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ANALYSIS OF INDONESIAN LANGUAGE LEARNING ON POETRY WRITING SKILL IN ELEMENTARY SCHOOLS

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Abstract. This study will be about learning Indonesian and the ability to write poetry in elementary school using the Mind Mapping technique, which will be reviewed from various research articles that discuss the same topic. Articles, articles displayed, discussions, and conclusions. This research uses the Narrative Literature Review (NLR) method model with the Compare technique. The data is collected through articles from national journals published during the previous nine years, which served as the study's data sources from 2014 to 2022. The findings showed that the articles on poetry writing skills in elementary schools consisted of 4 articles analyzed from the type of Classroom Action Research. Its implementation is based on the theoretical frameworks that have been cited. Finding a connection between two articles on the same issue makes this study innovative. The findings of the study analysis indicated that the classroom action research technique was the approach most frequently employed to evaluate poetry writing abilities in elementary schools.

Keywords: Writing Skill; Poetry; Elementary School; Literature Study

I. INTRODUCTION

Students are encouraged to develop their literacy skills as they continue their Indonesian studies in primary school (Saadati & Sadli, 2019). Reading and writing learning in Indonesian is literacy training for various social and cultural communication needs. The ability to write, speak, present, and see is acquired through developing literacy skills. One of the abilities that students need is to improve their writing. Writing is a beneficial component of language proficiency. Writing requires a structured thinking style that demands consistent and systematic practice (Ramadhan et al., 2018). *Writing* is a creative activity that involves pouring thoughts into a written language to inform, persuade, or entertain (Fitri, 2018). Based on these opinions, it is impossible to separate writing from the participation of students in elementary school in Indonesian learning to communicate in writing and orally regularly. This activity involves language habituation. Therefore, students must have writing skills.

Writing that students are interested in but very difficult to do in making it because it requires a complex thinking process and is full of imaginative power is writing poetry. Poetry is part of the genre in Indonesian literature. Students are

encouraged to communicate their feelings, desires, and experiences through poetry as they do through other forms of writing (Wati & Sudarmaji, 2022). The selection of proper diction in denser types of literature accentuates linguistic features with beautiful and inventive language (Arief, D., Muhammadi, 2018). Poetry writing exercises in elementary school for students as novice writers teach children to unearth the values contained in poetry so that they can appreciate poetry and ultimately produce great poetry. These exercises also examine and build fundamental skills in appreciating literary works (Zainudin, 2019).

Various methods are used to help students develop their poetry writing skills (Sukma, 2015). An exciting and easy technique to practice in elementary school-age students is the Mind Mapping technique. The art of Mind Mapping teaches how to capture ideas efficiently and artistically. Mind Mapping is the simplest method for transferring information into and out of the brain (Ananda, 2019). The device is an easy, basic, organic, and brain-friendly guideline, mind mapping using curved lines, symbols, words, and images compared to conventional note-taking techniques, which are often linear and monochromatic (Tony Buzan, 2021, p. 4–5).

Mind mapping has five objectives, namely: (1) To give us a thorough understanding of essential topics or broad fields; (2) To allow us to plan routes or make decisions while knowing our location; (3) To collect data in one location; (4) Encourage problem-solving by letting us see the potential for discoveries; (5) Fun to see, read, understand, and remember (Tony Buzan, 2021, p. 8–9). This Mind Mapping technique is easy to apply because it focuses on their age development. Students in elementary school are at the age where they are developing fundamental operational skills (7-11 years). According to Piaget, the concrete operational stage shows the child's conservation abilities (number, area, volume, orientation). The ability to think abstractly or theoretically is still beyond the reach of young babies, even if they can solve problems logically (Paul Suparno, 2018, p. 11).

Several studies have been conducted on how mind mapping can improve the poetry writing ability of students. First, according to research published in the journal Proceedings of the Basic Scientific Conference, Volume 3 of 2022 by (Nindita Dava Aulia, Ajeng Novita Fitriana, 2022) entitled "Improving the Ability to Write Poetry through Mind Mapping Media in Grade IV Students of SD Negeri Ketangi." In this study, researchers saw that students' poetry writing skills during Indonesian study still need to improve and lack interest. Thus, this study uses the Mind Mapping technique to improve elementary school student's ability to write poetry (Sadikin et al., 2022).

The same thinking is also covered in previous studies that have been linear and published by (Ratih & Taufina, 2019) with the title "Improving Poetry Writing Skills Using Mind Mapping Techniques in Class V SD." After preliminary observations, students still face some challenges and obstacles when writing poetry, including the challenge of expressing their thoughts in the style of poetry. This obstacle is because educators still need to pull out the natural function of mind mapping, which is less aesthetically pleasing. The Mind Mapping strategy is used in elementary schools to improve students' poetry writing skills (Ratih & Taufina, 2019).

While there are many studies on Indonesian language teaching and writing skills, few specifically focus on writing poetry at the primary school level. Existing studies often emphasize the ability to write essays or short stories, leaving poetry as a form of expression less noticed. Research conducted by Wahyuni (2021) and Hasan (2022) shows that conventional approaches in teaching poetry writing are still dominant, with little attention given to creative and interactive methods that can increase student interest and engagement.

Several studies have shown that traditional approaches to teaching poetry, which focus on rules and structures, only sometimes improve students' writing skills. Meanwhile, research by Fitriani (2020) shows that creative methods such as Mind Mapping and project-based approaches can provide better results. However, these findings are conflicting, as some teachers still need solid empirical evidence to determine the effectiveness of these new approaches.

The research mentioned illustrates that the ability to write poetry does not come by itself. Instead, the writing must be developed through frequent practice. Regular practice is also advisable to increase intelligence, encourage initiative and

creativity, cultivate courage, and strengthen the will and capacity to collect data to help a person start an essay through the mind-mapping technique (Murtiningrum, 2019). Therefore, there should be research that collects information regarding the application of mind mapping to enhance poetry writing ability; thus, the literature review research is conducted. The benefit of this literature review is that analyzing various studies on applying the mind-mapping approach in poetry writing can help instructors gain new perspectives and information to improve the quality of the poetry writing curriculum in elementary schools (Dewi & Hidayat, 2019). Furthermore, it is helpful for educational practitioners to increase literacy and research reference sources as discussion material, significantly increasing sensitivity to problems, especially in the ability to write poetry in elementary schools.

Based on the above problems, this study aims to analyze Indonesian language learning from the ability to write poetry in elementary schools using the Mind Mapping technique, which is reviewed from various research articles that discuss the same topic.

II. METHODS

The research method used is a literature review using the Narrative Literature Review (NLR) model using the compare technique. The stages in the Narrative Literature Review (NLR) model include: (1) Critique and summarize the literature; (2) Make a narrative review and draw conclusions about the topic by identifying similarities and differences in findings.

A total of 80 journal papers that were the focus of this study were published between 2014 and 2022. Of these 80 articles, 50 were selected, and of these 50 articles, seven publications were from quantitative research, three from qualitative research, one from R&D research, and 19 from classroom action research. In addition, 30 articles specifically addressed poetry writing skills in elementary schools. Then, using the Classroom Action Research approach, the 30 articles were re-selected into 19 articles that discussed poetry writing skills in elementary schools. Furthermore, the 19 articles were re-selected into four with the same research title comparison: improving the ability to write poetry using the Mind Mapping technique in elementary schools (Damayanti, 2020). The following is a Narrative Literature Review (NLR) Prism Diagram.

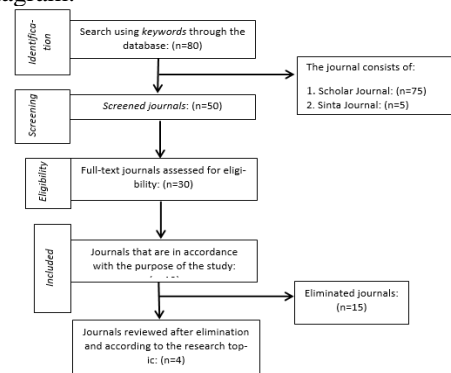


Figure 1. Prism Diagram Narrative Literature Review (NLR)

III. RESULT AND DISCUSSIONS

Four articles were published between 2014 and 2022 in the early stages of collecting articles based on variables in the title of literature studies on poetry writing skills with a Mind Mapping approach in elementary schools with the Class Action Research method. The following is a table of Water Diagrams.

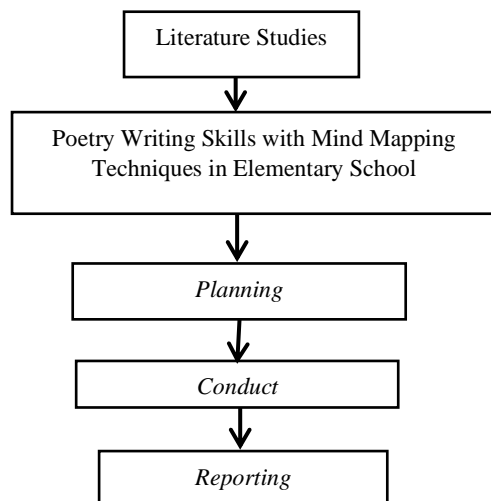


Figure 2. Water Diagram

Research 1 conducted by (Aulia et al., 2022) and (Priatna, 2019) focused on improving students' poetry writing skills by using mind-mapping media. This study shows that mind mapping can significantly improve the poetry writing skills of SD Negeri Ketangi fourth-grade students. The data showed that the class average score increased from 52.81, with a 21% completion rate in cycle I, to 78.15, with a 78% completion rate in cycle II. However, there are some gaps and inconsistencies in this study. Sample limitation is one of the main issues, as this study only involved 32 students from one primary school, which may limit the generalizability of the results. Future research could expand the sample to include various schools with different characteristics. In addition, this study used a performance test to collect data. While these tests provide valuable data, adding qualitative methods such as interviews or observations can provide a deeper understanding of the learning process and the influence of mind mapping on students. The duration of the study, which only included two cycles, is also a limitation. Long-term research can reveal the sustainable effects of mind mapping on students' poetry writing ability. For future research, it is recommended to conduct research with a more extensive and more diverse sample to ensure better generalization of the results, combine qualitative and quantitative research methods to get a complete picture of the influence of mind mapping on poetry writing skills and investigate the long-term effects of using mind mapping to see if the improvement in skills persists over a more extended period. In addition, other factors that may affect poetry writing skills, such as student motivation,

support from teachers, and learning environment, also need to be explored. By conducting further research that considers the above recommendations, more comprehensive and better generalizable results can be obtained, making a more significant contribution to improving students' poetry writing skills in elementary schools.

Research 2 conducted by (Ratih & Taufina, 2019) shows that the ability to write poetry of grade V students at SDN 01 Koto Merapak can be improved by applying the Mind Mapping technique. This study identified that students face many challenges in expressing their thoughts through poetry, partly due to teachers' teaching resources that are less visually appealing and have yet to use media as objects. This study used a classroom action research method involving planning, implementation, observation, and reflection, which was conducted during the second semester of the 2018/2019 school year with 32 grade V students as research subjects. The results showed an increase in students' poetry writing ability: in the first cycle meeting, the average reached 69.78% with sufficient criteria (C); in the second meeting, it increased to 74.12% with good criteria (B), and in the second cycle it reached an average of 88.74% with perfect criteria (SB). This finding shows that Mind Mapping effectively improves students' poetry writing skills. However, there are some gaps and inconsistencies in this study. Sample limitation is one of the main issues, as this study only covers one school with 32 students, which may limit the generalizability of the results. Future research should include a more extensive and diverse sample to increase external validity. In addition, this study used observation and reflection in classroom action research. Adding qualitative methods such as in-depth interviews with students and teachers can provide deeper insights into the learning process and the effect of the Mind Mapping technique. This study was also only conducted in two cycles over one semester, so a long-term study would help reveal whether the improvement in poetry writing ability can be sustained over a more extended period. For future research, it is recommended that more schools and students from various backgrounds be involved, qualitative and quantitative research methods be combined, and long-term research conducted. In addition, other factors such as students' motivation, support from teachers, and learning environment that might affect poetry writing ability also need to be explored. By conducting further research that considers these recommendations, more comprehensive and accurate results can be obtained regarding improving students' poetry writing skills through the Mind Mapping technique, thus significantly improving poetry writing skills in elementary schools.

Research 3 conducted by (Kosmajadi, 2015) showed that the Mind Mapping technique can improve the ability to write free poetry of fifth-grade students at SD Negeri Sukamaju. This study used a classroom action research model from Kemmis and McTaggart, which included three cycles: planning, implementation, observation, and reflection, with 29 students as participants. The results showed significant improvements in students' activities, teachers' planning and implementation of activities, and the results of the poetry

writing test compared to the pre-cycle. However, the results of the first cycle could have been more satisfactory. Analysis and reflection on the first cycle revealed that there were still problems with teacher and student engagement and students' ability to write poetry. In cycles II and III, there was an increase in the percentage of minimum completion criteria and class average scores, with an increase of 12.93% from cycle I to II and 15.25% from cycle II to III. In addition, the percentage of learning objectives that had been mastered increased by 114.30% from cycle I to II and 80% from cycle II to III. These findings support the researcher's theory that the mind-mapping technique is effective in helping elementary school students learn to create free-verse poetry. However, there are some gaps and inconsistencies in this study. Sample limitation is one of the main issues, as this study only included 29 students from one school, which may limit the generalizability of the results. Future research must include a more extensive and diverse sample to increase external validity. Although this study was conducted in three cycles, long-term research is needed to reveal whether the improvement in poetry writing ability can be sustained over a more extended period. In addition, despite the improvement, problems with teacher and student engagement still needed to be solved in the initial cycle.

Further studies need to explore strategies to increase engagement consistently. Therefore, future research is suggested to involve more schools and students from various backgrounds, conduct long-term research to assess the sustained effect of using the Mind Mapping technique, and combine qualitative and quantitative research methods to get a more in-depth picture of the learning process and the effect of Mind Mapping technique and explore and implement strategies that can sustainably increase teacher and student engagement. Considering these recommendations, future research can provide more comprehensive and accurate results regarding using the Mind Mapping technique to improve elementary school students' poetry writing skills, thus making a more significant contribution to the field of education.

Research 4 conducted by (Istiyati & Poerwanti, 2014) showed that Mind Mapping in Indonesian language learning can improve the poetry writing skills of fourth-grade students at SD Negeri Gumpang 3 in the 2014-2015 academic year. This classroom action research conducted over two cycles showed that students' poetry writing skills improved significantly with the application of Mind Mapping. Before the action, the average score for writing poetry was 64.4, with a conventional completeness rate of 25%. After using Mind Mapping in cycle I, the completion rate increased to 45%, with an average score of 70.50. There was a further increase in cycle II, with an average score of 82.15 and a conventional completion rate of 100%. These results show that students' poetry writing ability improved from pre-action to cycle II, with students using Mind Mapping achieving the planned performance indicator of 80% and 100% completion rate.

Nonetheless, this study has some gaps and inconsistencies. The sample limitation only includes grade IV students in one primary school, which may limit the generalizability of the results. In addition, the duration of the study, which was only

conducted in two cycles, requires long-term research to assess whether the improvement in poetry writing skills can be sustained over a more extended period. The data collection methodology that relied mainly on performance tests also requires additional qualitative methods such as interviews and observations to provide a deeper understanding of the student's learning process and the impact of Mind Mapping. Therefore, future research is recommended to involve more schools and students from various backgrounds to ensure more representative and generalizable results, conduct long-term research, combine qualitative and quantitative research methods, as well as explore other factors that may affect poetry writing skills, such as student motivation, support from teachers, and learning environment. By considering these recommendations, future research can provide more comprehensive and accurate results regarding the use of Mind Mapping to improve elementary school students' poetry writing skills, thus making a more significant contribution to the field of education.

Research Context and Interpretation

This study examines the improvement of elementary school students' poetry writing skills through the mind-mapping approach in the context of relevant literature. It compares four research articles to assess the effectiveness of the method.

Analysis Based on Similarities

1. **Poetry Writing Ability:** Research from four journals showed that elementary school students' poetry writing ability can be significantly improved. Writing literacy is an integral part of the elementary school curriculum, as affirmed by researchers such as Farihin et al. (2022), who state that learning to write helps students develop critical and creative thinking skills.
2. **Classroom Research Methodology:** This method was used in all four studies to improve learning practices directly in the classroom, in line with Hindrasti et al.'s (2022) view on the importance of classroom action research in improving the quality of education.
3. **Mind Mapping Method:** This method improved students' poetry writing ability. Luangkrajang (2022) suggests that Mind Mapping can help organize thoughts and ideas visually, supporting the creative writing process.
4. **Effectiveness of Mind Mapping:** The results of the four studies show that the Mind Mapping approach can improve elementary school students' poetry writing ability. This aligns with Winata and Rahmat's (2022) research showing that visual representations, such as Mind Mapping, can improve students' understanding and expression in learning.

Analysis Based on Differences

1. Level of Research Success:

- First Study: An increase of 25.34% in fourth grade students of SD Negeri Ketangi.
- Second Study: An increase of 18.96% in fifth grade students of SDN 01 Koto Merapak.
- Third Study: An increase of 28.18% for fifth grade students of SD Negeri Sukamaju.
- Fourth Study: 75% increase in fourth grade students of SD Negeri Gumpang 3.

This variation in success rates can be attributed to differences in students' backgrounds, the quality of method implementation, and teacher support (Hattie, 2009).

Differences in Research Cycles:

- First, Second, and Fourth Study: Two research cycles were used.
- Third Study: Three research cycles were used..

This difference suggests that the duration and intensity of the intervention may affect the outcome, as described in a study by (Br Barus et al., 2022).

Research Subjects:

- First and Fourth Study: Focused on fourth grade elementary school students.
- Second and Third Studies: Focused on grade V elementary school students.

This grade difference may have affected the results due to the different levels of cognitive development and literacy skills between grade IV and V students (Abduh, 2018).

Research Background:

- Study One: Addressing inadequate poetry writing skills at Ketangi State Elementary School.
- Second Study: Similar problem with emphasis on the lack of exciting learning tools.
- Third Study: Students have difficulties expressing ideas in writing, especially in free poetry.
- Fourth Study: Barriers to learning poetry, emphasizing the need for more individual work.

This background reflects the challenges in learning poetry writing in primary schools and the importance of innovative approaches such as Mind Mapping (Farihin et al., 2022).

This study shows that the Mind Mapping approach effectively improves the poetry writing ability of primary school students. Although there were variations in success rates and research cycles, the results were generally positive. The application of Mind Mapping as a teaching strategy can be a solution to overcome barriers in learning to write poetry. This confirms the importance of innovation in teaching methods and the need to adapt exciting and effective learning tools to improve student's literacy skills. Considering the relevant literature, this study reinforces the argument that visualization and organized structure can benefit learning (Br Barus et al., 2022).

IV. CONCLUSION

Based on the analysis of the discussion pieces above, there are still many difficulties and obstacles that elementary school students have to face before they can produce poetry. The difficulty of expressing their ideas in the form of poems,

the lack of proper application of teaching techniques chosen by the teacher, and the challenges that students face when pouring their thoughts or ideas into the written form, especially when writing poems, all fall into this category. In this regard, the Mind Mapping approach is one of the alternatives educators can use to improve students' poetry writing skills. According to an analysis of four study studies, a mind-mapping approach can help elementary school children write better poems. This technique was also effectively used in Indonesian learning, especially in writing poetry.

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