

Effectiveness of Implementing Mind Mapping Techniques Through Group Guidance Services to Improve Students' Learning Motivation in Class VII K at SMP Negeri 11 Kupang

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Abstract

This study aims to determine the effectiveness of implementing mind mapping techniques through group guidance services to improve the learning motivation of seventh-grade students in class VII K at SMP Negeri 11 Kupang during the 2025/2026 academic year. The research problem concerns whether the application of the mind mapping technique is effective in improving students' learning motivation. This study employed a quantitative approach with a one-group pretest-posttest design. The independent variable (X) was the implementation of the mind mapping technique through group guidance services, while the dependent variable (Y) was students' learning motivation. The population consisted of 32 students in class VII K, with seven students selected as the research sample using a learning motivation questionnaire as the data collection instrument. The data were analyzed using a paired-samples t-test. The statistical results showed a Sig. (2-tailed) value of $0.000 < 0.05$, indicating that H_0 was rejected and H_a was accepted. These findings indicate that the implementation of mind mapping techniques through group guidance services was effective in improving students' learning motivation in the research setting.

Keywords: *Students; Mind Mapping Techniques; Learning Motivation.*

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A. INTRODUCTION

Learning is a fundamental activity in the educational process at school. Learning involves active interaction between students and their environment and produces relatively lasting changes in knowledge, attitudes, skills, and behavior. Within this process, learning motivation is important because it influences students' willingness to participate, persist, and direct their efforts toward learning goals. Recent Indonesian studies similarly position motivation as an important factor in students' learning engagement and show that guidance and counseling services can be used to respond to motivation problems (Suharni, 2021; Prasetyaningrum & Lianawati, 2021).

Students with stronger learning motivation tend to show greater persistence and participation, whereas students with low motivation may become passive, less enthusiastic, and less involved in classroom activities. Empirical studies in guidance and counseling settings have reported improvements in students' motivation following group guidance interventions (Hasanudin et al., 2019; Kumalasari, 2020; Ernawati & Setiawaty, 2021). These findings indicate that learning motivation is not only an individual psychological condition but also a learning-related issue that can

be addressed through planned educational and counseling services.

Based on observations of learning activities in class VII K at SMP Negeri 11 Kupang, some students' learning motivation was found to be relatively low. This was indicated by limited student involvement in the learning process. Only a small number of students actively answered teachers' questions, while several students appeared passive during classroom interaction. The interview results also indicated a lack of enthusiasm among several students in participating in learning activities and classroom interaction. These conditions show the need for an intervention that can create a more active, supportive, and engaging learning-related environment.

Group guidance is relevant to this condition because it provides a structured setting in which students can interact, exchange experiences, discuss problems, and provide constructive feedback to one another. Previous research has shown that group guidance using discussion and other techniques can support changes in students' learning motivation and participation (Sa'adah et al., 2021; Anugrah & Karneli, 2020; Septiana & Zaini, 2021). The group process can also help students experience social support while developing greater awareness of their learning habits and goals.

One technique that can be applied in group guidance is mind mapping. Mind mapping organizes information visually through keywords, branches, symbols, and relationships among ideas. Its visual structure can help students organize information and make learning activities more engaging. Research on mind mapping has reported positive relationships with students' learning motivation, interest, and engagement (Safitri & Rahmi, 2019; Safitri & Achmadi, 2018; Alwi et al., 2021). The technique therefore has potential to complement group guidance by providing students with a concrete activity through which they can express, connect, and reorganize ideas.

Evidence specifically concerning mind mapping in guidance and counseling is also encouraging. Astuti, Rahmawati, and Kusumawati (2023) reported that group guidance using the mind mapping method improved students' learning motivation. Komariah, Rohaeti, and Septian (2023) examined the feasibility of mind mapping media for learning motivation in group guidance, while related work has demonstrated the usefulness of mind mapping-based materials for supporting learning activities (Premianti, 2021; Santi et al., 2017). A recent review by Aulia, Wangid, and Basuki (2025) also synthesized evidence indicating that mind mapping can support motivation and learning outcomes.

The combination of group guidance and mind mapping is therefore theoretically and empirically relevant. Group guidance provides the social interaction and structured stages of the intervention, while mind mapping provides a visual and participatory activity. The combination may reduce passivity, encourage students to contribute ideas, and make learning experiences more meaningful. Research using other group-guidance techniques also supports the broader effectiveness of group-based interventions for students experiencing learning-related difficulties (Putri & Rosita, 2020; Murniasih, 2021).

The present study focuses specifically on class VII K students at SMP Negeri 11 Kupang and uses a One-Group Pretest-Posttest Design. The study is intended to provide empirical evidence concerning whether the implementation of mind mapping through group guidance services can improve students' learning motivation. Based on the problem identified in the field and the supporting empirical literature, the research question is whether the implementation of mind mapping techniques through group guidance services is effective in improving the learning motivation of class VII K students at SMP Negeri 11 Kupang.

B. METHOD

This study employed a quantitative approach using an experimental method. The research design was a pre-experimental design in the form of a One-Group Pretest-Posttest Design. In this design, the same participants are measured before and after the intervention, allowing the researcher to examine changes in learning motivation following the treatment.

The population consisted of 32 students in class VII K at SMP Negeri 11 Kupang during the 2025/2026 academic year. Participants were selected using purposive sampling based on the results of the initial learning motivation assessment. Seven students were selected because their pretest results fell into the low or moderate categories. The selection was intended to focus the intervention on students who required improvement in learning motivation.

The research instrument was a learning motivation questionnaire developed by Terong (2023), as stated in the supplied manuscript. The questionnaire was used to obtain quantitative information about students' learning motivation before and after the intervention. The data analysis technique was a paired-samples t-test because the study compared the scores of the same participants at two measurement points.

The intervention consisted of group guidance activities integrated with the mind mapping technique. During the intervention, students were encouraged to organize ideas visually, discuss learning-related experiences, participate in the group process, and construct mind maps. The intervention was intended to provide both an individual visual learning activity and a social group-learning experience.

The decision rule for hypothesis testing was based on a significance level of 0.05. If the significance value was less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted, indicating a significant difference between pretest and posttest learning motivation scores.

C. RESULT AND DISCUSSION

1. Pretest Results

The pretest data on the learning motivation of students in class VII K at SMP Negeri 11 Kupang during the 2025/2026 academic year are presented in Table 1.

Table 1. The assessment involved all 32 students in the population.

No.	Respondent	Total Score	Category
1	AOTT	73	Low
2	AK	87	Moderate
3	AF	133	High
4	AN	126	High
5	AZJD	85	Moderate
6	AM	121	High
7	BGA	123	High
8	DJN	135	High
9	ETM	122	High
10	FTB	122	High
11	FKT	121	High
12	GSNT	121	High
13	GCE	124	High
14	IPK	134	High
15	KJB	71	Low
16	KS	128	High
17	KBM	129	High
18	MDT	123	High
19	MEK	77	Low
20	MRL	121	High
21	NAOO	123	High
22	OMN	121	High
23	RFS	125	High
24	RRAN	90	Moderate
25	RVT	131	High
26	RSS	129	High
27	YNK	127	High
28	YMA	121	High
29	YRT	130	High
30	MIH	123	High
31	RAK	124	High
32	BL	63	Low

Table 1 shows that, among the 32 respondents, four respondents were categorized as having low learning motivation, three as having moderate learning motivation, and 25 as having high learning motivation. The seven respondents in the low and moderate categories were selected as the research participants.

Table 2. Pretest scores of the research participants

No.	Respondent	Pretest Score	Category
1	AOTT	73	Low
2	AK	87	Moderate
3	AZJD	85	Moderate
4	KJB	71	Low
5	MEK	77	Low
6	RRAN	90	Moderate
7	BL	63	Low

2. Posttest Results

The posttest data for students in class VII K at SMP Negeri 11 Kupang during the 2025/2026 academic year are presented in Table 3.

Table 3. Posttest scores of the research participants

No.	Respondent	Posttest Score	Category
1	AOTT	140	High
2	AK	124	High
3	AZJD	126	High
4	KJB	122	High
5	MEK	127	High
6	RRAN	127	High
7	BL	129	High

3. Differences between Pretest and Posttest Scores

The differences in students' learning motivation in class VII K at SMP Negeri 11 Kupang during the 2025/2026 academic year, based on the pretest and posttest results, are presented in Table 4.

Table 4. Comparison of pretest and posttest scores

No.	Student	Pretest	Pretest Category	Posttest	Posttest Category
1	AOTT	73	Low	140	High
2	AK	87	Moderate	124	High
3	AZJD	85	Moderate	126	High
4	KJB	71	Low	122	High
5	MEK	77	Low	127	High
6	RRAN	90	Moderate	127	High
7	BL	63	Low	129	High

4. Hypothesis Testing

The results of the hypothesis test are presented in Table 5:

Table 5. Paired-samples test results

Comparison	Mean Difference	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Pretest-Posttest	-49.857	12.681	4.793	-61.585	-38.129	-10.402	6	0.000

Based on the paired-samples t-test presented in Table 5, the significance value (Sig. 2-tailed) was 0.000. This value is lower than the predetermined significance level of 0.05 ($0.000 < 0.05$). Therefore, H_0 is rejected and H_a is accepted. The statistical result indicates a significant difference between students' learning motivation before and after the intervention.

The increase in scores from the pretest to the posttest indicates that the implementation of mind mapping integrated into group guidance services was effective in improving learning motivation among the seven participants. The result is consistent with Safitri and Rahmi (2019), who reported a significant effect of mind mapping on students' learning motivation. It is also consistent with Safitri and Achmadi (2018), who found that the application of mind mapping was associated with higher learning motivation and improved understanding of concepts.

The finding is particularly relevant because the intervention was not limited to mind mapping as an individual note-taking technique. The technique was implemented within a group guidance service. Astuti et al. (2023) reported that group guidance using mind mapping was effective in increasing students' learning motivation. Their study and the present study both place mind mapping within a counseling or guidance context, although the designs and participants differ. The present study used a One-Group Pretest-Posttest Design, while Astuti et al. used guidance-and-counseling action research.

The group process may have strengthened the intervention because students were able to share ideas, discuss learning experiences, and receive positive feedback. Similar studies have shown that group guidance can be used to address students' learning motivation through discussion, modeling, and other structured techniques (Sa'adah et al., 2021; Putri & Rosita, 2020; Ernawati & Setiawaty, 2021). These findings support the interpretation that the social environment created by group guidance can complement the visual characteristics of mind mapping. Recent work likewise reports significant motivation gains from structured group guidance interventions (Arief et al., 2025).

The visual nature of mind mapping may also explain the observed improvement. Mind mapping requires students to select keywords, establish relationships among concepts, and represent information in a structured visual form. The technique can make students active producers of learning material rather than passive recipients. Alwi et al. (2021) found that mind mapping could support students' learning interest, while Komariah et al. (2023) demonstrated the feasibility of mind mapping media for learning motivation in group guidance. The current finding is therefore supported by both intervention studies and development research.

The intervention is also consistent with broader evidence on learning motivation. Studies of group guidance have reported positive changes in students' motivation following structured interventions (Hasanudin et al., 2019; Kumalasari, 2020; Rohana, 2019). Other studies have examined motivation through online guidance, peer support, and problem-solving approaches (Murniasih, 2021; Anugrah & Karneli, 2020; Septiana & Zaini, 2021). Although the techniques differ, the common element is the provision of structured support that encourages students to engage with learning-related problems.

The result also has practical implications for school guidance and counseling. Teachers and counselors can consider visual, participatory techniques when students demonstrate low motivation. Mind mapping can be integrated into the stages of group guidance so that students do not only discuss learning problems verbally but also produce a visual representation of goals, obstacles, strategies, and commitments. This may make the guidance activity more concrete and easier for students to follow.

Nevertheless, the result should be interpreted within the limits of the research design. The study involved only seven participants selected from one class, and there was no control group. Consequently, the observed improvement demonstrates a significant pretest-posttest change within the participants, but it should not be interpreted as definitive evidence that the intervention alone caused every observed change. Future studies may use larger samples, control or comparison groups, and longer follow-up measurements.

Overall, the statistical result, the categorical improvement, and the consistency with previous empirical studies indicate that mind mapping through group guidance is a promising intervention for improving students' learning motivation. The finding strengthens the evidence base for combining visual learning techniques with structured group guidance in junior high school settings. Related literature also indicates that students' motivation is associated with self-efficacy and academic engagement, while counseling interventions can address learning-related difficulties (Gitara & Fahmawati, 2024; Mas'uda et al., 2024; Ningrum & Wiryosutomo, 2020; Pratama et al., 2021; Kurnia & Fatimah, 2022).

D. CONCLUSION

Based on the analysis of the research data and discussion, the implementation of mind mapping techniques through group guidance services was effective in improving the learning motivation of class VII K students at SMP Negeri 11 Kupang during the 2025/2026 academic year.

The descriptive results showed that the seven selected participants initially consisted of four students in the low category and three in the moderate category. After the intervention, all seven participants were categorized as having high learning motivation. The paired-samples t-test produced a significance value of 0.000, which was lower than 0.05, indicating a statistically significant difference between pretest and posttest scores.

The findings suggest that the combination of visual mind mapping activities and the interactive process of group guidance can provide a useful strategy for supporting students' learning motivation. However, because the study used a small purposive sample and a One-Group Pretest-Posttest Design, future research should use larger samples and comparison groups to strengthen the generalizability and causal interpretation of the findings.

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