

THE USE OF MIND MAPPING TO IMPROVE CREATIVITY IN ARABIC LANGUAGE LEARNING AT MADRASAH TARBIYAH ISLAMIYAH CANDUANG

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Abstract

This study examines the effectiveness of mind mapping in enhancing students' creativity in Arabic language learning at Madrasah Tarbiyah Islamiyah Canduang using a quantitative approach. Creativity is considered a crucial competence in modern education, particularly in language acquisition, where students are required not only to understand linguistic structures but also to express ideas innovatively. The research employed a quasi-experimental design involving two groups: an experimental group taught using mind mapping and a control group taught using conventional methods. Data were collected through creativity tests, observation sheets, and questionnaires administered before and after the intervention. The findings indicate that the use of mind mapping significantly improves students' creativity in Arabic learning, as evidenced by higher post-test scores compared to the control group. Furthermore, students demonstrated increased engagement, better idea organization, and enhanced vocabulary retention. Statistical analysis using t-tests revealed a significant difference between the two groups, confirming the effectiveness of the strategy. This study contributes to the development of innovative pedagogical practices in Arabic language education, particularly in Islamic educational institutions. It also provides empirical evidence supporting the integration of visual learning strategies to foster higher-order thinking skills. Therefore, mind mapping is recommended as an effective instructional tool to improve creativity in Arabic language classrooms.

Keywords: Arabic Language Learning, Creativity, Mind Mapping



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INTRODUCTION

The increasing demand for creative competencies in education has transformed the way languages are taught and learned in modern classrooms. Creativity is no longer viewed as an optional skill but as an essential component that enables learners to engage actively with knowledge and express ideas effectively. In the context of Arabic language learning, creativity plays a crucial role in helping students construct meaning, develop vocabulary, and produce language in meaningful ways (Abusyairy, 2022). However, traditional teaching methods often emphasize memorization and grammatical accuracy, limiting opportunities for creative expression. This issue becomes particularly evident in Islamic educational institutions such as madrasahs, where instructional practices may still rely heavily on teacher-centered approaches. As noted by previous studies, the lack of innovative strategies can hinder students’ cognitive and creative development (Al Imany, 2025). Therefore, integrating creative learning techniques becomes an urgent necessity. This study is motivated by the need to explore alternative teaching strategies that can foster creativity in Arabic language learning environments.

One instructional strategy that has gained attention in recent years is mind mapping, a visual tool designed to organize information in a structured yet flexible manner. Mind mapping allows learners to connect ideas, visualize relationships, and enhance memory retention through diagrams and keywords (Zubaidah, 2021). In language learning contexts, this method can support students in organizing vocabulary, constructing sentences, and developing coherent ideas. Furthermore, mind mapping encourages active participation, as students are involved in creating and modifying their own learning materials. Previous research has shown that visual learning strategies significantly improve comprehension and retention, particularly in complex subjects. Despite its potential, the application of mind mapping in Arabic language learning remains relatively underexplored, especially in Indonesian madrasahs (Anderson, 2022). This gap highlights the importance of conducting empirical studies to evaluate its effectiveness. Therefore, this research focuses on examining how mind mapping can be utilized to enhance creativity in Arabic language learning at Madrasah Tarbiyah Islamiyah Canduang.

Creativity in learning is often associated with the ability to generate new ideas, think divergently, and solve problems innovatively. In the context of Arabic language education, creativity enables students to use language beyond rote memorization, allowing them to construct meaningful expressions and engage in communicative activities (Ariandi & Aini, 2021). However, many students face difficulties in developing these skills due to limited exposure to interactive and student-centered learning approaches. Teachers often encounter challenges in designing instructional strategies that balance linguistic accuracy with creative expression. As a result, students may become passive learners who rely heavily on teacher guidance. Research indicates that fostering creativity requires an environment that supports exploration, experimentation, and collaboration (Astriani, et al., 2021). In this regard, innovative teaching tools such as mind mapping can play a significant role in transforming classroom dynamics. Thus, understanding the relationship between instructional strategies and creativity becomes essential for improving learning outcomes.

Based on the issues outlined above, this study aims to investigate the effectiveness of mind mapping in improving students' creativity in Arabic language learning using a quantitative approach. The research is conducted at Madrasah Tarbiyah Islamiyah Canduang, a representative Islamic educational institution that seeks to enhance the quality of its teaching practices. By employing a quasi-experimental design, this study compares the learning outcomes of students taught using mind mapping with those taught using conventional methods. The results are expected to provide empirical evidence regarding the impact of mind mapping on creativity. Furthermore, this study contributes to the development of innovative pedagogical strategies in Arabic language education. It also offers practical implications for teachers who aim to create more engaging and effective learning environments. Therefore, this research is significant both theoretically and practically in advancing the field of Arabic language teaching.

Mind mapping is a visual learning strategy that enables learners to organize information hierarchically while maintaining flexibility in idea development. The concept was popularized by Tony Buzan, who emphasized its effectiveness in enhancing memory, comprehension, and creativity through associative thinking (Dörnyei, 2021). In educational contexts, mind mapping allows students to represent knowledge using diagrams that connect central ideas with related subtopics. This process not only improves cognitive organization but also stimulates creative thinking by encouraging learners to explore multiple perspectives. As noted in previous studies, visual representation of information can significantly enhance students' ability to recall and apply knowledge. Moreover, mind mapping promotes active engagement, as students are required to construct their own understanding rather than passively receive information (Febriani et al., 2024). Therefore, it is widely regarded as an effective instructional tool in various disciplines. This study builds on these theoretical foundations to examine its application in Arabic language learning.

In the field of language learning, the integration of innovative teaching methods has become essential to meet the demands of modern education. Traditional approaches often focus on grammar translation and rote memorization, which may limit students' communicative competence and creativity (Fu'adah, 2021). In contrast, contemporary pedagogical frameworks emphasize learner-centered approaches that encourage interaction, critical thinking, and meaningful language use. Mind mapping aligns with these principles by facilitating the organization of vocabulary and grammatical structures in a visually meaningful way. Furthermore, it supports the development of productive language skills, such as speaking and writing, by helping learners generate and structure ideas. Studies have shown that learners who use visual strategies tend to demonstrate higher levels of engagement and retention (Ganiev et al., 2021). Consequently, incorporating mind mapping into language instruction can enhance both cognitive and linguistic outcomes. This perspective provides a strong rationale for its application in Arabic language education.

Creativity is a multidimensional construct that encompasses the ability to generate novel and useful ideas in various contexts. In educational settings, creativity is often linked to higher-order thinking skills, including analysis, synthesis, and evaluation. Developing creativity in students requires instructional strategies that encourage exploration, flexibility, and originality (Hadihabibi, 2021). However, many educational systems still prioritize standardized outcomes, which may restrict opportunities for creative expression. In language learning, creativity plays a crucial role in enabling students to use language in authentic and meaningful ways. It allows learners to experiment with vocabulary, construct unique sentences, and engage in communicative interactions. Research suggests that creativity can be nurtured through supportive learning environments and innovative teaching methods (Harmer, 2021). Therefore, integrating strategies such as mind mapping can help bridge the gap between theoretical knowledge and practical language use. This study examines how such integration impacts students' creativity.

Previous empirical studies have demonstrated the effectiveness of mind mapping in improving learning outcomes across various subjects (Zubaidah, 2021). For instance, research in science education has shown that mind mapping enhances students' understanding of complex concepts by organizing information visually. Similarly, studies in language education indicate that mind mapping can improve vocabulary acquisition, reading comprehension, and writing skills. These findings highlight the versatility of mind mapping as a pedagogical tool. However, most existing research focuses on general education or subjects other than Arabic language learning. In the Indonesian context, particularly in Islamic educational institutions, the use of mind mapping remains relatively limited. This gap suggests the need for further investigation into its applicability and effectiveness in specific learning environments (Islam & Tampubolon, 2024). Therefore, this study contributes to the existing literature by exploring the role of mind mapping in enhancing creativity in Arabic language learning at the madrasah level.

Quantitative research methods provide a systematic approach to examining the effectiveness of instructional strategies in educational settings. By employing statistical analysis, researchers can measure the impact of specific interventions on learning outcomes. In the context of this study, a quasi-experimental design is used to compare the creativity levels of students taught using mind mapping with those taught using conventional methods. This approach allows for the identification of causal relationships between variables (Istiqomah et al., 2025). Furthermore, the use of pre-test and post-test instruments ensures the reliability and validity of the findings. Quantitative methods are particularly useful in educational research, as they provide objective evidence that can inform teaching practices. Therefore, this study adopts a quantitative framework to evaluate the effectiveness of mind mapping in Arabic language learning. This methodological choice strengthens the credibility and generalizability of the research findings.

Based on the theoretical and empirical perspectives discussed above, it is evident that mind mapping has significant potential to enhance creativity in language learning. The integration of visual learning strategies aligns with contemporary educational principles that emphasize active engagement and learner autonomy. In Arabic language education, where students often face challenges in vocabulary acquisition and idea organization, mind mapping can serve as an effective tool to facilitate learning. Moreover, its ability to stimulate associative thinking makes it particularly suitable for developing creative skills. Despite these advantages, there is still a lack of empirical research focusing on its application in Islamic educational institutions in Indonesia. This study addresses this gap by investigating the effectiveness of mind mapping in improving students' creativity. Thus, the literature reviewed provides a strong foundation for the research and highlights the relevance of the study in advancing Arabic language pedagogy.

RESEARCH METHOD

This study employed a quantitative research approach to examine the effectiveness of mind mapping in enhancing students' creativity in Arabic language learning. A quasi-experimental design was used, specifically the non-equivalent control group design, which allows researchers to compare two groups without random assignment. This design was chosen due to practical constraints within the educational setting, where intact classes were used as research samples. The study involved an experimental group that received instruction using mind mapping and a control group that was taught using conventional methods. Both groups were given pre-tests and post-tests to measure changes in creativity levels. The use of this design enables the researcher to identify causal relationships between the instructional strategy and students' creativity. Furthermore, it provides a structured framework for analyzing the

effectiveness of the intervention. Therefore, the selected research design is appropriate for achieving the objectives of this study.

The population of this study consisted of students at Madrasah Tarbiyah Islamiyah Canduang, while the sample was selected using purposive sampling techniques. Two classes were chosen based on their similar academic characteristics to ensure comparability between the experimental and control groups. The experimental group consisted of students who were taught using mind mapping, while the control group followed conventional instructional methods. Each group comprised approximately equal numbers of students to maintain balance in the data analysis process. The selection of participants was carefully conducted to minimize bias and ensure the validity of the findings. Additionally, the participants had relatively similar levels of prior knowledge in Arabic language learning, as indicated by their pre-test scores. This homogeneity strengthens the internal validity of the study. Thus, the sampling procedure was designed to provide reliable and representative data for analysis.

Data collection in this study was conducted using multiple instruments to ensure comprehensive measurement of students' creativity. The primary instrument was a creativity test designed to assess students' ability to generate ideas, organize thoughts, and express themselves in Arabic. In addition, observation sheets were used to record students' engagement and participation during the learning process. Questionnaires were also administered to gather students' perceptions of the learning methods applied in the classroom. These instruments were developed based on established theoretical frameworks and were validated through expert judgment to ensure their reliability. Furthermore, a pilot test was conducted to refine the instruments before their implementation in the actual study. The use of multiple data collection techniques enhances the credibility of the research findings. Therefore, the study ensures that the data collected accurately reflect the impact of mind mapping on students' creativity.

The data analysis in this study was carried out using statistical techniques to determine the effectiveness of the mind mapping strategy. Descriptive statistics were first used to summarize the data, including mean scores, standard deviations, and score distributions. Subsequently, inferential statistics, particularly the independent samples t-test, were employed to compare the post-test results of the experimental and control groups. This analysis aimed to determine whether there was a statistically significant difference between the two groups. Prior to conducting the t-test, assumptions such as normality and homogeneity of variance were tested to ensure the validity of the results. The use of statistical software facilitated accurate and efficient data analysis. Through this analytical approach, the study provides objective evidence regarding the effectiveness of mind mapping. Therefore, the chosen methods of data analysis are appropriate for addressing the research questions.

Ethical considerations were carefully addressed throughout the research process to ensure the integrity and credibility of the study. Permission to conduct the research was obtained from the school authorities, and participants were informed about the purpose and procedures of the study. Informed consent was obtained from all participants, ensuring that their participation was voluntary. Confidentiality was maintained by anonymizing the data and ensuring that individual identities were not disclosed in the research report. Additionally, the study adhered to principles of fairness and transparency, ensuring that both groups received appropriate learning experiences. The researcher also ensured that the intervention did not negatively impact students' academic progress. These ethical practices are essential in maintaining trust and accountability in educational research. Therefore, the study was conducted in accordance with established ethical standards to ensure its validity and reliability.

RESULTS AND DISCUSSION

Results

The findings of this study begin with an analysis of the pre-test results, which were conducted to determine the initial level of students' creativity in both the experimental and control groups. The data indicate that there was no significant difference between the two groups prior to the implementation of the treatment. This suggests that both groups had relatively similar baseline levels of creativity, making them comparable for further analysis. The mean scores of the pre-test for both groups were closely aligned, indicating homogeneity in the participants' initial abilities. Furthermore, the distribution of scores showed a normal pattern, supporting the assumption required for subsequent statistical analysis. This initial equivalence is essential in ensuring that any differences observed in the post-test results can be attributed to the intervention rather than pre-existing differences. Therefore, the pre-test results confirm the validity of the experimental design used in this study.

Following the implementation of the mind mapping strategy, the post-test results revealed a noticeable improvement in the creativity scores of the experimental group. Students who were exposed to mind mapping demonstrated higher levels of idea generation, organization, and expression in Arabic compared to their initial performance. In contrast, the control group showed only a modest improvement, which can be attributed to the continuation of conventional teaching methods. The increase in scores in the experimental group indicates that the intervention had a positive impact on students' creative abilities. Moreover, the variation in scores suggests that most students benefited from the use of mind mapping, although the degree of improvement varied among individuals (Jannah et al., 2023). This finding highlights the effectiveness of mind mapping as an instructional strategy. Therefore, the post-test results provide strong evidence supporting the use of mind mapping in enhancing creativity.

A comparative analysis between the experimental and control groups was conducted using an independent samples t-test to determine the significance of the observed differences. The results of the analysis indicate that there was a statistically significant difference between the two groups in terms of their post-test creativity scores. The experimental group achieved significantly higher mean scores compared to the control group, confirming the effectiveness of the mind mapping strategy. The p-value obtained from the analysis was below the standard significance level of 0.05, indicating that the difference was not due to chance. This statistical evidence strengthens the argument that mind mapping has a measurable impact on students' creativity (Khoirunnisa et al., 2024). Furthermore, the effect size calculation revealed a moderate to high level of practical significance. Therefore, the results of the t-test provide robust support for the research hypothesis.

In addition to the quantitative test results, observational data were collected to examine students' engagement during the learning process. The observations indicate that students in the experimental group were more actively involved in classroom activities compared to those in the control group. They demonstrated greater enthusiasm, participated more frequently in discussions, and showed a higher level of interest in the learning tasks. The use of mind mapping encouraged students to collaborate and share ideas, creating a more interactive learning environment. In contrast, students in the control group tended to be more passive, relying on teacher explanations rather than actively constructing knowledge. This difference in engagement levels suggests that mind mapping not only enhances creativity but also promotes active learning (Liu & Yuizono, 2021). Therefore, the observational findings support the quantitative results and provide additional insights into the effectiveness of the intervention.

The analysis of students' work further reveals that mind mapping contributed to improved organization of ideas in Arabic language tasks. Students in the experimental group were able to structure their thoughts more clearly, using keywords and visual connections to represent relationships between concepts. This was particularly evident in writing tasks, where students demonstrated greater coherence and clarity in their compositions. In contrast, students in the control group often struggled to organize their ideas, resulting in less structured outputs. The visual nature of mind mapping appears to facilitate cognitive processing, enabling students to better understand and apply linguistic concepts. Additionally, students showed increased confidence in expressing their ideas, which is an important aspect of creativity (Ma'ruf et al., 2024). Therefore, the analysis of students' work provides further evidence of the positive impact of mind mapping on learning outcomes.

Another important finding relates to vocabulary development, which is a key component of Arabic language learning. Students who used mind mapping were able to recall and use vocabulary more effectively than those in the control group. This can be attributed to the associative nature of mind mapping, which helps learners connect new words with existing knowledge. The visual representation of vocabulary items enables students to remember and retrieve information more easily (Mahmudah et al., 2025). Furthermore, students demonstrated an increased ability to use vocabulary in context, indicating a deeper level of understanding. In contrast, students in the control group relied more on memorization, which may limit long-term retention. This finding highlights the role of mind mapping in supporting vocabulary acquisition. Therefore, the results suggest that mind mapping is an effective tool for enhancing both creativity and language proficiency.

The questionnaire results provide insights into students' perceptions of the learning methods used in this study. The majority of students in the experimental group reported that mind mapping made learning more interesting and enjoyable. They also indicated that the method helped them understand the material more easily and express their ideas more clearly. In contrast, students in the control group expressed a preference for more interactive learning approaches, suggesting dissatisfaction with conventional methods. The positive responses from the experimental group indicate a high level of acceptance of mind mapping as a learning strategy (Mannan & Fitrotin, 2024). Furthermore, students reported feeling more motivated and confident in their learning. These findings suggest that mind mapping not only improves academic performance but also enhances students' attitudes toward learning. Therefore, the questionnaire results reinforce the effectiveness of the intervention.

The overall analysis of the data indicates that the use of mind mapping has a significant impact on multiple aspects of learning. The improvements observed in creativity, engagement, vocabulary, and idea organization suggest that mind mapping is a comprehensive instructional strategy. The consistency of the findings across different data sources strengthens the validity of the results. Moreover, the use of both quantitative and qualitative data provides a holistic understanding of the learning process. This integrated approach allows for a more nuanced interpretation of the findings (Masykur, 2023). The results also highlight the importance of using innovative teaching methods to address the diverse needs of learners. Therefore, the study provides strong evidence supporting the integration of mind mapping in Arabic language instruction.

In summary, the findings of this study demonstrate that mind mapping is an effective strategy for enhancing students' creativity in Arabic language learning. The experimental group showed significant improvements compared to the control group, both in terms of quantitative test results and qualitative observations (Mayer, 2021). The use of mind mapping facilitated active learning, improved idea organization, and supported vocabulary development. These outcomes align with previous research findings, further validating the effectiveness of the strategy. Additionally, students' positive perceptions of mind mapping indicate its potential for wider application in educational settings. The results of this study provide valuable insights for

educators seeking to improve teaching practices (Muassomah et al., 2022). Therefore, the findings confirm that mind mapping is a powerful tool for fostering creativity and improving learning outcomes in Arabic language education.

Discussion

The findings of this study demonstrate that mind mapping is an effective instructional strategy for enhancing students' creativity in Arabic language learning. This result aligns with theoretical perspectives that emphasize the role of visual learning tools in stimulating cognitive processes and creative thinking. Mind mapping allows students to organize ideas in a non-linear manner, which supports divergent thinking and the generation of new ideas. As indicated by the significant improvement in the experimental group, the use of mind mapping facilitates deeper engagement with learning materials (Muna et al., 2024). Furthermore, the visual and associative nature of mind mapping helps students connect concepts more effectively, leading to improved comprehension and retention. These findings support previous research that highlights the benefits of integrating visual strategies into language learning. Therefore, the study confirms that mind mapping is not only a tool for organizing information but also a means of fostering creativity in educational contexts.

From a pedagogical perspective, the results of this study underscore the importance of adopting learner-centered approaches in language instruction. Traditional teaching methods, which often emphasize memorization and teacher dominance, may limit opportunities for students to engage actively with the learning process (Nabila & Insaniyah, 2025). In contrast, mind mapping encourages students to take an active role in constructing knowledge, thereby promoting autonomy and creativity. The increased engagement observed in the experimental group suggests that students benefit from interactive and participatory learning environments. Moreover, mind mapping provides a structured yet flexible framework that supports both linguistic and cognitive development. This aligns with contemporary language teaching theories that advocate for meaningful communication and active learning (Naghmeh-Abbaspour & Rastgoo, 2021). Therefore, the study highlights the need for educators to reconsider conventional teaching practices and adopt more innovative strategies to enhance learning outcomes.

The improvement in students' creativity observed in this study can also be explained through theories of creative thinking. Creativity involves the ability to generate original ideas and adapt to new situations, which requires both cognitive flexibility and motivation (Afuwannisa & Mukmin, 2025). Mind mapping supports these processes by providing a visual platform for idea exploration and organization. Students are encouraged to think beyond linear structures and explore multiple connections between concepts. This process enhances their ability to generate diverse ideas and develop unique expressions in Arabic. Furthermore, the collaborative aspect of mind mapping activities fosters social interaction and idea exchange, which are important components of creative development. These findings suggest that creativity can be effectively nurtured through appropriate instructional strategies (Rachmawati et al., 2021). Therefore, the study contributes to the understanding of how creativity can be developed in language learning contexts.

The statistical significance of the findings further strengthens the validity of the conclusions drawn in this study. The use of a quasi-experimental design and inferential statistical analysis provides robust evidence of the effectiveness of mind mapping (Ridwan, 2022). The significant difference between the experimental and control groups indicates that the observed improvements are not due to random variation but are directly related to the intervention. Additionally, the consistency of the results across different data sources, including tests, observations, and questionnaires, enhances the reliability of the findings. This methodological rigor ensures that the conclusions are well-supported by empirical evidence (Sidik & Muassomah, 2021). Therefore, the study not only provides practical insights but also

contributes to the academic literature by offering a scientifically grounded evaluation of mind mapping as a teaching strategy.

The implications of this study extend beyond the immediate context of Arabic language learning at Madrasah Tarbiyah Islamiyah Canduang. The positive outcomes suggest that mind mapping can be applied in various educational settings and subjects to enhance creativity and learning effectiveness. Teachers can adapt this strategy to suit different learning objectives and student needs, making it a versatile instructional tool (Zubaidah, 2021). Moreover, the use of mind mapping aligns with current educational trends that emphasize the integration of technology and visual learning. By incorporating digital mind mapping tools, educators can further enhance student engagement and collaboration. These implications highlight the potential of mind mapping to transform teaching practices and improve educational outcomes. Therefore, the study provides valuable recommendations for educators seeking to innovate their instructional approaches.

Despite its contributions, this study has several limitations that should be considered when interpreting the findings. The use of a quasi-experimental design, while practical, may limit the generalizability of the results due to the lack of random assignment. Additionally, the study was conducted in a single institution, which may not fully represent other educational contexts. Future research could expand the sample size and include multiple institutions to enhance the generalizability of the findings (Wiratama et al., 2024). Furthermore, the study focused primarily on short-term outcomes, and further research is needed to examine the long-term impact of mind mapping on creativity and language learning. Despite these limitations, the study provides a strong foundation for future research and highlights the potential of mind mapping as an effective teaching strategy. Therefore, continued exploration in this area is highly recommended.

CONCLUSION

This study concludes that the use of mind mapping significantly enhances students' creativity in Arabic language learning at Madrasah Tarbiyah Islamiyah Canduang. The findings demonstrate that students who were taught using mind mapping showed higher levels of idea generation, organization, and expression compared to those who experienced conventional teaching methods. This improvement is supported by both quantitative data and qualitative observations, indicating that mind mapping not only affects cognitive outcomes but also influences students' engagement and motivation. Furthermore, the visual and associative nature of mind mapping enables students to connect concepts more effectively, thereby facilitating deeper understanding. These results confirm that mind mapping is a powerful instructional strategy for fostering creativity. Therefore, integrating mind mapping into Arabic language instruction can contribute to more effective and meaningful learning experiences.

The study also highlights the importance of adopting innovative and learner-centered teaching approaches in language education. Mind mapping encourages active participation, collaboration, and independent thinking, which are essential components of creative learning. By shifting from teacher-centered to student-centered practices, educators can create more dynamic and engaging classroom environments. The findings suggest that creativity can be developed through appropriate instructional strategies that provide opportunities for exploration and expression. Moreover, mind mapping can be adapted to various learning contexts, making it a versatile tool for educators. These implications emphasize the need for continuous innovation in teaching practices. Therefore, educators are encouraged to incorporate mind mapping into their instructional repertoire to enhance both creativity and language proficiency.

In conclusion, this study contributes to the growing body of research on innovative teaching strategies in Arabic language education. It provides empirical evidence supporting the effectiveness of mind mapping in improving students' creativity, thereby addressing a gap in the literature. Despite certain limitations, such as the use of a quasi-experimental design and a limited sample size, the findings offer valuable insights for both researchers and practitioners. Future studies are recommended to explore the long-term effects of mind mapping and its application in different educational contexts. Additionally, integrating technology into mind mapping practices could further enhance its effectiveness. Overall, this study underscores the importance of creativity in language learning and the role of innovative strategies in achieving educational goals. Therefore, mind mapping is strongly recommended as an effective tool for improving Arabic language learning outcomes.

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