

CHAPTER V

CLOSURE

A. Conclusion

The main aim of this research is to investigate how Mind Mapping procedures are utilized as a tool to support dialogic collaborative learning in higher education, using a narrative inquiry approach and interviews with six participants. Based on the findings and discussions of relevant literature, it is possible to conclude that Mind Mapping procedures have a major impact on various crucial areas of the student learning process, particularly group work and dialogic interaction.

1. The Experiences of The Participants Using Mind Mapping Strategies In Dialogic Collaborative Learning.

The experiences shared by all participants provide the perspective that (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.

2. Challenges Faced by Students in Using Mind Mapping as a Dialogic Collaborative Learning Tool

Mind Mapping that affects collaborative dialogic learning, according to participants, has several challenges, including (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.

B. Suggestions

1. Lecturers

Lecturers play an important role in creating a learning environment that supports active student engagement and the development of critical and collaborative thinking skills. Lecturers are encouraged to integrate mind mapping strategies more explicitly in classroom activities, not only as an individual task but as part of structured group work. By designing assignments that require collaborative creation of mind maps, lecturers can foster dialogic interaction, critical thinking, and shared understanding among students. It is important that lecturers guide students in distributing

roles fairly in group mind mapping tasks to avoid dominance by certain individuals and ensure every participant contributes meaningfully. Incorporate mind mapping activities of assignments, projects, or in-class discussions. This can help students visualize key concepts, connect ideas, and engage more actively with course content.

2. Students

As the main subjects in the learning process, students have the responsibility to explore learning methods that suit their styles and needs. Students are advised to use Mind Mapping regularly as a tool to summarize learning, organize ideas in group discussions, and prepare presentations or projects. Because Mind Mapping is flexible and visual, students can develop their own unique styles in organizing information. Mind Mapping encourages students to compare, evaluate, and select relevant data. If students have difficulty determining the main idea or developing branches of information, they should discuss it with friends or teachers.

3. Other Researcher

This research opens up opportunities for further study development in the context of education, particularly related to visual and collaborative learning strategies. To strengthen these qualitative findings, future researcher could use a quantitative approach such as experiments. This study was conducted on university students, but the use of Mind Mapping

can be further researched at the elementary or secondary education levels. Researcher can examine how digital platforms support online collaboration through Mind Mapping. Further research can explore how teachers design, implement, and evaluate the use of Mind Mapping.