

Improving Students' Motivation and Learning Creativity Through Mind Mapping Learning Method

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Abstract

Saturation in learning is one of the problems that lead to a decrease in student motivation in learning Consumer Behavior, which must be found a solution. The mind mapping method that is applied in the course of Consumer Behavior can be an alternative solution to overcome it. The aim of this study was to obtain an overview of the implementation of learning by using mind mapping method in increasing the motivation and students' creativity in fourth semester academic year 2018/2019 Department of Economics Education Programme in Universitas Negeri Padang on Consumer Behavior subject. Data was taken from students of the Consumer Behavior subject section 201810530105 with classroom action research (PTK). To get complete data, this study uses a qualitative approach to retrieve, analyze, and process data and information that will be made to answer the problem being studied. The results showed that the implementation of mind mapping method on Consumer Behavior could: (1) can increase students' learning motivation, (2) can increase students' activity, and (3) can improve students' learning creativity.

Keywords: learning motivation, learning creativity, mind mapping method.

Introduction

Learning activity is an educative interaction process between educators and students, such as lecturers and students or teachers with students in educational institutions. As one component of the learning process, the lecturer is a very important role holder. Not only as a conveyor of material, but more than that the lecturer is said to be the center of learning. As a regulator and actor in the learning process, the lecturer directs how the teaching and learning process is carried out. Therefore, lecturers can make the learning process more effective and interesting so that the lecture material delivered will make students become excited and motivated to learn the lecture material being studied.

One of learning element that can make students excited in learning is the learning method. Through a method that is appropriate to the level of development and mindset, students will be able to uncover and develop their potential. Students in the learning process need situations that stimulate themselves to generate internal potential (internal force). If the internal potential develops to form learning awareness, then the lecture material can be absorbed properly. The conformity of the material with the learning strategy becomes an important component to achieving the ultimate goal of learning.

To produce students who are intellectually and emotionally intelligent so that they are more successful in obtaining, education is needed that refers to learning that can improve student motivation and learning activities (Rahmidani, 2016). To achieve its vision and mission, the Faculty of Economics is supported by several subjects including scientific and skills courses and workmanship courses. The variety of courses that have certainly impacted the variety of characteristics of the course. The example, Consumer Behaviour subject, the characteristics of this course are subjects to help students learn about the psychological and social factors of consumer culture and their influence on the consumer decision-making process. The purpose of this course is for students to master how consumer behavior theories are utilized by marketers and producers to improve business performance, develop marketing strategies, and can identify and analyze consumer behavior and changes in behavior in developing products and services needed by consumers. In its application using the foundation of philosophy and theories such as theory and consumer behavior models, consumer decision making theories, psychological processes in consumer behavior, analysis of consumer attitudes and consumer learning.

The problems that arise in the Faculty of Economics UNP are that for subjects that are too conceptual and theoretical, such as consumer behavior courses, students tend to memorize material. Whereas the knowledge gained by students by exposing students to real objects in learning, will make it easier for students to understand a concept than knowledge transferred simply by the lecturer. Understanding consumer behavior, must begin with the ability to understand the basic concepts that exist in consumer behavior courses. Success or failure of a student in understanding consumer behavior so as to be able to develop marketing strategies is largely determined by understanding concepts in consumer behavior. So, it is not surprising that the learning achievement of students' consumer behavior courses are still relatively low. Students have relatively similar experiences in learning. "The lesson is boring, not interesting, just memorizing material that does not have challenging meanings and predictions in learning." Some of the reasons they expressed, first: the learning method used is not in accordance with the characteristics of the material, so that learning does not live. Second, the systematics of teaching materials is not arranged based on chronological logic, both aspects of time, events and places. Third, the lecturer does not master the material or teaching material; and fourth, do not master the relevant learning methods, thus making the material saturate. This causes low student motivation to learn.

In the learning process, motivation is needed because someone who does not have motivation's in learning will not do learning activities (Liu, 2012). Motivation is a condition that encourages someone to do something in achieving certain goals. This type of motivation can arise as a result of within an individual known as intrinsic motivation. Is it because of an invitation, an order, or coercion from someone else that with such conditions finally he wants to do something or learn (Loima, & Vibulphol, 2016). Intrinsic motivation is a motive that becomes active or functioning does not need to be stimulated from the outside, because in each individual there is an urge to do something (Skinner, 2012). Some ways to generate extrinsic motivation in growing intrinsic motivation can be done through: competition (competition), pace making (making temporary or close goals), clear goals, perfection for success, great interest, and conducting an assessment or test. Motivation has an influence in delivering the learning success of students. This is because motivation to learn has three functions, namely: encouraging people to act, determining ways of doing things towards the goals to be achieved, and selecting actions (Hanafi, 2012: 7).

Learning method have been carried out mostly based only on lecturers and lecturers not using varied learning methods. As a result, students become saturated during the lecture process, generally students become inactive, students only hear and do assignments given by lecturers. Learning like this narrow students' opportunities and opportunities in issuing ideas, ideas and creativity in learning so that students get bored quickly and are not enthusiastic about this course. The low level of student learning achievement in the course of Consumer Behavior is evidenced by the data in table 1 below:

Table 1 List of Final Examination of Consumer Behavior Faculty of Economics, Padang State University Semester of July-December 2017- 201710530076 session

No.	Final Examination Score's of Consumer Behavior	Number of Students
1	A	4
2	A-	3
3	B+	3
4	B	4
5	B-	4
6	C+	5
7	C	7
8	C-	4
9	D	3
10	E	1

Source : Data proceed, 2018

From the data above, it was concluded that only 47% of students who achieved the category score did not need to repeat, namely the value of A to B - the rest were in the category of need to repeat, the value of C to E was 53%. The data above is an example of a problem related to the low results studying students, but there are still many other courses with the same problems, especially subjects with logical mathematical characteristics.

Learning achievement are influenced by three factors, namely: internal factors from within students, external factors from outside students, and learning approach factors (Syah, 2014: 129). In the learning approach factors the effort to provide the right strategies and methods also determines learning achievement. One method that the lecturer can do to overcome this problem is by applying the learning method.

Some students' experiences related to learning about consumer behavior courses are time to get attention to adaptation to learning methods, so that reluctance to pursue material that seems saturating can be overcome. The failure of learning one field of teaching material, can affect the balance of mastery of a number of materials as a whole. This is related to the habit of how to utilize the potential of the left brain and right brain which should work in a balanced manner, to achieve intellectual intelligence (Erdem, 2017).

Characteristics of subjects that tend to conceptually have some flaws as stated by the students, can be minimized when using mind map method design (Zipp, 2009) Through the placement of the subject as a key word, the learning material is followed by a series of words. explanatory words (branches) continued, making learning material more comfortable followed by logic of thought which ultimately facilitates understanding. (Jones, Brett D et al., 2012).

The learning method is a media teacher / lecturer to establish relations with students during the teaching. Including the Mind mapping method or mind map is one of the learning methods developed by Tony Buzan around the 1970s by basing on the results of his research on the workings of the brain, by writing or noting the main topic in the middle and writing sub-topics and the details are placed around the main topic (Hermawati, 2009: 67). The technique of recording this map was then developed as a learning method designed based on how the brain processes information.

This approach is harmonized with the way the brain works naturally for learning that starts from the fundamental questions like anything that is good for the brain (Jansen, 2008: 11-12). This brain ability-based approach does not present practical recipes but can at least be used as a reference and consideration in making decisions based on the nature of the brain. Of course, with the hope that this decision will have a better impact and can reach more learners, more often, and minimize the level of error becomes smaller.

According to Buzan, mind mapping is a storage step, withdrawal of data, and extraordinary access to giant libraries that actually exist in the human brain which is amazing (Buzan, 2010: 10). According to him, that the brain takes information not linearly but by a mixture of images, sounds, smells, thoughts and feelings (Nasih and Kholidah, 2009: 110-111). The characteristics of the mind mapping method are stated as follows: (1) Subjects of concern experience crystallization in the central image; main themes and subjects radiate and central images as branches; (3) Branches and key images or keywords.

Efforts to find a solution through classroom action research (CAR) by making a learning design of Consumer Behavior using mind mapping method, is expected to provide correction to the saturation that has occurred so far related to lectures with theoretical lecture material. In general, the study of classroom action aims to see the success of the learning of Consumer Behavior courses through the use of mind mapping methods. More specifically of Classroom Action Research (CAR) research aims to: 1) Know the implementation of the mind mapping method in improving learning motivation of Consumer Behavior 2) Knowing student activity in learning Consumer Behavior through mind mapping method 3) Knowing the increase of students' learning creativity in learning Consumer Behavior through mind mapping method.

Based on the background above, it is very important to do learning with Mind Mapping as an innovative and creative model that aims to create an environment and a fun learning process that results in learning success and increases students' motivation in learning.

Method

This study intends to reveal problems about learning Consumer Behavior and the solution for students of the Business Administration Programme in Economics Education Department, Universitas Negeri Padang, semester 4 (four) July-December 2018/2019 section 201810530105 with mind mapping learning model for Motivation of Consumer Purchasing material and Consumer Behavior Research.

The study uses a qualitative approach with the type of Classroom Action Research (CAR), intends to improve the quality of learning practice continuously, ultimately able to improve the quality of learning achievement, develop lecturer skills, improve relevance, improve the efficiency of learning management and foster a culture of research on learning activities.

Some of the activities or actions studied include: Level of students' learning motivation, level of activity, and increased creativity in learning. CAR steps are formulated following a cycle model (Kemmis,2014): 1) Planning, 2) Acting and Observation, 3) Reflecting, 4) Reviase Plan. To get the data, data collection was done using several relevant methods to this research, namely: Interview Technique, Observation Technique, Documentation Technique.

Results and Discussion

Implementation of the Mind Mapping Method in Learning Consumer Behavior.

The results of applying the model indicate that student motivation develops significantly (Long, Jacob, et al, 2011). This model approach is one form of learning that is harmonized with the way the brain works naturally for learning. The way the human mind works naturally is to radiate from one point of mind to various other thought associations, and always spread back unlimitedly.

The Increased of students learning motivation in following the Consumer Behavior course for the material of Consumer Purchasing Motivation and Consumer Behavior Research starting from the preparation of material designed as potential thinking. From the main material developed according to the systematic discussion and scope according to the study in the syllabus. Material distribution follows the way the brain works in studying the object of study, so the material is easily followed and understood. From here it stimulates students to follow the flow of material development from the main 'root' problem to more detailed 'branches' of material.

The implementation of mind mapping learning can generate student learning motivation, this can be seen from the growing number of questions asked in each lesson through discussion. Lecture participants divided into five groups, each group that appeared was filled with feedback and feedback. Learning interactions like that last until the end of the semester, where student learning and creativity develop better than the learning experiences in the previous semesters. For learning Consumer Behavior courses, for material Motivation of Consumer Purchasing and Consumer Behavioral Research "mastery of material is not a guarantee of success in learning but choosing the right method is far more important than substance". Through the right method can generate learning motivation which in turn can deliver learning success.

Student Activity in Learning Consumer Behavior courses

The implementation of mind mapping model learning in the course of Consumer Behavior for the material of Consumer Purchasing Motivation and Consumer Behavior Research is able to stimulate students to increase learning activity. Previously the willingness to ask was still low, this was because students did not understand the learning material because they were not interested in the material. Through mind mapping, students' willingness to ask questions increases as stated in the discussion in the discussion. Likewise, there is an increased willingness to respond to problems that are being discussed by both the lecturer and the students presenting the discussion material. In terms of the quality of mastery of material, students who give responses are increasing and are associated with the sources of reference books that become reference material. (Sabbah,2015)

The courage of students in submitting papers looks more confident by using mind mapping in the form of power points through LCD media. Likewise, in giving a back response to questions from other friends, it is carried out clearly, objectively, scientifically according to the scientific procedures that have been understood. The courage is more due to the mastery of the following systematic systems understood by students well, such as the recognition of one student, "... fun, better understand the learning of Consumer Behavior to motivate Consumer Purchases and Research Consumer Behavior after using mind mapping models". Examples of student assignment about material of Motivation to Purchase Consumer and Consumer Behaviour Research, shown in figure 1 and 2 (English Version):

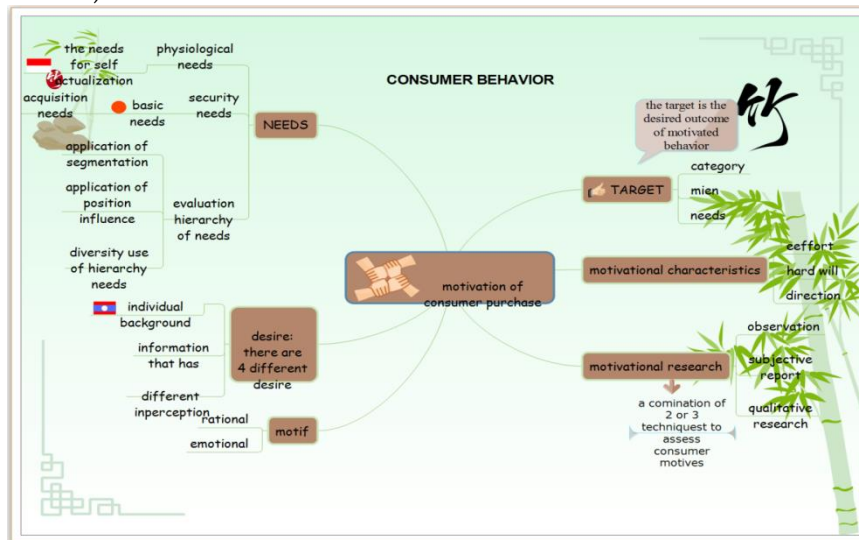


Figure 1 Mind Mapper - Motivation to Purchase Consumer

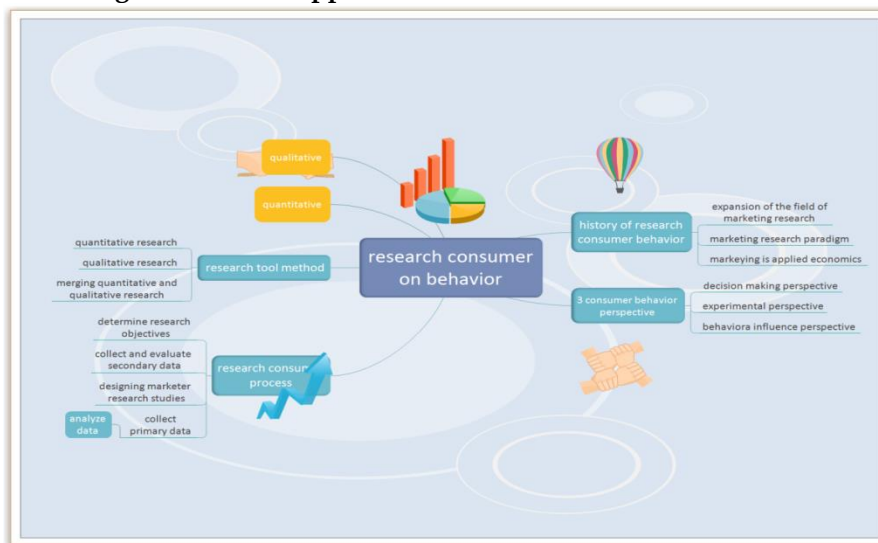


Figure 2 Mind Mapper- Consumer Behaviour Research

Learning activeness can also be seen from the interaction process between students in discussing the problem of learning material. Communication develops dynamically between the members of the presenter group and other participants and vice versa, so that the communication pattern forms a star pattern. The communication pattern of the star shape is characterized by interpersonal communication that occurs reciprocally from each group member. Each group member has the opportunity to participate in developing group discussion material. Learning communication that occurs in multiple directions is a form of learning success caused by several things, including (1) students understand the scope of the study material being studied through mind mapping, (2) students have at least material study material as a reference for Consumer Behavior limited to the results of coffee photos or searches from the internet; (3) students are more active in discussing

material for discussion studies with a group of friends before advancing to submit a paper, rather than before learning through mind mapping; (4) lecturers provide relatively loose opportunities for students to develop Consumer Behavior material through various sources of information or other insights that are relevant and supportive.

Student Learning Creativity in Learning Consumer Behavior

Student learning creativity develops well which is shown by the ability to develop discussion material based on an expanding community approach. The material is arranged starting from an environment close to the reach of students and then developed into a wider community environment not only taking material both concept facts and generalizations from a place close to the main case but also taken from cases or examples that come from communities far from the study area main, but can be understood based on the conceptual abstraction range (Hwang,2011).

Student creativity can also be seen from the ability to provide alternative answers that follow correlational correlative patterns (Widiana, 2016). The strategy provides answers to take several concepts from various related disciplines to provide focus on answers, so that the position of the problem becomes clearer. Another form of student creativity is the ability to find new ways of delivering discussion material and giving answers to questions submitted by friends of discussion participants. The new method is intended to be a model and variation of mind mapping that is prepared to explain the study material (TanriSeven, 2014). One example of a form of "Chain of Events" is a form of mind mapping that describes a concept map to explain a sequence of events, steps in a procedure or stages in a process. For example in conducting experiments. The chain of events is suitable for visualizing things related to (1) describing the stages of a process; (2) steps in a procedure; (3) explain a sequence of events. For example, explain the stage of consumers in processing information, namely through stages: Stage of exposure, stage of attention and stage of understanding.

Development of Learning Motivation

Changes in internal motivation in students are characterized by the emergence of feelings and reactions to achieve learning goals (Zhao, 2012). Boredom of learning and not interested in learning Consumer Behavior for material Motivation of Consumer Purchasing and Behavioral Research Consumers slowly shifted to be replaced by an attitude of enthusiasm and interested in learning Consumer Behavior for the material of Consumer Purchasing Motivation and Consumer Behavior Research, because of the use of mind mapping learning. In students there appears strong motivation, due to the urge to learn. The strengths of student motivation are very dependent on how the feelings of the students that ultimately gave birth to actions to meet satisfaction, in the form of learning Consumer Behavior to materially motivate Consumer Purchases and Research Consumer Behavior seriously. From this it can be said that learning motivation is closely related to the implementation of mind mapping learning models. From the observations of changes in learning motivation can be observed in the following table:

Table 2 Differences in Learning Conditions before and after Mind Mapping

No	Before Mind Mapping	After Mind Mapping
1	Learning Activity	Learning Activity
	a. Willingness to ask still low	a. Willingness to ask increased quantity and quality
	b. Low willingness to respond;	b. High willingness to respond
	c. Paper presentation is monotonous, lack of enthusiasm;	c. Papers presentation are varies and more vibrant;
	d. Low cooperation ability.	d. High cooperation ability.
2	Learning Creativity	Learning Creativity

	<ul style="list-style-type: none"> a. The ability in create variety questions is low b. The ability to submit alternative answers is limited and monotonous; c. The ability to find new ways in the paper presentation is limited and monotonous 	<ul style="list-style-type: none"> a. The ability to create variety questions is high; b. The ability to provide alternative answers are variations; c. The ability to find new ways to present papers is more varied
3	Learning Motivation	Learning Motivation
	<ul style="list-style-type: none"> a. The spirit of learning which is characterized by willingness and fulfillment of learning needs is low; b. Serious attitude in attending lectures is not yet clear; c. Low curiosity; d. Interest in the development of science is low 	<ul style="list-style-type: none"> a. The spirit of learning which is marked by the willingness and fulfillment of learning facilities needs increases; b. serious attitude in attending lectures seems to increase; c. Curiosity increases; d. Interest in the development of science developing

Source : Data proceed, 2018

Based on the table above shows that learning Consumer Behavior for Motivation of Consumer Purchasing and Consumer Behavior Research gets a positive response from students after using mind mapping models that have changed the saturation of learning to be excited and interesting to understand the material of Consumer Behavior. The growth of motivation is able to provide functions such as: First, encouraging behavior or learning actions in the form of a spirit of understanding the material, developing the material in the discussion in discussion.

Second, motivation has succeeded in directing students to improve learning achievement through participation in discussions and back responses to lecturer learning; third, students who have succeeded in being motivated in fact are more successful in doing assignments to make papers and presentations in group discussions, and look more prepared than other low-motivation students.

Based on this description mind mapping model learning can improve student learning motivation which in turn can affect the success of the learning process. That is why increasing learning motivation through relevant learning methods is one of the important tasks that are the responsibility of educators. Maintaining learning conditions characterized by full learning motivation is an activity that requires training and habituation in a supportive learning environment, in order to produce better academic performance.

Conclusions

The results of the study and analysis of data in the field about efforts to increase student motivation in attending Consumer Behavior lectures for the material of Motivation to Purchase Consumer and Consumer Behavior Research through mind mapping learning, produce some information and findings formulated in the conclusions as follows:

First, the implementation of the mind mapping method in the learning of Consumer Behavior for the material of Consumer Purchasing Motivation and Consumer Behavioral Research is able to increase the learning motivation of the students of the Commerce Education Department of the Economics Education Department of the Universitas Negeri Padang. This can be seen in: increasing behavior or learning actions in the form of a spirit of understanding the material, developing material in the discussion discussion; increasing genuine attitude, curiosity, and interest in understanding learning material; motivation has succeeded in directing students to improve learning achievement through participation in discussions and back responses to lecturer learning.

Secondly, the activeness of students of the Department of Economics Education Business Skills Program in learning Consumer Behavior for the material of Consumer Purchasing Motivation and Consumer Behavior Research increased by using mind mapping method, especially the willingness to ask students. Likewise, there was an increase in willingness to respond to problems that were being

discussed by both the lecturer and the students presenting the discussion material. In terms of the quality of the answer material, the increase is seen from the linkages with the sources of reference books which are the reference material. The courage of the students in presenting papers looked more confident with the delivery model using mind mapping in the form of power points through LCD media. In giving a back response to questions from other friends, it is carried out clearly, objectively, scientifically according to the scientific procedures that have been understood.

Third, the learning creativity of students of the Department of Economics Education Business Administration Program in learning Consumer Behavior for the material of Consumer Purchasing Motivation and Consumer Behavior Research by using mind mapping method, developed well as indicated by the ability to develop discussion material based on an expanding approach approach), the ability to create variations of questions is more varied, the ability to provide alternative answers varies, as well as the ability of students to find new ways of delivering papers more varied. Student creativity can also be seen from the ability to provide alternative answers that follow a correlational correlative pattern. The strategy provides answers to take several concepts from various disciplines related to the study material to provide a focus of answers, so that the position of the problem being discussed becomes clearer.

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