APPLICATION OF MIND MAPPING LEARNING MODEL BASED ON LOCAL WISDOM
IN LEARNING TO WRITE BIOGRAPHIES OF TIMOR LESTE FIGURES FOR BIPA 2 STUDENTS
AT ESG.04 DE SETEMBRO VIQUEQUE

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INTRODUCTION

The era of globalization has encouraged Indonesia to strengthen the role of culture and language through the BIPA program, including in Timor Leste, which faces the challenge of low writing skills among BIPA 2 students. Writing, as a complex competency, requires innovative approaches, such as a mind mapping model based on local wisdom. This model helps students organize ideas, enhance creativity, and foster cultural appreciation. This study aims to assess the effectiveness of this model in teaching biographical writing of Timorese figures at ESG.04 De Setembro Viqueque to support the achievement of BIPA 2 competency.

LITERATURE REVIEW

Writing learning in the BIPA 2 program plays an important role in improving the written language competence of foreign students, particularly through writing biographical texts of figures that not only hone language skills but also introduce local cultural values. The mind mapping model is an effective strategy in developing students' creative and systematic thinking skills because it helps them organize ideas, structure, and flow of writing in a more organized manner. When combined with local wisdom, this approach not only strengthens the relevance of the learning context but also fosters an appreciation for Timorese culture. Several previous studies, such as those by Indah (2020), Lestari et al. (2023), PUTRI SIREGAR, R.A.D.I.K.A. (2023), YUNI SYARA, A.K.H.I.R.I.A. (2019), PURNAMASARI, E. (2022), Suyitno, H. (2021), and Ida Widia (2021), show that this approach can improve the quality of writing and reduce errors in written Indonesian in foreign learners. Thus, the application of a mind mapping model based on local wisdom is believed to be able to improve the quality of learning to write biographies meaningfully in the context of BIPA.

METHOD

This study was a quasi-experimental study with a pretest-posttest control group design, aimed at testing the effect of a local wisdom-based mind mapping learning model on the biographical writing skills of Timor Leste figures in grade 12 science students at ESG. 04 de Setembro Viqueque. Two classes were selected as samples through purposive sampling, each consisting of 40 students: one class as an experimental group using the mind mapping model, and one class as a control group using the lecture method. Data collection techniques included writing tests (pretest and posttest), observation, interviews, and documentation, with assessments based on a special rubric covering structure, content, creativity, theme suitability, and spelling and grammar. Data analysis was carried out quantitatively using t-tests (paired sample and independent sample t-test) to determine significant differences between groups. This study was conducted according to the academic calendar and through systematic procedures starting from preparation, implementation, to reporting of research results.

FINDING AND DISCUSSION

. Pretest and Posttest Results in the Experimental Class

This study demonstrated a significant improvement in the biographical writing skills of BIPA 2 students after implementing the Local Wisdom-based Mind Mapping learning model. The average pretest score of 47.73 increased to 76.13 in the posttest, representing a 28.4-point increase. The t-test results showed a 2-tailed t-test value of 0.000, indicating a significant difference between the pretest and posttest results (p < 0.05). These findings indicate that the implemented learning model effectively helped students comp*ose biographical texts in a more structured, creative, and contextual manner.

Con.....

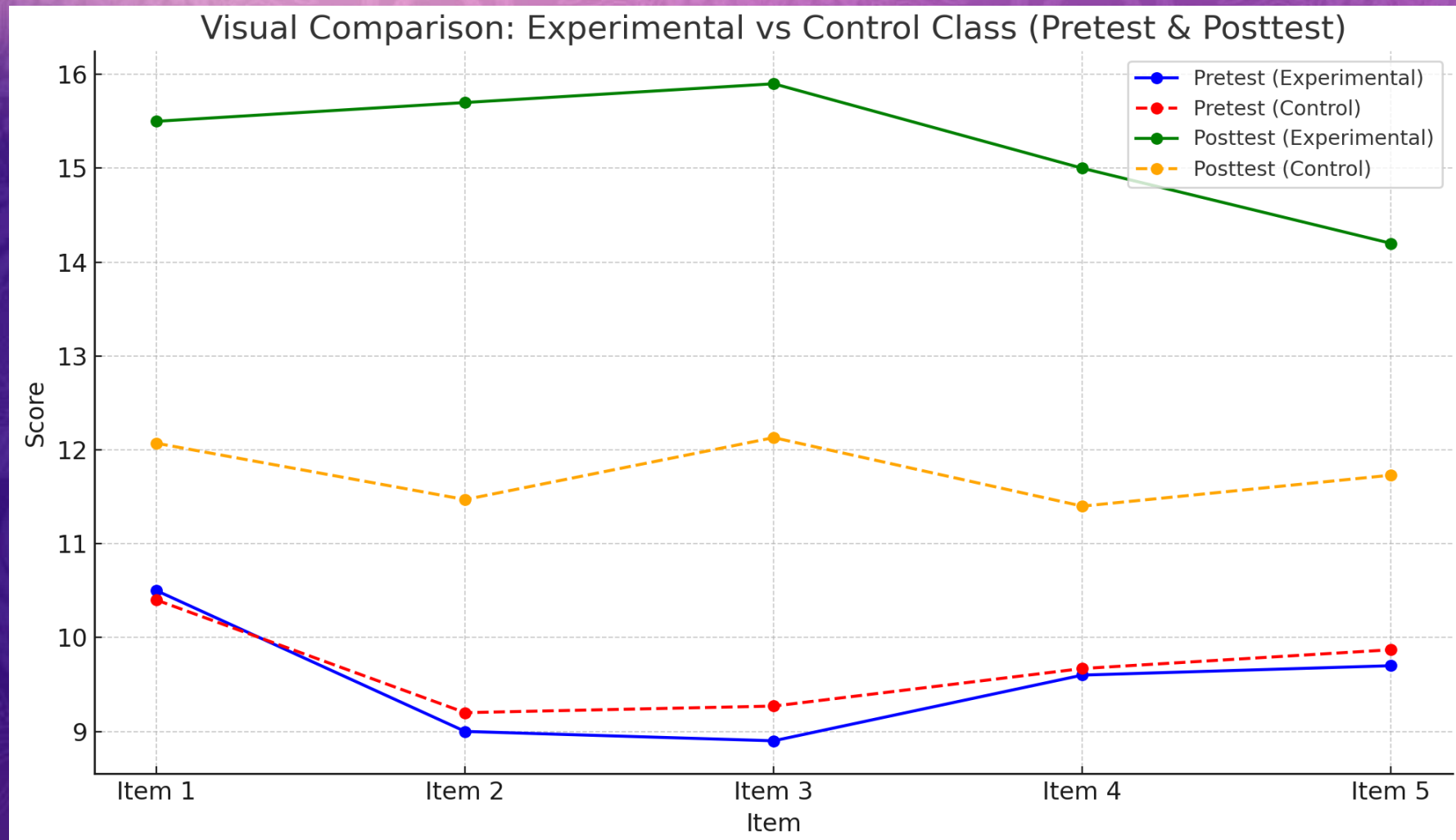Comparison of Pretest, Posttest, and Improvement Scores per Item
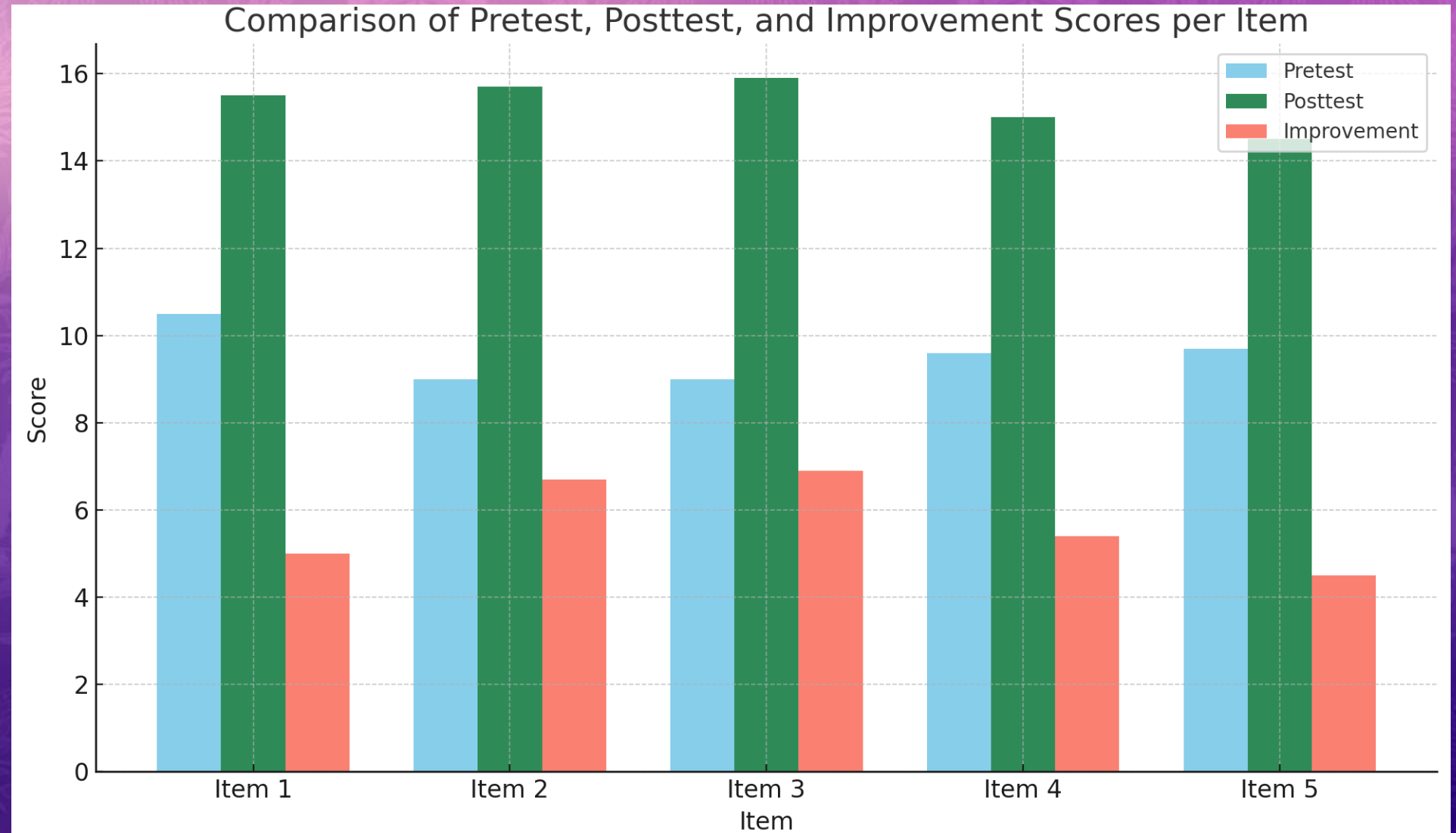
Item Analysis and Model Effectiveness for the Experimental Class

Improvements occurred across all assessment aspects, with the highest increase in Item 3 (contributions of figures in society) of 6.94 points and the lowest increase in Item 5 (use of standard language and punctuation) of 4.47 points. This demonstrates that the local wisdom-based approach significantly assisted students in understanding the roles of figures more meaningfully, although technical language aspects remained a challenge. Overall, local culture-based Mind Mapping has proven effective in improving the quality of students' biographical writing, both in terms of content, structure, and relevance to cultural context.

Cont..........

-*The analysis of the control class's pretest and posttest results shows that the students' initial average score in writing biographies was relatively low (9.68) and increased to 11.76 after conventional learning, with an average improvement of 2.08 points. Although there was progress across all items, the results indicate the limited effectiveness of the conventional teaching method. The highest improvement was found in Item 3 (+2.86), which focused on explaining the character's contribution to society. Compared to the exp0rimental class that used the Mind Mapping model based on Local Wisdom and achieved a significantly higher improvement, the control class demonstrated that without innovative approaches, the development of BIPA 2 students' writing skills tends to be slow and less optimal.

Comparison
grafic with class control and experiment

Visual Comparison: Experimental vs Control Class (Pretest & Posttest)

Legend:
- Pretest (Experimental)
- Pretest (Control)
- Posttest (Experimental)
- Posttest (Control)

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Conclusion

This comparison provides empirical evidence that the Mind Mapping learning model based on Local Wisdom is highly effective in improving the ability to write biographies among BIPA 2 students. This model not only fosters systematic and creative thinking skills but also strengthens students' contextual understanding of local values in writing. Therefore, this approach is highly recommended for use in teaching biographical writing, particularly in the context of BIPA programs in culturally rich regions such as Timor Leste.

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