q. A. Bin. (2023). Relevansi Bahasa Arab dalam Dakwah: Refleksi atas kedudukan bahasa arab sebagai bahasa Al-Quran (Tinjauan Literatur). *Ath-Thariq: Jurnal Dakwah Dan Komunikasi*, 7(1), 97–111. <https://doi.org/10.32332/ath-thariq.v7i1.6532>
- [35] Umam, R. (2024). Transformasi Pengajaran Tata Bahasa Arab dalam Buku 'Maharah Lughawiyah' Karya Rusydi Ahmad Thu'aimah. *AL-MURABBI: Jurnal Studi Kependidikan dan Keislaman*, 11(1), 58–69. <https://doi.org/10.53627/jam.v11i1.5679>
- [36] Umam, R., & Nasiruddin. (2024). Transformasi Pengajaran Tata Bahasa Arab dalam Buku "Maharah Lughawiyah" Karya Rusydi Ahmad Thu'aimah. *AL-MURABBI: Jurnal Studi Kependidikan Dan Keislaman*, 11(1), 58–69. <https://doi.org/10.53627/jam.v11i1.5679>
- [37] Umi, H., & Mohamad, T. (2023). The Implementation of Mind Mapping in Arabic Speaking skills for University Students. *Lisanudhad: Jurnal Bahasa, Pembelajaran, Dan Sastra Arab*, 10(2), 45–68. <https://doi.org/10.21111/lisanudhad.v10i2.10769>
- [38] Wahba, K. M., Taha, Z. A., & Giolfo, M. E. (2022). Teaching and Learning Arabic Grammar. *Teaching and Learning Arabic Grammar*. <https://doi.org/10.4324/9781003034209>
- [39] Xinge, L., & Baharudin, S. M. (2024). The Effectiveness of Interactive Mind Mapping Technique on Performance and Motivation of College English Students in China. *Theory And Practice*, 2024(4), 10036–10054. <https://doi.org/10.53555/kuey.v30i4.6172>
- [40] Zahroh, F. L., & Hilmiyati, F. (2024). Indikator Keberhasilan dalam Evaluasi Program Pendidikan. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 4(03), 1052–1062. <https://doi.org/10.47709/educendikia.v4i03.5049>
- [41] Zainul, M., Wiratama, H., Zaki, M., & Azis, A. (2024). Efektivitas metode Mind Mapping pada mata pelajaran bahasa Arab di Madrasah Tsanawiyah. *Jurnal Pendidikan Islam*, 17(3), 677–688. <https://doi.org/10.32832/tawazun.v17i3>