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Research Article

Improving Learning Outcome Through Mind Mapping Learning Model in International Trade Law at STHB

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ABSTRACT

International trade law is one of subjects at Sekolah Tinggi Hukum Bandung (STHB) in semester VI. It provides some theories to be applied in the field, especially those related to international trade. Students must be able to apply the theories through case analysis. However, the problem found in the classroom is the students have difficulty understanding the materials so the learning outcomes are not satisfactory. This research is limited to the application of mind mapping models in international trade law and is limited to certain subjects, namely Class A students in semester VI at STHB for the Academic Year 2021/2022. The problems identified were related to the application of the mind mapping model in international trade law, and how much improvement in learning outcomes. This research is a Classroom Action Research (CAR). The approach is a mixed method. The research was conducted on a two-cycle CAR. The data used were from students of Class A. The data collection method is the observation method. The result of this research is that the application of learning using the mind mapping model in the international trade law course proved successful, and the increase in learning outcomes was very high.

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1. INTRODUCTION

The international trade law course is one of the compulsory subjects taken at the Sekolah Tinggi Hukum Bandung (STHB) in semester VI. This course is very important considering the students who master the field of international trade law are expected to be able to contribute to increasing Indonesia's existence in the international world. One of the roles of international trade law courses is to provide preparation for prospective law students as a provision of knowledge to be applied in the field, especially when facing problems related to international trade. The problem that the author found in the class was that students had difficulty understanding the material in this course so student learning outcomes were not satisfactory. The author realizes that many factors cause students to have difficulty understanding this material, both internal and external factors.

The problems that come from internal factors are first, the reading ability is low. Even though students have been given teaching materials, and given summary assignments, students still seem to have difficulty answering questions when probing prompting is done. Second, the concentration level of students is low. Even though students have done their summary assignments, students do not understand what they have written. Students read without understanding the meaning of the assignment. Third, lack of motivation to learn. The students' sense of concern for the material is very lacking, the student's target is "only to collect

assignments", without thinking about the content of the substance requested. Fourth, students' English skills are still low. Students are often confused when the author explains some special terms related to the material being discussed. For example, the author has given directions to students to memorize some standard terms related to the material, but in fact, students are very difficult to memorize these terms, causing students to have difficulty understanding the learning material. Lastly, the lack of students' determination to learn.

The problems that come from external factors are international trade law literature which is usually in the form of text, paragraphs, no pictures or other illustrations that can give an interesting impression to students. Students admit that when they read textbooks, they easily feel sleepy even though they have only read one paragraph. Second, the writings of legal experts with various styles of language in their writing make it difficult for students to understand the meaning of legal experts' writings. Many of the vocabulary used by legal experts in their books are not understood by students so students become bored and are always lazy to read the book. Third, English language literature. The learning material in international trade law is mostly English. Not because of the limited literature in Indonesian books, but because the source of international trade law courses is international. So, it is only natural that the sources used must be in a foreign language (English). The large number of English literatures that is used as a source of reading makes it difficult for students to motivate students to improve their learning. Lastly, an inappropriate environment. Disagreements can come from family, friends, or the community. This relates to the attention given by each student. Families who never supervise the learning progress of their children (students), friends who do not support them, or the many trends that develop in a society that are not following learning.

Based on these problems, the authors conducted classroom action research (CAR) by applying the mind map learning method, because I realize, as a lecturer I still play an important role or not fully replaceable (1). Therefore, as a lecturer, I need to have skills in choosing the right method when conveying material to students so that it becomes more interesting, does not experience boredom and can accept the material easily, which will support their learning achievement. Education is not only a transfer of knowledge, but also a transfer of value. Thus, it means that education can be a means to help humanity (2), to increase the motivation (3).

The purpose to be achieved is to find success using the mind map learning method in increasing student learning understanding, so as to improve learning outcomes. In addition, to see how much improvement is given from the mind map learning method.

2. LITERATURE REVIEW

Learning

According to Robert M. Gagné, learning is a change in human disposition or capability that persists over a while and is not simply ascribable to processes of growth. The kind of change called learning exhibits itself as a change in behavior, and the inference of learning is made by comparing what behavior was possible before the individual was placed in a learning situation and what behavior can be exhibited after such treatment (4). According to Margaret E. Bell Gredler, learning is a process of people acquiring various skills, abilities, and attitudes. The influence of the environment is felt to be very strong in the learning process because the study of learning is not just an academic exercise (5). Therefore, Henry Clay Lindgreen mentioned learning is a relatively permanent process of behavior change, and the change is caused by the interaction of the individual concerned with his environment (6). According to Ahdar Djamaluddin and Wardana, changes in behavior or responses are obtained from new experiences that provide intelligence or knowledge after learning and practicing activities. Learning means a process of changing one's personality where the change is in the form of improving the quality of behavior, such as increasing knowledge, skills, thinking power, understanding, attitudes, and various other abilities (7).

However, Robert M. Gagné mentioned that learning is a process that makes it possible to change behavior quickly in the same way. Everyone's learning process will produce different learning outcomes therefore reinforcement needs to be carried out continuously until there is a change in behavior for the better (8). Benyamin Bloom in Nana Sudjana mentioned that the learning process is carried out to achieve certain goals consisting of the cognitive, affective, and psychomotor domains (9). As mentioned by Sadirman, in general, there are three learning objectives, namely to acquire knowledge, instil concepts and skills, and form attitudes (7). Learning is a systematic process that is interactive, communicative and carried out between teachers and students both inside and outside the classroom. The learning system consists of several components namely students, teachers, learning materials and learning environments. Learning will be effective if the design and development are based on the characteristics of students, subjects and guidelines for basic competencies, learning objectives that have been set or indicators of learning success. Learning will be successful if students actively carry out the learning process themselves through interacting with various learning resources. While learning itself is a system that helps individuals learn and interact with learning resources and the environment (10).

Learning Outcomes

According to Sudjana, learning outcomes are abilities possessed by students after receiving learning experiences (11). Learning outcomes are mastery that has been obtained by a person or student after students have absorbed the learning experience (12), experiences that have been obtained by students after students receive learning. Meanwhile, according to Rusman, learning outcomes are a number of experiences gained by students which cover the cognitive, effective, and psychomotor domains. Learning is not only mastering the concept of lesson theory, but also mastering habits, perceptions, pleasures, interests-talents, social adjustments, types of skills, ideals, desires, and hopes (13).

According to Bloom, learning outcomes are changes in behavior which include three domains, namely the cognitive, affective and psychomotor domains. The principle of learning outcomes must be based on data that reflects abilities as measured by clear procedures and criteria, not detrimental to students, open, appropriate and systematic assessment in terms of techniques, procedures and results (14). The success rate of student learning in learning the subject matter is expressed in the form of grades. Student learning outcomes can be known after the evaluation is held. Learning outcomes are a form of potential skills or capacities possessed by students (15). The higher the learning outcomes, the better the learning that has been implemented (16).

According to Dimyati and Mudjiono, learning outcomes are things that can be viewed from two sides, namely the student's side and the teacher's side. From the student's point of view, learning outcomes are a better level of mental development when compared to before learning. Howard Kingsley divides three kinds of learning outcomes, namely first, skills and habits; second, knowledge and understanding; Third, attitudes and ideals. It shows the changing results of all learning processes. The results of this study will continue to be attached to the student because it has become part of the student's life (17).

3. RESEARCH METHODS

Type of Research

This research is classroom action research (CAR). According to Elliot in Wina Sanjaya, action research is the study of social situations to improve the quality of action through the process of diagnosis, planning, implementation, observation, and studying its effects (18). This method is to provide information regarding appropriate actions to improve understanding of learning materials for students, especially law students in international trade law courses by mind mapping learning models.

Object of Research

This research is focused on actions that are seeking to improve understanding of learning materials to improve student learning outcomes in Semester VI class A for the Academic Year 2021/2022 at STHB.

Approach Method

As shown by Rully Indrawan and R. Poppy Yaniawati, the approach method used in this research is a mixed-method approach. Based on the core characteristic of mixed-method research, the mixed-method approach is a method that combines various methods, philosophies, and research design orientations (19). John W. Creswell said that a mixed method is an approach in social research, behavior and health science where researchers collect quantitative and qualitative data, integrate both, and then make new interpretations based on a combination of the strength of the two data in understanding research problems (20).

The qualitative approach focuses on one variable or one object of research because the target is depth so in its implementation participatory involvement of researchers is needed in research activities. Therefore, the researcher doubles as a decision-maker in determining several important things when collecting data and information (19). Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, which is conducted in certain settings in real (natural) life with the intention of investigating and understanding what phenomena occur, why they occur, and how they occur (21), to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, using descriptions in the form of words and language, in a special natural context.

The quantitative approach is a form of scientific research that examines a problem from a phenomenon and sees possible links or relationships (causality or function) between variables in the problem specified. The purpose of quantitative research is to obtain an explanation of the magnitude of the significance of the hypothesized model as an answer to the problem that has been formulated. Because the proof is mathematical, it requires definition, measurement, and testing (19). Mathematical proof in quantitative research is processed from quantitative data, namely data in the form of numbers (22), to generalize research results (23).

Location of Research

This classroom action research was conducted at the STHB, Jl. Cihampelas No. 8, Tamansari – Bandung.

Time of Research

This research was conducted in the Even Semester of the 2021/2022 Academic Year, from May to June 2022.

Method of Collecting Data

The data sources in this study were STHB students who took international trade law courses in Class A, Semester VI, Academic Year 2021/2022, totaling 51 people. The data collection method used in this research is the observation method.

Observation is a technique of collecting data by observing every ongoing event and recording it with an observation tool about the things to be observed or researched. Observation is a monitoring tool as an integral part of the actions of each cycle. In this study, the observation method can be used to collect information about student behavior as the influence of the teacher's actions. Observation is the main instrument for collecting data because observation is a direct observation process, so the data generated from the observation method becomes an assessment instrument that is suitable for monitoring learning activities (18:78-87).

Cycle of Research

This research was conducted in a two-cycle class action research. In each cycle, four main activities are carried out consisting of planning, implementation, observation, and reflection.

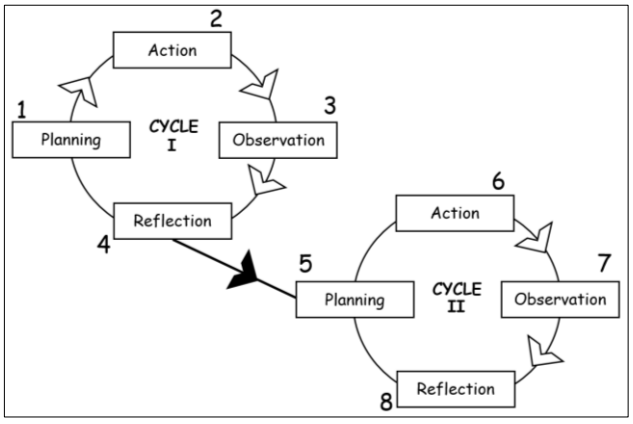

Figure 1. Illustration of the Cycle

Learning Theory of Research

The learning theory used is constructivism theory. Constructivist learning emphasizes the learning process, not teaching. Knowledge is built by students themselves and cannot be transferred from teacher to student, except only by the student's activity to reason. Constructivism-based learning is articulation learning which is the process of articulating ideas, thoughts, and solutions. Learning not only constructs meaning and develops thoughts, but also deepens these meaning processes through the expression of ideas (24).

Learning Model of Research

The learning model used in this study is a mind map learning model. A mind map is a creative and effective way of note-taking, an easy way to enter and extract information in the brain, using colours, symbols, words, curved lines and pictures that match how the brain works (25). Mind maps are a learning model that utilizes instruments that can help map content or material so that it is easier to learn and analyse. As an instrument, mind maps can be categorized as cognitive organizers that work as a stimulator so that human cognition can work more effectively and efficiently (26). With mind maps, long lists of information can be turned into colorful, highly organized, and easy to remember diagrams that work in harmony with the brain's natural way of doing things (27).

4. RESULTS AND DISCUSSION

Based on the result of the research, the application of the mind-mapping learning model in the international trade law course in class A proved successful, and the increase in learning outcomes was very high. This research was conducted in two cycles with the following research design:

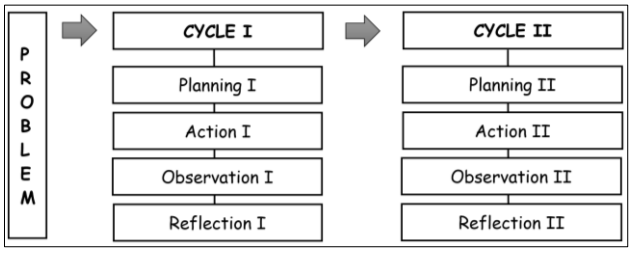

Figure 2. Design of Classroom Action Research

The author realises that the learning process carried out at STHB so far is still using the teacher learning-centred, passive question and answer, and doing assignments as they are.

Unsatisfactory student learning outcomes are not given any action to find out their weaknesses and shortcomings, so no efforts are made to improve student learning outcomes for the better. Students are only used as learning objects by teachers. Students are given lessons by listening to the lecturer's presentation from the beginning to the end without any reciprocal interaction. Students are not accustomed to preparing themselves by reading learning materials before class. Students are always presented with learning materials by the lecturer as if they were always "fed".

Cycle I

Planning I

To overcome the low learning outcomes of Class A students, planning is needed so that students become active in the learning process, namely the mind-mapping learning model. In the mind-mapping learning model, the lecturer gives instructions to students to pay attention to the learning material explained by the lecturer and then records it with their thought map.

The action plan identifying problems in teaching materials and making learning strategies that will be used in learning; divide the groups with the number of members of each group is 6 or 7 persons; presenting learning materials about the World Trade Organization (WTO) organizational structure in the form of mind mapping by preparing teaching materials, preparing the blank papers, and writing utensils; The application of the mind mapping learning model is arranged in the form of an Assignment Paper (AP) that contains competency standards, basic competence indicators of learning outcomes, learning objectives to be achieved, learning steps in the application of the mind-mapping learning model, and assessment rubrics used to determine indicators of learning success; AP is distributed to students on May 10, 2022; The author conducts probing prompting related to learning materials for Class A students at the next meeting; Instruct students to create study groups together in studying learning materials; Instructing each student to make notes on learning materials in the form of a mind map as a result of studying together in their groups; and prepare research instruments in the form of rubrics containing the criteria in the teaching and learning process.

Action I

Class action in Cycle I was held on Tuesday, May 17, 2022, from 07.00 WIB to 08.40 a.m., with a total of 51 students attending the class. The party who acted was the author, as a lecturer in class A for the international trade law course. As with the changing conditions of lectures due to Covid-19, lectures are held via Zoom. Nevertheless, class a students were still enthusiastic about attending lectures, as evidenced by students turning on their cameras and attending lectures solemnly.

The learning material with the mind map learning model in the first cycle was about the organizational structure in the WTO. This learning material is considered difficult because it relates to the position of each organ which is not easily understood through the lecture method, nor is it only limited to reading texts. It takes expertise to imagine the positions of each organ in the WTO. Following what has been instructed through the AP on May 10, 2022, students map the organizational structure in the WTO by making a mind map in the form of a chart. Students who already have a group study together, are required to report the results of assignments individually to the author on May 16, 2022. Thus, the author can check student learning outcomes before the discussion is held. The details of the group division are Group 1 for 6 members, Group 2 for 6 members, Group 3 for 6 members, Group 4 for 6 members, Group 5 for 7 members, Group 6 for 6 members, Group 7 for 7 members, and Group 8 for 7 members.

The initial activity of the lectures in the first cycle was the lecturer opening the class by greeting the students who had arrived on time and giving thanks for the lectures that could still be held even in limited conditions. The author checks student attendance directly to ensure student attendance on zoom. The author ensures that students are ready to attend lectures and then begins the lecture by discussing the objectives and benefits related to the assigned learning materials.

The core activity of the first cycle is that all students from each group explain (present) the organizational structure in the WTO while displaying the chart that has been made. From the results of the presentations that have been made by all groups, there are slight differences between one group and another. But this does not make the author disappointed, because the author realizes that the reading text that describes the organizational structure of the WTO is indeed confusing. It is not enough to read one or two literacies to be able to understand the learning materials, besides that one must also read from texts in foreign languages, so that one can understand well the organizational structure of the WTO.

Each group can explain the chart with an average time of 5 to 10 minutes. The presentation was carried out thoroughly to be discussed later together. The author did so that all students listened carefully to the presentation of each group while noting the visible differences between one group and another.

After the whole group presentation, the author allowed all students to respond, ask questions, refute, and even give suggestions. If there are questions, the author invites group members to answer them first. But if they unable to explain, then the author did explain. Not only that, the author also conducts probing prompting to anyone related to the chart that has been made. For this reason, students get several elements that have not been included in the chart they made.

The closing activity in the first cycle is the author describing the organizational structure of the WTO in detail and clearly. The author conveys and explains things that confuse students regarding learning materials using a pen tablet so that the author can illustrate the author's explanation through charts and several types of arrows with different meanings. The author uses a pen tablet that can be used and applied as a whiteboard even though the lectures are conducted online.

After that, the author gives motivation to always be enthusiastic about learning, not to be discouraged by the learning process, appreciate the hard work of students, and close the lecture.

Observation I

Observation activities are held by the author during the lecture. The observation was carried out during the early learning activities, namely checking the chart task sheets collected by students. In this activity analyzing the presentations presented by students, and in the closing, activity giving practice questions. Student learning activities during the observed learning are positive activities. But for the author, the learning outcomes of class a students in the first cycle are still low.

Observation in the first cycle was carried out on the assignment sheets that students collected. Students have not issued their creative ideas for making a mind map in the form of a chart. Students only use one color or two colours of pens, so it is still confusing. Observation of the presentation, seen from the delivery of material from each group and question and answer activities between students. There are still many students who are confused when asked questions, so the answers given are not satisfactory.

There was a slight improvement experienced by students in exploring their understanding of learning material, although the learning outcomes in the first cycle did not provide a high increase. This is because students are not familiar with the learning activities of mind-mapping learning models in international trade law courses. The results of the observation of student learning activities are as follows:

Table 1. Students Activity Observation Cycle I

Observed	Yes	No	Less
Discipline in class	✓		
Put attention for the materials	✓		
Actively answer the questions			✓
Involve in a discussion			✓
Can provide legal arguments			✓
Mapping the mind			✓

Table 2. Students Learning Activities Cycle I

Activities	Amount	Percentage
The discipline of time	45	50,7%
Taking notes	40	
Put attention to presentations and explanations	47	
Being critical in questioning	1	
Being active in arguing	3	
Being active in answering	3	
Turning on the camera	42	
Total	181	

Calculation of the percentage of student learning activities in cycle I:

$$Percentage = \frac{Total\ Amount}{Total\ Students\ x\ Total\ Activities} \times 100$$

$$Percentage = \frac{181}{51\ x\ 7} \times 100 = 50{,}7\%$$

The obstacle experienced during the presentation was an unstable signal problem so communication during lectures was not smooth. Signal problems also occur from the author and students, while students are scattered in various urban and rural areas. In addition, because the lectures are held in each place, there are still students who do not attend lectures solemnly or even chat with the people around them or do other activities.

Most of the students in class A, including students who are solemn in attending lectures, only a few students turn off the camera during lectures, it could also be because of a problem with the network. Therefore, in terms of time discipline, and lecture attendance, class a students are already very good for the author. Student learning outcomes in Cycle I are as follows:

Table 3. Student Learning Outcomes Cycle I

Indicators	Amount	Percentage
Describe the WTO's organizational structure	51	24,7%
Map the flow of the WTO organizational structure	2	
Summarize important information from mind map	51	
Being creative to understand the mind map	10	
Able to explain the mind map	4	
Analyse errors from the mind map	2	
Answer the questions	4	
Provide legal arguments	-	
Provide criticism and suggestions	-	
Confidence	2	
Total	126	

Calculation of the percentage of student learning outcomes in cycle I:

$$Percentage = \frac{Total\ Amount}{Total\ Students\ x\ Total\ Indicators} \times 100$$

$$Percentage = \frac{126}{51\ x\ 10} \times 100 = 24{,}7\%$$

The learning outcomes in the first cycle from the task sheets and questions and answers are still considered low, it is necessary to plan further actions in the second cycle to improve student learning outcomes with the mind-mapping learning model.

Reflection I

In the first cycle of activities, there were no problems related to the implementation schedule because it was following lecture hours. Several things must be improved in the first cycle, namely, the task of making a mind map takes a long time because students must first study the contents of the learning material; students are not used to it so it takes a long time to adjust to making mind maps; many students feel nervous when presenting the results of the mind map because they lack confidence in understanding the learning material, students are afraid of making mistakes when presenting their tasks; students must regain their self-confidence and be more courageous in expressing their opinions in front of people; the author as a lecturer in international trade law courses in class A must improve learning strategies through mind-mapping models to improve student understanding; the author must always motivate to learn so that students are always confident and believe in themselves that they are all capable, and the application of the mind mapping learning model is proven to improve understanding of learning materials and student learning outcomes.

The conclusions from the implementation of class actions in cycle I include the implementation process runs by the AP that has been made: the implementation of the mind map learning model provides a new atmosphere in lectures in the international trade law course; students have new ways of learning subject matter; mind map presentations provide training for students to dare to express opinions in front of people; the author as a lecturer has new ways that can be done continuously and can be improved in other materials and subjects to deliver learning materials; mind map learning models make the students and lecturers easier in discussing learning materials about the organizational structure in the WTO; and the assessment process in

lectures using the mind map learning model is proven to improve student understanding and student learning outcomes in international trade law courses.

Cycle II

Planning II

Based on the results of the reflection on class action activities in Cycle I, the increase in understanding of learning materials and student learning outcomes has not yet reached the indicators of success. Therefore, the class action will be continued to cycle II to improve learning outcomes in cycle I. In cycle II, the learning material is about dispute settlement at the WTO. Improvements to the first cycle in the second cycle carried out by the author as a lecturer in international trade law courses in class A were held so that students were better able to improve their understanding of learning materials and were more proficient in applying the mind mapping learning model.

Students are expected to be more accustomed to critical and active thinking with the application of the mind-mapping learning model, to improve student learning outcomes. In addition, students are expected to be able to map their minds using a mind map which is proven to be able to improve their understanding of learning materials. The stages of action planning in cycle II include AP being distributed to students on May 31, 2022; the author conducts probing prompting related to learning materials for Class A students; instructing them to take notes on learning materials in the form of mind maps as a result of group learning; apply the mind map task to the analysis of international trade dispute cases at the WTO; the time to complete the task is two weeks; presentation and discussion will be held on Tuesday 14 June 2022.

Action II

Class action in cycle II will be held on Tuesday, June 7 and 14, 2022, from 07.00 WIB to 08.40 WIB. The party who took the action was the author, a lecturer in international trade law class A. The learning material with the mind map learning model in cycle I was about the dispute resolution system in the WTO. This learning material is considered difficult because it relates to the procedure for implementing dispute resolution at the WTO, which is not easily understood using the lecture method, nor is it limited to reading texts. It takes expertise to imagine the positions of each organ in the WTO. Still the same as previous lectures, lectures are held via Zoom, and Class A students are still enthusiastic about attending lectures.

In contrast to cycle I, the mind map made by students in cycle II was much more interesting and complete. Students' creative ideas are increasing, as well as the substance they include in the mind map showing that they have understood the learning material. All student assignments have been successfully submitted before the presentation (Tuesday, June 14, 2022). The initial activity of the lecture in the second cycle was the lecturer opening the lecture by greeting the students who had arrived on time and giving thanks for the lectures that could still be held even in limited conditions. The author checks student attendance directly to ensure student attendance on zoom. The author ensures that students are ready to attend lectures and then begins the lecture by discussing the objectives and benefits related to the assigned learning materials.

The core activity of cycle II is that all students from each group explain (present) the dispute resolution procedure in the case they are analyzing while displaying a mind map or other creativity. From the results of the presentations that have been made by the whole group, the students seem to have mastered the material, as evidenced by the presentations they convey. After the presentation, the author allowed all students to respond, ask questions, refute, and even give suggestions. If there are questions, the author invites group members to answer them first. But if they are unable to explain, then the author did explain. Not only that, the author also conducts probing prompting to anyone related to the mind map that has been made. The closing activity in cycle II is that the author appreciates all group presentations while explaining the differences and similarities in the dispute resolution procedures of each case they analyse. The author completes the statements that are considered incomplete. If needed, the author can explain using a pen tablet. After that, the author motivates the students to always be enthusiastic about learning, foster a sense of optimism in learning, appreciate the results of students' hard work, and close the lecture.

Observation II

Observation activities are carried out by the author during the lecture. The observation was carried out during the early learning activities, namely checking papers, mind map assignment sheets, and presentation videos that had been collected by students in advance. The author examines the contents of the papers they have compiled and analyses the mind map, and the presentation style of students in the video. In the closing activity, the author evaluated a constructive suggestion. Student learning activities during the observed learning are positive activities. For the author, the improvement in the learning outcomes of class a, students are increasing rapidly.

Observation in cycle II was carried out on mind map assignment sheets. Regarding mind maps, students have used their creative ideas in making mind maps and video presentations. Students use many

varied decorations such as certain symbols, and colourful pictures, on their mind maps. Observation on presentations, seen from the delivery of material and substance delivered by the students, and question and answer activities among students. The students seemed to enjoy each other's presentations from the other groups and understood the explanations they watched through the video. The students' faces were cheerful and fun when they watched the video presentation. Even during the question-and-answer session, the students looked very confident when presenting their arguments, the sound of their voices was stable and not shaking, and able to think critically without being confused. Students do not feel afraid and ashamed to express their opinions. Students can think optimistically and believe in themselves that they will succeed.

What the author appreciates is the ability of students to understand the standard terms in foreign languages (English) related to international trade law to increase. Students have no difficulty answering the questions. In the task of analyzing cases, students can take the essence of the decision of a case by using the mind map method. The increase experienced by students in exploring their ability to understand the learning material increased very high. It showed that students feel they fit the mind map learning model which is proven to be able to make it easier for students to understand the learning material. Students are getting used to apply the mind map learning model in international trade law courses. The results of the observation of student learning activities are as follows:

Table 4. Students Activity Observation Cycle II

Observed	Yes	No	Less
Discipline in class	✓		
Put attention for the materials	✓		
Actively answer the questions	✓		
Involve in a discussion	✓		
Can provide legal arguments	✓		
Mapping the mind	✓		

Table 5. Students Learning Activities Cycle II

Activities	Amount	Percentage
The discipline of time	51	82%
Taking notes	50	
Put attention to presentations and explanations	51	
Being critical in questioning	19	
Being active in arguing	32	
Being active in answering	42	
Turning on the camera	48	
Total	293	

Calculation of the percentage of student learning activities in cycle II:

$$Percentage = \frac{Total\ Amount}{Total\ Students\ x\ Total\ Activities} \times 100$$

$$Percentage = \frac{293}{51\ x\ 7} \times 100 = 82\%$$

The obstacle in cycle II that is difficult to overcome is the unstable signal constraint, however, it is not a major obstacle in teaching and learning activities. Students in class A are more solemn and enthusiastic about participating in the discussion. In terms of time discipline, and lecture attendance, class a students are already very good and there is an improvement from cycle I. Learning outcomes in cycle II also increase. The author checked the mind map task sheet, video presentation, and discussions as well as questions and answers that were carried out directly showing learning outcomes that increased significantly. Student learning outcomes in the first cycle are as follows:

Table 6. Student Learning Outcomes Cycle II

Indicators	Amount	Percentage
Describe the WTO's organizational structure	51	90%
Map the flow of the WTO organizational structure	51	
Summarize important information from mind map	51	
Being creative to understand the mind map	51	

Able to explain the mind map	51
Analyse errors from the mind map	51
Answer the questions	44
Provide legal arguments	39
Provide criticism and suggestions	23
Confidence	49
Total	461

Calculation of the percentage of student learning outcomes in cycle II:

$$Percentage = \frac{Total\ Amount}{Total\ Students\ x\ Total\ Indicators} \times 100$$

$$Percentage = \frac{461}{51\ x\ 10} \times 100 = 90\%$$

Reflection II

In cycle II activities, there were no problems related to the implementation schedule because it was during lecture hours. Students based on monitoring in cycle II have increased self-confidence and become more active in the learning process. The level of student understanding also increases rapidly so student learning outcomes increase as well.

It is proven that student learning outcomes from cycle I to cycle II have increased. Students look very enthusiastic when they see the work of other colleagues. The learning atmosphere in the classroom is getting livelier with the high enthusiasm of students to ask each other, answer each other, and give comments and suggestions. Students have high self-confidence when presenting their legal arguments. There was laughter but still created an academic atmosphere in the classroom.

The mind-mapping learning model is proven to be very easy for students to absorb learning material. With students' freedom of expression, transferring their thoughts into an assignment worksheet in the form of a mind map has been proven to significantly improve learning outcomes.

The conclusion that the author can draw from the implementation of classroom action in cycle II by using a mind map learning model in international trade law courses to improve student learning outcomes is successful.

The increase in student learning activities is carried out by improving the teaching style of the lecturers, namely before the classroom action research was carried out, the lecturer taught using the lecture method learning model so that only the teacher actively presented material to students, and the students only listened.

Starting when classroom action research begins, the lecturer's learning model is changed to a mind-mapping learning model that involves students being active in the learning process in class. The success of the application of the mind-mapping learning model is shown by the increase in learning activities in cycle I to cycle II.

Table 7. Improvement Percentage of Student Learning Activities

Improvement Activities			
Cycle I		Cycle II	
Amount	Percentage	Amount	Percentage
181	50,7%	293	82%
31,3%			

Improvement percentage of student learning activities:

$$Improvement\ Activities = Percentage\ of\ Cycle\ II - Percentage\ of\ Cycle\ I$$

$$Improvement\ Activities = 82\% - 50{,}7\% = 31{,}3\%$$

Table 8. Improvement Percentage of Student Learning Outcomes

Improvement Outcomes			
Cycle I		Cycle II	
Amount	Percentage	Amount	Percentage
126	24,7%	461	90%
	65,3%		

Improvement percentage of student learning outcomes:

$$Improvement\ Outcomes = Percentage\ of\ Cycle\ II\ \_\ Percentage\ of\ Cycle\ I$$

$$Improvement\ Outcomes = 90\% - 24{,}7\% = 65{,}3\%$$

The graphic of the improvement percentage above can be seen on the picture below:

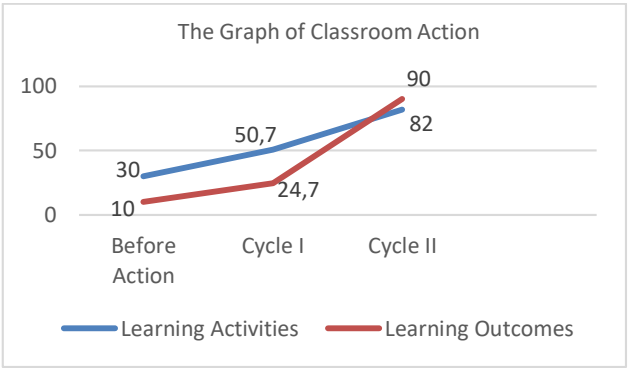

Figure 3. Class Action Graph

From the graph above, it can be seen that the application of the mind-mapping learning model in international trade law courses can improve student learning outcomes. In student learning activities, there was an increase from cycle I to cycle II, which was 31.3%, and student learning outcomes from cycle I to cycle II increased by 63.5%. Based on these data, it is proven that the application of the mind-mapping learning model in international trade law is successful.

5. CONCLUSION

The application of learning using the mind-mapping learning model in international trade law courses has proven successful. The mind-mapping learning model can improve student learning outcomes through positive student activities. The mind mapping learning model is proven to be successful in increasing students' understanding of the learning materials discussed, making learning more effective as evidenced by the students' quick attitude to adapting to the use of the mind-mapping learning model, such as taking notes, asking questions, answering questions, and giving arguments. The increase in student learning outcomes in international trade law courses is very high. This is evidenced by the level of success achieved.

Learning outcomes in the first cycle reached 50.7% and in the second cycle reached 82%, an increase of 31.3%. Meanwhile, the learning outcomes in the first cycle reached 24.7% and in the second cycle, it reached 90%, an increase of 63.3%. The application of mind map learning model should not only be used by the author but also applied to other classes. The role of the lecturer is the main because the lecturer must be able to analyse the problems in the class and then make a solution to the problem; Students should continue to familiarize themselves with the mind mapping learning model so that students can apply the mind mapping learning model in other classes and subjects.

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