



## Developing Indonesian Vocabulary Through the Application of the Mind Mapping Method in Children

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### ABSTRACT

**Purpose of the study:** This study aims to investigate the effectiveness of implementing the mind map method in improving the Indonesian language vocabulary skills of children in Group B at Kindergarten School Al Khairiyah Kota Bandar Lampung.

**Methodology:** This research uses qualitative methods with classroom action research as the main tool to teach Indonesian vocabulary to 19 group B children at Al Khairiyah Kindergarten, Bandar Lampung City with total sampling. Data collection, namely observation, documentation and analysis, was carried out to assess the impact of the method on vocabulary acquisition.

**Main Findings:** In Cycle 1, the mind map method was applied in two meetings with a focus on the theme of food and drink, resulting in an increase in Indonesian vocabulary. Cycle 2 continued this approach with improvements to the clothing theme lesson, which resulted in significant improvements in students' understanding and response to the material. Overall, the application of mind map method proved effective in improving the Indonesian vocabulary skills of Group B children at Al Khairiyah Kindergarten, Bandar Lampung City.

**Novelty/Originality of this study:** This study contributes to the field by demonstrating the effectiveness of the mind map method in improving vocabulary acquisition among young learners. This research offers practical insights for educators seeking innovative approaches to language teaching and learning, which have the potential to advance pedagogical practices in early childhood education.

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## 1. INTRODUCTION

Children are unique individuals and not miniature adults so they cannot be treated like adults. Apart from that, children need special attention to optimize their growth and development [1]–[3]. Growth is related to quantitative changes, namely an increase in the size and structure of internal organs and the brain. Development is related to qualitative and quantitative changes that are progressive, orderly and coherent. A child is the hope of parents as a successor and the foundation of the nation's future [4]–[6]. Early childhood education is an early

childhood education program that can be used to provide development services and educational activities in all types of programs aimed at early childhood.

Child development knowledge is a combination of five traditional psychological approaches to human development. Child development refers to increasingly complex changes from something very simple to something complex and more detailed [7]–[9]. This process involves orderly progress along a series or sequential path. Little by little knowledge, behavior and skills increase and develop [10]–[12]. Basically the sequence of development in all children. However, the speed of development varies greatly between children.

Child development is all the changes that occur in the child seen from various aspects, including for example the language aspect. Because language is a very important tool in a child's life, because by speaking children can communicate with other people [13], [14]. Early childhood development must develop all aspects of children's basic abilities consisting of moral abilities and religious values, physical, cognitive, language and arts. All of these aspects do not develop separately, but develop as a whole and occur very rapidly at an early age, especially during kindergarten age children [15]–[17]. The early period of a child's life is a golden period for further development, where children have the potential to learn many things quickly. In this case, children can understand when studying Indonesian vocabulary to understand everything that is learned as the child's knowledge.

Developing Indonesian vocabulary in children is a process that requires a creative and structured approach [18]. One effective method is through the use of mind mapping. By using mind mapping, children can visualize and associate new words with concepts they understand, making it easier for them to remember and use the vocabulary in everyday contexts. With mind maps, children can understand the relationship between different words and develop a deeper understanding of Indonesian [19]. Through various activities that involve active interaction and repetition, such as discussions, role plays, and use in everyday life, children can enrich their vocabulary in a fun and effective way [20], [21]. Thus, applying the mind mapping method is an effective means of developing Indonesian vocabulary in children.

This research is in line with research conducted by Saddhono et al [22], which examined the development of Indonesian vocabulary. However, this research did not examine using the mind mapping method as was done in this study because children's Indonesian vocabulary is an important step in expanding their understanding of their mother tongue. Mind mapping is an effective tool in this process, allowing children to visualize and associate new words with familiar concepts, thus strengthening mental connections and making recall easier. With active interaction and planned repetition, such as group discussions, role plays, and applications in daily life, children can gradually expand and enrich their vocabulary, making learning Indonesian more interesting and efficient.

The novelty of this research, namely conducting research on developing Indonesian vocabulary in children with an innovative and interesting approach, is an inspiring challenge. In this endeavor, the mind mapping method is a promising option, utilizing children's visual abilities to understand and associate words with known concepts. Through this approach, children not only learn new words, but also develop visual thinking and association skills that are important for their language development and overall understanding of the world. By incorporating elements of play, exploration and creativity into learning, mind mapping not only expands their vocabulary, but also opens the door to excitement and curiosity about language learning.

The aim of this research is to explore the effectiveness of applying the mind mapping method in developing Indonesian vocabulary in children. By paying attention to aspects of visualization, concept association, and repetition in mind mapping, this research aims to determine the extent to which this method can help children expand their vocabulary, improve language understanding, and stimulate their interest in learning Indonesian. Thus, it is hoped that this research can contribute to the development of innovative and effective learning methods in the context of language education for children.

## 2. RESEARCH METHOD

This research uses a qualitative type with a Classroom Action Research method approach as an effort to improve learning in the classroom by taking action to find solutions to problems that arise from the teacher's daily activities in the classroom. The main aim of classroom action research is to continuously improve and perfect learning practices, by involving collaboration between researchers and field practitioners. Through repeated cycles that include planning, implementing actions, observing and reflecting, this research aims to improve Indonesian language learning for Al Khairiyah Kindergarten children in Bandar Lampung City.

The population in this study were all 19 children from group B of Al Khairiyah Kindergarten, Bandar Lampung City. The sample taken is the entire population, so it includes all children in group B. This was done because of the relatively small population size and because all children in the group had characteristics that were relevant to the research objectives. However, in order to optimize the representativeness of the data and ensure the accuracy of the findings, this research also implemented total sampling, where all members of the population were sampled. With total sampling, researchers can obtain a comprehensive picture of the population studied

without ignoring the potential for loss of information or bias that may arise from using more limited sampling techniques. Thus, the use of total sampling in this research ensures that each member of the population has an equal opportunity to be represented in the analysis and the research results can better represent the entire population with high accuracy [23], [24].

In this research, data was collected through three main techniques, namely observation and interviews. Observations were carried out using direct observation techniques, where observations and recording of learning activities were carried out directly in the classroom. Interviews were used to obtain further information from the class B teacher at Al Khairiyah Kindergarten Bandar Lampung regarding the development of Indonesian vocabulary in children and other necessary data.

The data analysis technique used in this research is an interactive critical analysis technique. This method refers to an approach that evaluates and interprets the collected data in detail with the aim of revealing strengths and weaknesses in teacher and student performance in the context of the teaching and learning process in the classroom. The analysis was carried out interactively, involving collaboration between researchers and field practitioners to deepen understanding of the research results. In the initial stage, data that has been collected from various sources, such as observations and interviews, is thoroughly analyzed to identify patterns, trends and significant findings. After that, the data was checked again taking into account previously established criteria to ensure its relevance to the research objectives. Next, the interpretation process is carried out by connecting the findings with relevant theories and considering the practical context in teaching and learning Indonesian. This critical analysis also allows researchers to develop specific and relevant recommendations and improvement strategies according to the findings produced [25]. Thus, the interactive critical analysis technique in this research not only provides a deeper understanding of the teaching and learning process, but also makes a significant contribution in improving the quality of Indonesian language learning in the Al Khairiyah Kindergarten environment, Bandar Lampung City.

This research procedure was carried out in the form of an iterative cycle which included four main stages, namely planning, implementing actions, observing and reflecting. Each cycle begins with action planning which involves identifying problems, formulating goals, and developing action plans. Next, actions are carried out in accordance with the plan that has been prepared, followed by observation of the implementation of the action and reflection on the results that have been achieved. This repeating cycle is carried out iteratively until the expected improvements or improvements are achieved in accordance with the predetermined success criteria.

### 3. RESULTS AND DISCUSSION

Before carrying out the action, the researcher first observed initial learning data in Group B of Al Khairiyah Kindergarten, Labuhan Ratu District, Bandar Lampung City. From the results of these observations, it can be seen that in Al Khairiyah Kindergarten Group B, which consists of 19 students, the development of Indonesian vocabulary is still lacking. One of the contributing factors is that the teaching method used by teachers is still conventional, namely only the lecture method. In the learning process, this method is less interesting for students so that some of them tend to be more interested in their own activities or chatting with friends rather than listening to the teacher's explanation. Conditions like this cause the learning process to be less conducive because students find it difficult to concentrate, feel inferior, and are reluctant to ask or answer questions.

Based on the results of these observations, it can be concluded that in Group B there were several children who experienced difficulty in gaining sufficient concentration in following the learning process, so that their ability to develop language vocabulary was hampered. Therefore, efforts are needed to increase students' attention and activity so that they can be more focused and concentrated in following the learning process. At the action planning stage, the researcher prepares a plan that will be implemented in the lesson. This includes preparing a Daily Activity Plan that is appropriate to the learning theme as well as preparing observation sheets to monitor student activities and learning implementation. This planning process is very important as a guide in implementing the actions to be taken.

Actions were carried out in Cycle I in 2 meetings with research carried out for 30 minutes. Learning activities begin with initial activities such as praying, reading short letters, singing, and clapping to start learning. Learning material is presented with the theme of food and drink needs as well as sub-themes of types, benefits and equipment for food and drink using the mind map method. The teacher also gives assignments to students to paste pictures that match the theme on the assignment sheet.

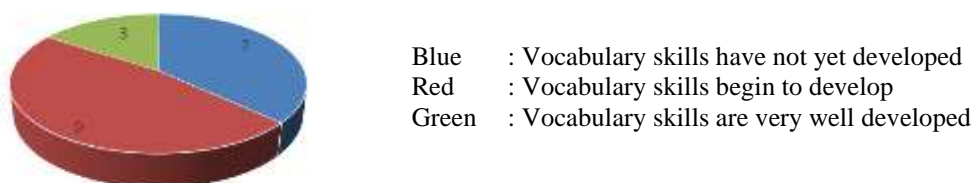


Figure 1. The results of observations in Cycle I

The results of observations in Cycle I showed an increase in Indonesian vocabulary skills, although there were still some students who had difficulty remembering the pictures shown. In Cycle II, the action steps taken were almost the same as Cycle I, but with several improvements based on the evaluation results from Cycle I. The changes made were aimed at increasing the effectiveness of learning. In Cycle 1, the application of the mind map method was carried out through two meetings with a duration of 30 minutes each in Group B of Al Khairiyah Kindergarten, Bandar Lampung City. The teacher begins the lesson with prayer, a short letter, singing, and clapping to start learning activities with the theme of food and drink needs as well as the sub-themes of types, benefits, and equipment for food and drink using the mind map method. Children are given the task of attaching pictures that match the theme to the assignment sheet. The results of the observations showed an increase in Indonesian vocabulary skills, although there were still some students who had difficulty remembering the pictures shown.

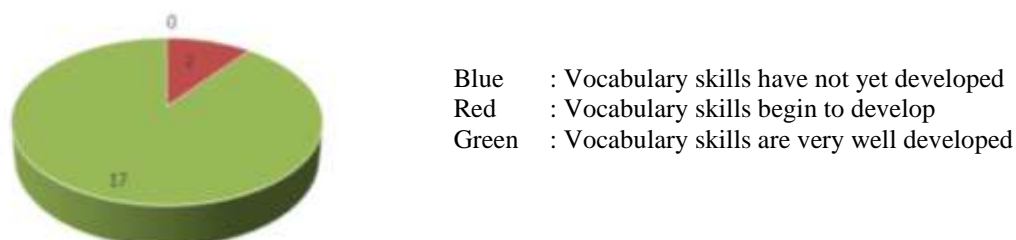


Figure 2. The results of observations in Cycle II

In Cycle II, the action steps are in principle the same as Cycle 1, but with several improvements. The teacher pays attention to the evaluation results from Cycle 1 and makes the necessary changes to improve learning effectiveness. Learning begins with the theme of clothing and sub-themes of types, benefits and care of clothing using the mind map method. Children were given the task of attaching pieces of clothing images to the task sheet. Observation results showed a significant increase in Indonesian vocabulary skills, with almost all children able to answer the teacher's questions and understand the learning material well. Thus, Cycle 2 showed a better improvement than Cycle 1 after adjustments and improvements were made to the implementation of the mind map method. In Cycle II, the results of observations showed a significant increase in Indonesian vocabulary skills. Almost all students are able to answer the teacher's questions and understand the learning material well. Therefore, this research was stopped after Cycle II because it had achieved the specified success indicators. Overall, the research results show that the application of the mind map method is effective in improving Indonesian vocabulary skills in Group B children at Al Khairiyah Kindergarten, Bandar Lampung City. In addition, this research process also provides valuable insight into how innovative learning strategies can help improve the learning process in the classroom.

The main function of primary mapping is to help in visualizing information and relationships between different concepts, which in turn makes it easier to understand and remember learning material [26]–[28]. The use of Indonesian in primary mapping facilitates better understanding for students, as it uses their mother tongue and helps them hone their Indonesian vocabulary skills naturally [18]. This research shows that the application of the mind map method is effective in improving Indonesian vocabulary skills in group B children at Al Khairiyah Kindergarten, Bandar Lampung City. By using this method, there was a significant increase in children's ability to remember and use Indonesian vocabulary correctly. Children show a high level of involvement in learning, and are able to name objects more confidently and correctly after applying the mind map method [29], [30]. This shows that this method can be an effective approach in learning Indonesian vocabulary at preschool level, making a valuable contribution to improving the quality of early childhood education.

This research is in line with research conducted by Ying et al [31], which discusses the use of Indonesian language skills. However, this research has not used the mind map method as this research did. The results of this study illustrate that the use of the mind map method is effective in improving Indonesian vocabulary skills in Group B children at Al Khairiyah Kindergarten, Bandar Lampung City. The significant improvement seen from Cycle I to Cycle II shows that this method can be a good alternative in the learning

process in kindergarten. Through a more visual and interactive approach, children can be more involved in learning and remember the information provided more easily.

In this context, this research contributes to the literature on Indonesian language learning at the kindergarten level, especially in the use of the mind map method. The use of this method in Al Khairiyah Kindergarten in Bandar Lampung City is still relatively new and has not been studied much before. Therefore, this research can be considered a new contribution in this field and can be a reference for further research related to the development of Indonesian language learning in kindergarten.

The implications of the results of this research are very relevant to learning practices at Al Khairiyah Kindergarten, Bandar Lampung City and may also be applied in the context of Indonesian language learning in other kindergartens. By showing that the mind map method is effective in improving Indonesian vocabulary skills, teachers and educational policy makers can consider integrating this method into the learning curriculum in kindergarten. However, this study also has several limitations that need to be considered. One is the relatively small sample size, which may limit the generalizability of the results of this study to a broader population. In addition, because this research was conducted in one kindergarten in Bandar Lampung City, the results may not be directly applicable to other kindergartens outside that context. Based on these findings and limitations, several recommendations can be proposed for further research. First, it is recommended to conduct similar research with a larger sample size and involving kindergartens from various locations to increase the generalisability of the research results. Apart from that, further research can also examine the effectiveness of the mind map method in learning Indonesian for various other learning materials at the kindergarten level.

#### 4. CONCLUSION

Overall, this research shows that the application of the mind map method is effective in improving Indonesian vocabulary skills in Group B children at Al Khairiyah Kindergarten, Bandar Lampung City. From the results of Cycle I to Cycle II, there was a significant increase in students' ability to remember and use Indonesian vocabulary. This method not only provides an innovative alternative in the learning process in kindergarten, but also provides relevant practical implications for teachers and educational policy makers. However, this study has limitations in terms of sample size and limited research context. Therefore, further research with a larger sample and involving kindergartens from various locations is recommended to expand the generalisability of the results and explore the effectiveness of the mind map method in learning Indonesian at the kindergarten level.

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