

I-Think Mind Mapping: An Approach to Improve Students' Interest and Motivation in Malaysian Nationhood Course at Universiti Utara Malaysia

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Abstract

Malaysian Nationhood course is an introduction to the history of nation building that covers the period from pre-independence until the establishment of post-independence government policies. In addition, the course discusses the fundamental factors that have taken place in the development of Malaysian history and lists the factors that have been the turning point in the country's history. This course is very important in building a new generation of Malaysians using history as the foundation of nation building. But the students' reactions gave the negative perception of the Malaysian Nationhood course by stating that it was a heavy subject, uninteresting, too many facts and boring lectures. As a result, they have reacted negatively when they were in the classroom. These include coming late to the class, skip class, talking during lectures, reading other course notes, looking at cell phones and often falling asleep. To overcome this problem, the I-Think mind mapping method is used in learning activities. Qualitative methods are applied through observation, activities using Mind Map and Focus Group Discussions. The results show that activities carried out through I-Think mind mapping have had a positive impact on increasing students' interest and motivation in this course. However, in this large-scale classroom, lecturers will need to diversify their teaching techniques and other teaching aids to keep students engaged in the lectures.

Keywords: Malaysian nationhood, I-Think Mind Mapping, interest, motivation, teaching & learning

1. Introduction

History Education is a core subject in the Integrated Curriculum Secondary School (ICSS) which is often criticized by most students as a boring and difficult subject (Zahara & Nurliah 2009). Previous studies have found that the content of teaching and learning was filled with facts and storylines that cover a variety of chronologies that have made it difficult for students to understand and appreciate the subject of History (Khairuddin 2011). The situation becomes worse when History teachers do not take more creative initiatives to stimulate students' interest in learning History (Zahara & Nurliah 2009). While students need to be aware that every current or future problems can be identified through past events and teaching patterns taught by teachers will affect the quality of History teaching in schools. Therefore, one of the most effective approaches to aid students' understanding of History subject is through the use of mind map (Abdul Rahim 2000; Novak & Govin 1984).

Mind Map, when applied critically, is capable of expressing the relevance of one event to another, finding evidence, interpreting, making judgments, predictions and imaginations. Such teaching and learning can develop intellectual thoughts and enhance rational, critical and creative thinking (Ministry of Education Malaysia 1992). A diverse and innovative approach is required to make History teaching and learning in line with its goals as the foundation for patriotic citizens. In this regard, to address similar issues encountered in teaching and learning of Malaysian Nationhood Course (MN) at Universiti Utara Malaysia, the use of Mind Map will be applied.

The MN course is compulsory and should be taken as a prerequisite for graduation at Universiti Utara Malaysia (UUM). This course adopts the elements of history as the dominant element over other areas of study. This course is aimed to provide knowledge, basics and facts about Malaysian history that are fundamental to the knowledge of MN course. Students are also expected to list factors that influence the continuity, change and also socio-political and

social development of Malaysia. In addition, students are expected to apply their knowledge of citizenship in an effort to shape their identity and have a high patriotic spirit and thus identify the implications of the changes that are taking place in the socio-economic and political development of the country. The end goal is to apply the knowledge of the nationhood in the spirit of patriotism, nationalism, volunteerism and leadership among students.

2. Problem Statement

Implementing teaching and learning activities in a classroom with a large number of students is a big challenge. Based on nearly 15 years of teaching experience, some students have given negative perceptions of the MN course by saying it as a heavy subject, boring, too many facts and boring lecturers. As a result, they have reacted negatively when they were in the classroom. These include frequently coming late to class, skipping class, talking during lectures, reading other course notes, looking at cell phones and often falling asleep.

This negative attitude is translated into a lack of interest in this course which is one of the core components of the university. Interest is actually closely related to attitude. Students will respond positively when they are interested in a situation or matter. Instead, they will react negatively when they are not interested. Therefore, the content of the course presented should be clear, interesting and applicable in the context of daily life (Mager, 2004). Motivation also has some importance for the teaching and learning process. The first priority is to get students involved in the learning process. Motivated students will be eager to follow what is being conveyed by the teacher and give full attention to the teaching. This will give rise to the second priority which is to enhance students' understanding of the subject.

3. The Importance of Mind Mapping in Teaching & Learning (T&L)

In general, Trochim (1989) states that mind mapping is a process that can help develop ideas on a different topic. Mind mapping is one of the effective learning methods that utilizes the transfer of ideas from one concept of knowledge to a related branch. Mind map is a construction made on a piece of paper, an important idea is placed in the middle as a central idea and other related ideas are developed outside of the main idea using small centers, lines, blocks, geometry, colors and so on. In addition, the mind map is a graphical arrangement containing specific information, written in a simple but compact way.

More specifically, I-Think Mind Mapping (Nurhafizah et.al, 2017) is a visual teaching tool that fosters and promotes lifelong learning. Among the key features of I-Think are thinking outside the box, which is being creative, ready to accept new ideas, willing to take risks, willing to make mistakes and not be too restricted by traditional thinking. I-Think was introduced as a thinking tool for teachers and students.

I-Think Mind Map was created and developed by Dr. David Hyerle which aims to help teachers and students make the teaching and learning process more meaningful. I-Think is based on the workings of the human brain and the way information is structured. The importance of I-Think has been demonstrated through classroom research and observation during the learning process. Teachers can use I-Think Mind Map to teach a variety of subjects. They can choose different sets of I-Think tools based on the standard of the content they want to teach. Teaching becomes more dynamic when I-Think Mind Map is used to enhance students' abstract thinking skills. Indirectly, students' interest in the subject taught also improved. Students are able to come up with ideas and improve their learning (Vishalache Balakrishnan, 2014).

I-Think Mind Map helps students to increase their level of thinking, from low order thinking to high order thinking. I-Think helps students think *divergently* and *convergently* and can structure their thinking in a systematic way. I-Think Mind Map can also help students to understand the relationship between various aspects, concepts and so on in various situations. They will learn to focus their thinking on meaning rather than focusing on facts and other technical aspects such as language style and grammar. Students will also be more aware of conflicts, problems, challenges or situations that need to be analyzed.

4. Literature Review

There are several articles and studies on the use of I-Think Mind Map on student academic achievement. Among them, a study on the Effectiveness of Using Mind Map assisted by *e-Book* on the academic achievement of fifth year students in Science subjects at Seberang Takir Complex National School in Kuala Terengganu district by Zulkifli Mat (2012) has proved the effectiveness of using Mind Map on student academic achievement. One book that should be read if we wish to apply I-Think based teaching and learning is Ismail Said's *Kaedah Pengajaran Sejarah (History Teaching Methods)* (2014). This book discusses the methods that history teachers should use to create interesting lessons. The author also discussed the use of I-Think. However, the information provided is fairly basic and the researcher and history teacher need to obtain additional reading material to master I-Think.

In addition, the book *Aplikasi I-Think dalam Pendidikan (I-Think Application in Education)* (Vishalache Balakrishnan, 2014) gives a good and comprehensive overview of the use of I-Think in the teaching of some subject components such as History, Moral, Science, Mathematics, Malay Language, English and Islamic Education. This book has provided insights and overview into how I-Think-based teaching methods are taught. Another must-read guide to implementing I-Think mapping methods is *Mind Mapping* by Tony Buzan (2006) which provides a basic but comprehensive overview of what Mind Map is, requirements to produce Mind Map, Mind Map for all activities and Mind Map that can be used in education.

Svantesson (1989) in his book *Mind Mapping & Memory* has also described what is meant by Mind Map till the level of Mind Map application. The author stated that Mind Map is an effective technique for taking and making notes. This method is a modern approach compared to the traditional one. This method is also the simplest, time saving, able to recall and restore memory in a short period of time. In short, the author points out about the benefits of using Mind Map which can improve memory levels, save time and solve many matters. In addition, the mind mapping method enables accurate, structured and logical organization as well as enhances creative thinking and imagination in many ways. Mind map as interpreted by him is a "new note-taking technique" that can be applied in many situations. These include planning, problem solving, formulating, structuring, brainstorming and generating ideas as well as taking notes. Mind Map is usually built on a piece of paper. An important idea or theme is placed in the center and other related ideas are developed outside of the main idea using small centers, lines, blocks, geometry, images, lines, colors and so on. Mind Map can also save you time in learning a subject. In the process of learning, a student needs to develop strategies so that all content can be processed by the brain more easily. Mind Map also has many benefits such as improving memory without losing too much paper and energy.

A book entitled *Mind Mapping For Dummies* (Florian, 2012) also provides a brief and simple description to facilitate understanding of the application of Mind Map. Among them, the author states that the brain cannot be locked in because it has the potential to produce an extraordinary method of mind mapping. In my opinion this book is quite interesting as the author has covered inputs on traditional Mind Mapping methods till the applications of modern Mind Map software.

The importance of using Mind Map has led to the emergence of such writings as *Learning Maps and Memory Skills* by Ingemar Svantesson (1988). The author has shown that the mind mapping method is a note taking technique and can be used in a variety of situations including planning, problem solving, summary, structuring, brainstorming and generating new ideas.

Thus to realize the use of I-Think Mind Map. According to Zulkifli Mat (2012), visualization elements such as graphics, animation, video and youtube can be used to solve students' problems especially when they involve the process of remembering and memorizing. High student visualization capabilities help students to develop new concepts which can then be used to analyze learning at the next level.

In line with the writings of Omardin Ashaari and Yunus Muhamad (1996) entitled *Kaedah Pengajaran Sejarah* (Teaching Methods for History) to meet the needs of history teaching, it is very useful in providing an overview of the methods that should be used in teaching MN Course so that the delivery is effective.

Teaching & Learning History 11-18, Understanding The Past (Kitson et al., 2011) is also a very interesting book that contains inputs that educators who teach history in schools or at tertiary levels should obtain. The strength of this book is that the author presents different and dynamic views in the teaching and learning of History. According to the author, teaching and learning should be alternately performed with research, discussion and practice. Previous studies have also shown that using mind maps in History subjects can increase visual stimulation among students to be more creative in writing and thus improve students' ability to communicate orally and encourage students to learn confidently and independently (Norfadilah 2000). The use of mind map can also facilitate students' thinking, help strengthen their memory, and help them to remember important facts that can be well elaborated later (Abdul Rahim 2000). It makes the teaching and learning process more effective. Past studies showed that many students still face difficulties remembering historical facts for a long time (Khairuddin 2011). This is because, History subject have many abstract ideas and concepts that are difficult to understand. This concept plays a very important role in shaping the thinking of an individual and shaping the intellectual capacity of students. By using the Mind Map method, all the History notes which is filled with facts can be shortened using various symbols, colors, patterns and so on. This will make it easier for students to remember all the facts that have been diffused through the mind map.

Therefore, based on the success of the empirical studies on the use of Mind Map in the t&l of History subject, the t&l of MN course will apply the use of Mind Map as an approach to increase students' interest and motivation in the MN Course at Universiti Utara Malaysia.

5. Research Questions and Objective

This study aims to look at students' attitudes towards using mind map in learning MN course. This attitude refers to their interest and motivation for the MN course. The two main questions in this study are

- i. How does the use of I-Think Mind Map help in the teaching and learning of MN courses?
- ii. To what extent is the use of I-Think Mind Map can improve students' interest and motivation in MN course?

6. Methodology

This study is designed as a simple descriptive analytical action research that explores the use of mapping concept to improve students' interest and motivation in large-scale lectures by using qualitative methods to obtain research data. According to McNiff (1988), action research is an approach to correct or improve the quality of education through changes that encourage teachers to become more aware of their own practices, critical of these practices, and willing to change their practices. The researcher used an action research model that is based on the Kemmis and Mc Taggart (1988) model. A total of 102 respondents from Group C of MN Course were surveyed. Next, the students were divided into 20 small groups. But during presentation, only five groups were randomly selected to present the mind map created by their group.

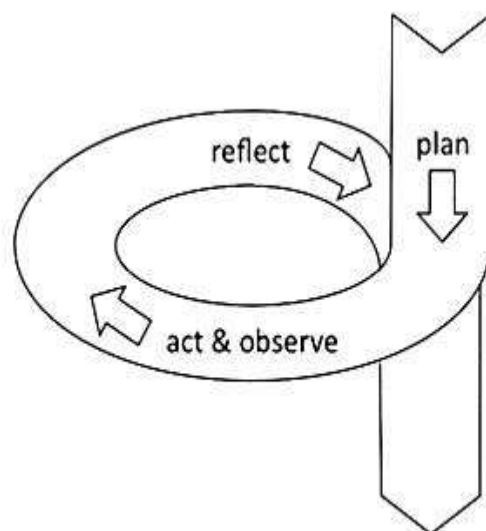


Figure 1. Model Kemmis and MacTaggart (1988)

(i) Observation Method

Observation methods will be used to identify the problems encountered by students in the course. Observations will be carried out during and after each class' teaching and learning activities. The I-Think Mind Map method will be used to evaluate the effectiveness of the teaching and learning process that will take place and the extent to which the use of Mind Maps achieve the objectives of this study. Some improvements will be made through the different methods of using Mind Map in the following lecture session if students find that they are still not well versed in applying the Mind Map in the early stage .

(ii) I-Think Mind Map Activities

Information gathering techniques (through *Brainstorming, Buzz Group, Syndicate, Three Minutes Each Way, or Snowballing*) will be implemented using I-Think (Mapping) activities through several types of Mind Map such as Circle Map, Bubble Map, Double Bubble Map and Brace Map until the course learning outcomes (CLOs) are achieved.

(iii) Reflection

Reflections are intended to see whether research objectives and CLOs are achieved through the Mind Map activities. If the students are not able to explain based on the questions given (which means CLOs have not been achieved), the researcher will repeat the learning activities using other Mind Maps until the students can achieve the objectives of the study.

(iv) Focus group discussion

In order to get feedback on the (I-Think) mind map method that has been used in the teaching and learning activities, a focus group discussion approach will be implemented at the end of the semester. A total of 10 students will be selected to share ideas about the methods that have been applied and their impact in particular in enhancing their interest and attitude towards mastering Malaysian Nationhood course. Questions that will be prepared include students' interest in the course, the methods used in the classroom teaching and learning, and the impact the course will have on them.

7. Implementation Methods in the Lecture Hall

Initial implementation of Action Research

Announcement to students about the teaching and learning process that will take place using Mind Map based on discussion topics.

During implementation of Action Research

Step One:

Before delivering the lecture, the Lecturer provides a clear explanation about the learning objectives (CLO) that are supposed to be achieved by the students.

Step Two:

The Lecturer gives an assignment based on one of the topics from the course content, using Mind Map in the lecture.

Step Three:

Students are required to discuss, screen the facts, and make shared decisions base on the use of Mind Map through SCL activities such as *Brainstorming*, *Three Minutes Each Away*, *Snowballing*, *Buzz Groups*, *Syndicates* or others.

Step Four:

Students will present the results of their discussion.

Step Five:

Reflection, looking at the extent to which the research goals are achieved by the students. If students do not reach the desired level then the researcher will repeat Step One through Step Five at the next lecture. If the students have achieved the desired objectives of the study, then the next step is repeated based on other Mind Map activities on the next topic to assess the use of Mind Map in achieving the study objectives. The researcher can then evaluate which methods of the Mind Map are suitable for teaching and learning Malaysian Nationhood Course to achieve the objectives of the study.

Final Implementation of Action Research

Focus Group Discussion is used to get students' feedback on activities that are carried out using the Mind Map to achieve the objectives of the study.

8. Findings of Research Reflection

8.1 Reflections Based on Activities in the Lecture According to Chapter Using Mind Map

Table 1. Reflections on Mind Mapping Activities

Date	Chapter	Sub topic	Types of mind map used	Reflection
	1. Development of Nation Building	Knowledge about Malaysian Nationhood course	Circle Map	Students are still confused about how to relate their existing knowledge to the given topic. 2/5 group of students are able to write down the important points that are relevant to their knowledge about the MN course.
	2. Traditional Malay Society (TMS)	i) Definiton of TMS ii) The Importance of Traditional Malay Society in the Development of Nation Building	Circle Map Bubble Map	5/5 group of students are able to write the main points.
	3. Colonialism	i) Definition of Colonialism ii) Motivating factors of Colonialism and Imperialism.	Circle Map Double Bubble Map	5/5 group of students are able to provide information according to context. 4/5 group of students are able to

				differentiate the information.
	4. Nationalism	Development of Nationalism in Malaya	Tree Map	5/5 group of students are able to classify ideas.
	6. Malayan Communist Party and State of Emergency	Background of MCP	Brace Map	4/5 group of students are able to analyse objects.
	7. Establishment of Malaysia	Overall Topic	Flow Map Multi-Flow Map Bridge Map	5/5 group of students are able to display their selected map. 3/5 group of students use maps that are not used in their previous activities.

8.2 Written Reflection

The students are required to write down their reflections after finishing the mind map activity. The schedule shown below describes the positive and negative reflections based on individual student’s view.

Table 2. Description of Positive and Negative Reflections After The Implementation of Mind Map Activities

NO	DESCRIPTION	SIMILAR VIEW
	POSITIVE REFLECTION	
1	Development of ideas about a topic (clearer and concise)	88
2	Able to reduce stress when creating mind map while listening to music/Stimulating mind/Relaxing	35
3	Deeper understanding of topic/ Easy to understand	31
4	Motivate me more	22
5	More interesting, laid back and not sleepy	21
6	Help to attract my interest	19
7	Mind Map provides a better picture about a topic	18
8	Opens mind and increases knowledge based on various ideas from group members/Development of ideas from students’ presentations	16
9	Easy to remember	14
10	Better relationship with group members through discussion activities	14
11	Fun because today’s lecture helps with revision	14
12	Better understanding on how to prepare mind map	12
13	Easy to study	9
14	Use important points	9
15	Easy to express ideas	7
16	This class/session is totally different from other classes	7
17	Time savings, use key word.	6
18	Fun, happy, cold, nervous (during presentation earlier)	6
19	More similar activities	5
20	Able to appreciate the PKM event	5
21	Easier to understand chronological events	4
22	Improve creativity	4
23	Able to use as preparation for final exam, we do not have to read a lot of books	4
24	Simple and attractive presentation	4
25	Able to apply learning techniques in mind mapping	4
26	Students give better and clearer information	4
27	Easier to revise	3
28	Focus on main topic	2
29	Simple and effective	2
30	Learn to summarise	2
31	Able to provide a good lesson to future generations	2
32	Highly confident	1
33	Good source of reference	1
34	Mobile	1
35	Cultivate the spirit of patriotism in self	1
36	I suggest both activities and old method	1
37	Today’s lecture is a lot of fun, accompanied by music	1
38	Do a lot of group work, a lot of ideas can be shared	1
	NEGATIVE REFLECTION	
1	Music played was not suitable with topic	2
2	I suggest we maintain the traditional way of learning after this and do little activities	1
3	Mind Mapping – rather boring, feels like school children	1
4	tiring	1

8.3 Focus Group Discussion

10 students were selected randomly for an interview, then they were required to answer in writing seven reflection questions set by the lecturer.

1. How do you feel about today's class?
2. What did you learn today?
3. Explain how today's lecture differs from previous ones?
4. Did the mind mapping activity attract your interest in this course?
5. Did the implemented activity motivate you to learn this course?
6. Do you like music being played while you are doing class activities?
7. What do you suggest for the next class activity?

9. Findings from Focus Group Discussion

Table 3. Findings from Focus Group Discussion

No.	Student	Question 1: 1. How do you feel about today's class?
1	247689	I enjoy and feel happy with the learning technique used today.
2	246837	Enjoy and not bored because there is music in the background as we mind map.
3	241120	Happy working together
4	233302	Learning today is fun.
5	247033	Interesting and fun.
6	247073	Enjoyable.
7	242714	It is fun because can refer to a chapter that will be tested in a quiz
8	247687	Fun, not bored, study in a relaxed manner.
9	247310	I prefer to listen to a lecture about historical events which we do not know. I feel happy and not sleepy.
10	246706	Tiring, fun, not burdensome, easy to remember.
No.	Student	Question 2: What did you learn today?
1	247689	In today's class, I receive better information for Chapter 1 till Chapter 4.
2	246837	A lot of information has been obtained to supplement the knowledge on this subject.
3	241120	New technique to do mind mapping.
4	233302	Today I learn various topics through my friends' presentations.
5	247033	Learn to make summary. Can see information clearly.
6	247073	Able to understand and learn how to prepare mind map.
7	242714	Learn a fast way to take notes through sharing of ideas.
8	247687	Learn to know/use various mind maps. Learn from classmates' perspectives.
9	247310	Summary of Chapter 1 till Chapter 4.
10	246706	Learn about TMS dan how to do mind mapping.
No.	Student	3. Explain how today's lecture differs from previous ones?
1	247689	-
2	246837	Today's lecture it is the student who gives the information and explains it more clearly.
3	241120	Sleepy lecture, not sleepy games
4	233302	Learning to use mind map is fun and not boring.
5	247033	Not sleepy compared to previous lectures
6	247073	This lecture is interesting because it is in a group and it is easy to understand the topic.
7	242714	The difference today is that there is music that stimulates the brain, more relaxing.
8	247687	Lecture is more interesting compared to before.
9	247310	Previously we only listen in class, now it is more towards discussion.
10	246706	The difference in today's lecture is that it is not rushed and more relaxed compared to previous ones.
No.	Student	4. Did the mind mapping activity attract your interest in this course?
1	247689	Learning through mind mapping is very helpful and easy to understand.
2	246837	I understand before preparing mind map, students have to read first.
3	241120	Interested to do mind mapping.
4	233302	
5	247033	Mind map helps to make me interested to study Nationhood.
6	247073	Mind mapping is very useful, very simple and interesting.
7	242714	It is like a game of sharing ideas and able to tie each group member closer to each other.
8	247687	Mindmap helps in making me interested to learn this course.
9	247310	Mapping really helps me to learn.
10	246706	Relaxing class without stress and at the same time can acquire knowledge.

Bil	Student	5. Did the implemented activity motivate you to learn this course?
1	247689	
2	246837	Mind map is really helpful because MN can be very sleepy if it is just reading.
3	241120	Music stimulates thinking.
4	233302	
5	247033	Yes, it is a good motivator
6	247073	This activity is very motivational and shows teamwork.
7	242714	
8	247687	Yes, this activity motivates me to learn.
9	247310	Average activity can help motivate me to learn the Nationhood course, because I am already interested to learn Nationhood. Therefore, there is no need to be more motivated..
10	246706	Today's activity did not give me any stress, so I enjoy attending class for the sake of knowledge.
Bil	Student	6. Do you like music being played while you are doing class activities?
1	247689	Music can help lift students' spirits to continue focusing on preparing mind map.
2	246837	Desire top English and Malay songs.
3	241120	Yes, lively songs are preferable
4	233302	
5	247033	Music can stimulate thinking (fun)
6	247073	Love the songs.
7	242714	Music more relaxed.
8	247687	Love it, can learn in a relaxed manner and stimulate the mind to think.
9	247310	
10	246706	I love the songs being played.
Bil	Student	7. What do you suggest for the next class activity?
1	247689	Maintain the current activity to enhance the students' spirit and motivation to learn MN course.
2	246837	
3	241120	Maintain the current activity to enhance the students' spirit and motivation to learn MN course.
4	233302	Diversify the activities to stimulate students' interest.
5	247033	Having activities is more effective in the learning process (not sleepy)
6	247073	Maintain interesting activities to avoid sleepiness.
7	242714	Do a lot of group work, so a lot of ideas can be shared.
8	247687	Do more activities compared to just lecturing.
9	247310	Like a normal lecture, lecturing is good enough.
10	246706	Learning activities that do not involve movement.

10. Discussions

10.1 Findings from Reflections

i) How does the use of i-Think Mind Map help the T&L of MN course?

The findings of the study on respondents' reflections based on their class activities using Mind Map, in general, indicate that respondents generally knew how to use Mind Map. Starting with the introduction of Circular Maps and their functions to the use of various types of Mind Map at the end of the activities, Respondents have successfully created mind maps using their creativity (refer to the attached appendix). Respondents also stated that they could better describe a topic through the use of Mind Map. Mind Map activities through presentations also opened their minds and enhanced their knowledge based on a variety of ideas presented by other group members. At the same time, the respondents were happy because the lecture helped them with their revisions and the Mind Map enhanced their memory. To a certain extent, some respondents stated that notes using Mind Map can be used as preparation for their final exams and they do not need to read a lot of textbooks.

Further, a survey of respondents' reflections through their positive and negative descriptions which were written after completing the Mind Map activities, showed that the majority of respondents indicated that Mind Map was able to develop their ideas on the topic more clearly and concisely. Mind Map activities alternated with musical rhythms can reduce stress while at the same time can stimulate the thoughts and calm the mind. Respondents also stated that through the use of Mind Map, they could easily understand the subject matter being discussed.

Through focus group discussions, the findings showed that respondents enjoyed and were happy and not bored in learning to use Mind Map. Through Mind Mapping, respondents can learn the techniques of making notes quickly, to summarize and see information clearly. In addition, Mind Map activities also help them to review topics as preparation for future tests. Respondents also stated that through this activity, they were able to focus on discussion topics and not feel sleepy in the lecture compared to previous lectures. Respondents also stated that group activities provide additional input to them in understanding the topics through peer sharing. According to them, group activities also

stimulate them to exchange ideas, and forge a sense of cooperation. Additionally, according to the respondents the activities were carried out in a relaxing manner and they did not feel pressured to study.

In summary, positive reflections indicate that Mind Map activities contribute to the respondents' learning process. Thus, the use of mind maps will help students to be more focused, be able to make interpretations and better understand the topics they are learning. The mind map facilitates students' thinking, helps to reinforce their memory and remember important facts and do better explanation (Abdul Rashid, 2000).

ii) To what extent is the use of I-Think Mind Map can improve students' interest and motivation in MN course?

The findings showed that the Mind Map activities that were conducted in the lecture were able to attract respondents' interest towards learning in the lecture. High interest refers to how learning methods using Mind Map help them to review and understand the topics being discussed. Interest also refers to their knowledge of creating a Mind Map. Additionally, through Mind Map activities, respondents stated that they did not feel pressured and that Mind Map activities were considered to be relaxing and at the same time provided them with knowledge. In brief, Mind Map activities made them interested to study MN course.

Respondents also stated that Mind Map activities gave them a great motivation to study the course. Through Mind Map activities they do not feel sleepy and the group activities can create a sense of co-operation among them. Respondents also agreed that the background music being played as they were engaging in Mind Map activities, stimulate their thinking, thus increasing their motivation to learn.

10.2 Findings from Focus Group Discussion

Respondents were asked about their knowledge of Mind Map. The findings showed that 5 respondents stated that they had learned about Mind Map at school level. However, they admitted that they had never applied the map in their higher learning activities.

The initial perception and picture that this group of respondents gave about the t&l of Malaysian Nationhood course changed as they were introduced to I-Think Mind Map method. Nine respondents stated that the I-Think method was something different which was absent in other courses' t&l. They felt happy and enjoyed learning through the use of Mind Map. Mind Map activities were considered relaxing, do not exert pressure, and they do not get bored in class. The pleasure displayed by the respondents was in the different way of learning as before, which required them to focus on the lecturer's explanation. In addition to mind-mapping activities being relaxing, it requires teamwork. However, one respondent stated that although he learnt about Mind Map, he disagreed with the use of the Mind Map as t&l of this course because he was more interested in hearing explanations from the lecturer about what he did not know.

The findings also showed that all respondents indicated that I-Think had successfully increased their interest in class. Learning through Mind Map was very helpful and easy to understand. Mind Map was very simple and interesting. Thus making them interested to learn MN course. These activities were considered relaxing and did not put any pressure on the students. In addition, nine respondents corroborated that the I-Think Mind Map method increased their motivation to study in class. Mind Map activities facilitated them to recall historical facts easily. Supported by the findings of a study conducted by Lim Kui Lik (2009) showing that the method of using mind map had successfully helped the three respondents of his study in increasing their understanding and memory while increasing their interest and motivation in studying Science. They also have the ability to recall quickly when tested. The respondents also stated that this skill was very important to them especially during quizzes and end-of-semester exams.

The majority of respondents also agreed that the I-Think method saves time because they do not need to write down everything they learnt except the important and relevant facts. Mind Map also helped them to record important facts concisely. It was also said that this method was easy to understand, simple and encouraged the students to attend the lecture. However, students needed to read their book first. Thus Mind Map indirectly encouraged students to study the topic before setting up a Mind Map. Additionally, according to one respondent, a Mind Map is like a game of sharing ideas within a group and at the same time enhancing the relationships between the members of the group.

Respondents also stated that Mind Map is a new technique in their learning. Through Mind Map, respondents learned to summarize notes, see information clearly, understand topics through presentations from other groups, and add knowledge on the subject they were studying.

The majority of respondents also explained that activities using Mind Map were different from previous lectures. Mind Map activities were more interesting than previous lectures. Mind Map activities were focused on stimulating

the students. It is the students who seek information and give explanations. Additional group activities did not bore them and is considered a fun game and avoid them from feeling sleepy.

Respondents also stated that the use of music as a teaching aid can stimulate their thoughts when preparing Mind Map activities. The music also helped them to focus, uplift their spirits, and make them feel relaxed. Eight respondents agreed that music helped them to carry out the Mind Map activities.

The findings had also proven that the majority of respondents agreed Mind Map activity is one of the activities that must be applied in lectures. These activities, they said, enhanced the students' spirits and motivation to learn MN course. Respondents also wanted this kind of activity to be maintained to stimulate their interest in learning, prevent them from feeling sleepy in class, and with the group activity, many ideas could be contributed. However, one respondent suggested a one-way lecture should be continued as he was more interested in what the lecturer has to say in class.

The majority of respondents also stated that they would apply the I-Think Mind Mapping method in learning other courses. This is because I-Think can build new knowledge, help them think through problem solving, generate ideas and make smart decisions in the face of various possibilities and challenges. This finding is also consistent with the study of Haslina & Khalidah (2015). Students also noted that all these have been achieved when the lecturers diversified their teaching methods in the classroom. Beginning with students' discussions, presentation of findings and learning about their weaknesses and deficiencies. Encouragement and appreciation to students who use creative and innovative mind maps should be culturally embedded amongst educators (Mohd Mahzan et al. 2013). In this way, students would feel they have contributed to the teaching and learning process of History, thus fostering student's self-efficacy. In addition, MN learning could overcome its misconception as a boring subject as previously seen in History subject (Abdul Razaq et al. 2013).

Respondents also agreed that the opportunity given them to explore learning based on I-Think Mind Map enabled them to be more confident and boldly confront and solve problems in new situations. Similar findings were obtained from the study of Haslina & Khalidah (2015). They can also develop social skills and work with others. These skills were acquired as they interacted and discussed while implementing Mind Map activities.

Finally, the majority of respondents explained that I-Think Mind Mapping method has successfully changed their negative perception of t&l in MN course. The findings also showed that I-Think has successfully captured the interest and attention of the students in this course and considered it a significant core component. This is evident when students were able to create an I-Think Map based on their own understanding and creativity. Therefore, initiatives to educate students on building a more creative mind map based on the latest technology should be pursued by MN lecturers to make learning MN more enjoyable. This is in line with Robiah's (2007) recommendation for teachers to leverage the use of information and communication technologies in selecting effective teaching approaches.

11. Conclusion

Overall, the use of Mind Map as one of the T&L techniques in MN course is effective in boosting student's interest and motivation in the course. Therefore, lecturers should take the initiative to introduce teaching technique using Mind Map as an effective measure of increasing students' interest and motivation in MN course. However, lecturers need to be creative and innovative in carrying out their responsibilities as educators. Diversification of activities in the classroom is highly expected to keep students from feeling confined and bored of just the same activity.

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