

MIND MAPPING STRATEGY AS A TOOL TO FACILITATE DIALOGIC COLLABORATIVE LEARNING

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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MIND MAPPING STRATEGY AS A TOOL TO FACILITATE DIALOGIC COLLABORATIVE LEARNING

Undergraduate Thesis

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in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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I, the undersigned, Erma Sarita, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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The writer,

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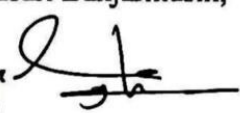
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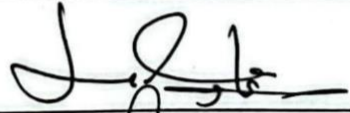
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ABSTRACT

Erma Sarita. 2025. Mind Mapping Strategy as a Tool to Facilitate Dialogic Collaborative Learning. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, S.Pd, M.Pd.

Keywords: Mind Mapping, Mind Mapping Strategy, Dialogic Collaborative Learning

The research, entitled “Mind Mapping Strategy as a Tool to Facilitate Dialogic Collaborative Learning,” aims to explore the perspectives of students in using Mind Mapping strategies within a dialogic collaborative learning context. This study was conducted at the English Language Education Study Program, Antasari State Islamic University Banjarmasin, involving participants from the Class of 2022. The research is guided by two central questions: (1) What are the experiences of the participants in using Mind Mapping strategies in dialogic collaborative learning? And (2) What are the challenges students face in using Mind Mapping as a dialogic collaborative learning tool? A total of six participants, labeled P1 to P6, were involved in this research. Data were collected through in-depth interviews using open-ended and probing questions to elicit rich, narrative responses. The data analysis employed Miles and Huberman’s Interactive Model, enabling the researcher to identify themes and patterns across the participants’ experiences. Findings reveal that participants generally view Mind Mapping as a positive and constructive tool. Following to the participants' experiences, (1) mind mapping is generally seen favorably because it reduces complex information to simpler, more manageable ideas, though individual experience varies; (2) mind mapping facilitates informal dialogic interaction in collaborative settings, but most tasks are still individual, making structured collaboration less visible; and (3) all participants acknowledged that mind mapping facilitates creativity and critical thinking by assisting them in processing and engaging with content more deeply. The following are some of the challenges: (1) varying preferences between digital and manual formats can make it difficult to collaborate; (2) certain group members control the process, which reduces equal participation; and (3) concentrating on visual attractiveness can take up time and detract from the quality of the information.

ABSTRAK

Erma Sarita. 2025. *Mind Mapping Strategy as a Tool to Facilitate Dialogic Collaborative Learning*. Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Hidayah Nor, S.Pd, M.Pd

Kata kunci: Mind Mapping, Strategi Mind Mapping, Pembelajaran Kolaboratif Dialogis

Penelitian ini berjudul "Strategi Mind Mapping sebagai Alat untuk Memfasilitasi Pembelajaran Kolaboratif Dialogis", yang bertujuan untuk mengeksplorasi perspektif mahasiswa dalam menggunakan strategi Mind Mapping dalam konteks pembelajaran kolaboratif yang dialogis. Penelitian ini dilaksanakan pada Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Antasari Banjarmasin, dengan melibatkan mahasiswa angkatan 2022. Penelitian ini difokuskan pada dua pertanyaan utama, yaitu: (1) Bagaimana pengalaman peserta dalam menggunakan strategi Mind Mapping dalam pembelajaran kolaboratif dialogis? dan (2) Apa saja tantangan yang dihadapi mahasiswa dalam menggunakan Mind Mapping sebagai alat pembelajaran kolaboratif dialogis? Sebanyak enam peserta, yang diidentifikasi dengan inisial P1 hingga P6, terlibat dalam penelitian ini. Data dikumpulkan melalui wawancara mendalam dengan pertanyaan terbuka dan pertanyaan lanjutan (probes) untuk mendapatkan respons naratif yang kaya. Analisis data dilakukan menggunakan Model Interaktif Miles dan Huberman, yang memungkinkan peneliti untuk mengidentifikasi tema-tema dan pola-pola dari pengalaman para peserta. Hasil temuan menunjukkan bahwa para peserta secara umum memandang Mind Mapping sebagai alat yang positif dan konstruktif. Berdasarkan pengalaman para peserta, (1) mind mapping umumnya dianggap positif karena mengurangi informasi yang kompleks menjadi ide-ide yang lebih sederhana dan lebih mudah dikelola, meskipun pengalaman individu bervariasi; (2) mind mapping memfasilitasi interaksi dialogis informal dalam pengaturan kolaboratif, tetapi sebagian besar tugas masih bersifat individu, sehingga kolaborasi terstruktur kurang terlihat; dan (3) semua peserta mengakui bahwa mind mapping memfasilitasi kreativitas dan pemikiran kritis dengan membantu mereka memproses dan terlibat dengan konten secara lebih mendalam. Berikut adalah beberapa tantangan yang dihadapi: (1) preferensi yang berbeda antara format digital dan manual dapat membuat kolaborasi menjadi sulit; (2) anggota kelompok tertentu mengendalikan proses, yang mengurangi partisipasi yang setara; dan (3) berkonsentrasi pada daya tarik visual dapat memakan waktu dan mengurangi kualitas informasi.

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Finally, the writer hopes that this research will be useful for the next researcher. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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June, 10th, 2025 A.D

Erma Sarita

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