The Influence of Mind Mapping Strategy and Achievement Motivation on Learning Outcomes of Sacrificial Materials in MIS Raudlatul Uluum

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Abstract

The objectives of this study were: (1) to determine the effect of learning strategies on learning outcomes (2) to determine the effect of achievement motivation on learning outcomes, (3) to determine differences in learning outcomes, (4) to determine differences in learning outcomes between students and students. High achievement motivation with low motivation, and (5) to determine the interaction of learning strategies and achievement motivation on student Jurisprudence learning outcomes. The research method used is quantitative methods with a quasi-experimental approach. The study population consisted of four classes, namely V-1, V-2 and V-3 and V-4. Through the cluster random sampling technique, 1 class was selected as the experimental class which was taught using mind mapping strategies and 1 control class which was taught using the expository strategy. The data collection instruments were questionnaires and tests and data analysis techniques used two-way analysis of variance. The findings of the study show: (1) there is an effect of learning strategies on students' Jurisprudence learning outcomes, (2) there is an effect of achievement motivation on the results of "Jurisprudence learning of students with high achievement motivation is higher than the average Jurisprudence learning outcomes of students with low achievement motivation, (3) there are differences in the learning outcomes of students who are taught Jurisprudence with mind mapping strategies and expository strategies for both students who have high achievement motivation and low achievement motivation.

I. Introduction

Education is an essential need of humans, because through education humans can develop their potential. In this case, Ramayulis (2002: 6) explains that the general goal of education must be directed to achieve growth, balance, personality, a whole human being, through the training of the intellect, the rational soul, feelings and feelings of birth.

It realized that education is not only aimed at developing the potential that exists in individuals, but education also develops human abilities in interacting with fellow humans. Education is the interaction between individuals and other individuals or interactions between individuals and certain social groups. In the educational process, the form of an interaction namely the relationship and communication between teachers and students.

Education involving various components including teachers and students. In the learning process, the teacher's role is very strategic to improve quality education. Because the teacher is one of the educational factors that has the most strategic role, because the teacher is the most determining factor in the teaching and learning process. The existence

of students in the education system is also important for educational activities to take place. Without students, education is not possible, because there is no point in teachers without students.

Teacher must have the basic teaching skills needed to carry out its role in managing the learning process, so that learning can run effectively and efficiently. Thus, teachers must also learn various learning methods and strategies for the implementation of an effective and efficient learning process.

Learning is done presumably can create good interaction between teachers and students. Therefore, in delivering the subject matter a teacher must receive feedback from students. Conversely, students must ask if there is material that is not clear, even students can correct the teacher's mistakes in delivering the material if students already know in advance from other learning sources. So that teachers can also find out the difficulties experienced by students in understanding the subject matter,and evaluate the learning activities that have been carried out" to be able to create improvements in the quality of learning. According to Suroso et al (2018) the learning process on campus is an interaction event involving students, educators by implementing curriculum designs that are applied to the achievement of the acquisition of knowledge, mastery of certain skills, and the formation of good attitudes and self-confidence in students.

To be able to improve learning outcomes, it is necessary to improve the quality in schools that cannot be separated from the success of the teaching and learning process itself. Improving good learning outcomes must be done in all subjects, including Jurisprudence, which can be done through improvements and changes to the curriculum, improving teacher quality, learning strategies and methods and the learning process.

The learning strategy according to Suryani and Agung (2012: 43) is a way that teachers use in teaching so that students can achieve the learning objectives that have been formulated. There are various learning strategies that can be used by teachers in learning activities, one of which is the mind mapping strategy.

Mind mapping according to Buzan (2012: 5) is a capable note-taking technique develop the mind and improve memory because information is arranged in a branch from the main theme which includes images, symbols, colors and text to enable students to use all the potential and capacity of the brain effectively and efficiently. With a series like this the notes will be very interesting and" can make it easier to learn.

Strategy mind mapping "This is a strategy that can foster students 'enthusiasm in learning, because this strategy requires students' creativity to be able to write down the concepts of subject matter so that students will be motivated to be more active in learning in order to understand lessons more easily, especially in Jurisprudence material." students are less interested in.

Regarding mind mapping, Istarani (2012: 55) explained that in implementing strategy mind mapping this students will be divided into small groups, so that they can socialize in groups and work together in solving problems related to the material presented by the teacher. Therefore, researchers offer a strategymind mapping in this study, because these strategies help improve student creativity by creating a concept map.

However thus, based on the observations of researchers at MIS Raudlatul Uluum Bilah Hulu, related to the data that student achievement motivation has not been maximized, this has not fully grown from students' self-awareness to learn, for example, students have not fully utilized their free time to study when teachers are unable to attend or take advantage of their spare time by studying class. Raudlatul Uluum Upper Blade

This does not only happen in Raudlatul Uluum Bilah Hulu, as the results of the research by Situmorang (2019) show that there are differences in economic learning

outcomes of students who have high achievement motivation and students who have low achievement motivation with fcount> Ftable (171.07> 3.9) and there is an interaction between learning model questions and achievement motivation on economic learning outcomes with fcount> Ftable (4.04> 3.9). Likewise, the results of Elfrianto's research show that the higher the teacher's achievement motivation, the higher and stronger the organizational culture at SMP Muhammadiyah in Medan.

Based on these problems, it is hoped that the teacher will be able to make an appropriate innovation when presenting Jurisprudence lessons, such as the use of mind mapping strategies in learning, so that learning activities become more interesting, creative and more meaningful, and students will also be motivated to excel in achieving maximum learning outcomes.

Based on identification of the problems described above, then this research is directed at the formulation of the problem as follows: 1). Effects of learning strategieson the learning outcomes of Jurisprudence students of class V MIS Raudlatul Ulum, Bilah Hulu District, Labuhanbatu Regency School year 2019/2020, 2). The influence of achievement motivationon the learning outcomes of Jurisprudence students of class V MIS Raudlatul Uluum, Bilah Hulu District, Labuhanbatu Regency Academic Year 2019/2020, 3). The difference in student Jurisprudence learning outcomes between those taught by mind mapping strategies and expository strategies, 4). The difference in student Jurisprudence learning outcomes between students with high achievement motivation and low motivation, 5) The influence of learning strategies and achievement motivationon the learning outcomes of Jurisprudence students of class V MIS Raudlatul Uluum, Bilah Hulu District, Labuhanbatu Regency" Academic Year 2019/2020.

II. Research Methods

The location of this research is in MIS Raudlatul Uluum which is located at Jalan Bambu Kuning No. 68 Aek Nabara, Bilah Hulu District, Labuhanbatu Regency. This location was deliberately chosen as the location of the research, because more or less the authors already know and know about the existence of MIS Raudlatul Uluum, Bilah Hulu District, Labuhanbatu Regency, making it easier for the authors to collect data in the implementation of the research. Method"which is used in this research is a quasi-experimental method. Sugiyono (2017: 114) explains that the quasi experiment is a research design that has a control class as a comparison class from the experimental class.

The research design used in this study is a 2 x 2 factorial as shown in Table 1 below:

Table 1. Research Design

Motivation for Achievement (B)	Learning Strategy (A)	
	Mind mapping (A_1)	Expository (A_2)
High (B_1)	A_1B_1	A_2B_1
Low (B_2)	A_1B_2	A_2B_2

Information:
   A = Learning strategy
   B = achievement motivation
   A_1 = Mind mapping learning strategy
   A_2 = Expository learning strategy
   B_1 = High achievement motivation
   B_2 = Low achievement motivation

The population in the research in writing this thesis were all students of class V MIS Raudlatul Uluum, Bilah Hulu District, Labuhanbatu Regency consisting of 84 people, and divided into four classes, namely V-1, V-2 and V-3 and V-4. "Determination technique "The sample used cluster random sampling (random sampling based on class / group). This technique was chosen because what was sampled from the population was the number of classes (as many as 4 groups) then two classes were taken. The sample taken consisted of two classes into two groups, namely, the class group carried out learning"using the mind mapping method.

Data which is required in the preparation of this thesis the author takes the data Questionnaire"developed using "Likert scale with alternative answers filled in by the respondent, namely the sample that has been determined. This questionnaire was created to collect achievement motivation data. "Test"used to obtain data on student learning outcomes (Variable Y) is a multiple choice test. "

Instrument Research before use is first conducted a trial to obtain a valid instrument, namely seeing the measuring instrument is able to measure what must be measured and reliability, namely the measuring instrument is able to provide consistent measurement results in different times and places (reliability), as well as to find out whether the respondent can understand statement items contained in the learning outcome test.

III. Results and Discussion

3.1 Results
a. Data Description

Description of the data displayed informs the mean, mode, median, variance, standard deviation, maximum score and minimum score, also equipped with a frequency distribution table and a histogram graph.

Data of the learning outcomes of Islamic Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who were taught using mind mapping learning strategies, it is known that the maximum score = 32; minimum score = 16; mean = 24.3; mode = 23; median = 24.4; variance = 22.19; and standard deviation = 4.71.

Data of the learning outcomes of Islamic Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who were taught using expository learning strategies, it is known that the maximum score = 30; minimum score = 14; mean = 22.7; mode = 23.64; median = 22.98; variance = 16.2; standard deviation = 4.02.

Learning outcomes of Fikih students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who have high achievement motivation overall who are taught by mind mapping learning strategies and expository learning strategies, it is known that the maximum score = 32; minimum score = 15; mean = 23,9; mode = 22.39; median = 23.65; variance = 21.09; standard deviation = 4.59.

Data of Jurisprudence learning outcomes of MIS students Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who have low achievement motivation overall, both taught by mind mapping learning strategies and expository learning strategies, namely the maximum score = 30; minimum score = 16; mean = 22.8; mode = 23.75; median = 23; variance = 12.47; and standard deviation = 3.53.

Data of the learning outcomes of the students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who were taught using mind mapping learning strategies and high achievement motivation, it is known that the maximum score = 32;

minimum score = 24; mean = 27.7; mode = 27.9; median = 27.64; variance = 6.08 standard deviation = 2.46.

Data of the learning outcomes of Islamic Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who were taught using mind mapping learning strategies and low achievement motivation, it is known that the maximum score = 23; minimum score = 16; mean = 19,2; mode = 18.16; median = 18.82; variance = 6.35; standard deviation = 2.52.

Data the learning outcomes of Islamic Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who were taught using expository learning strategies and high achievement motivation, it is known that the maximum score = 24; and the minimum score = 15; mean = 20,4; mode = 21.5; median = 21; variance = 5.11; and standard deviation = 2.26.

Data the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who were taught using expository learning strategies and high achievement motivation taught by expository learning strategies and low achievement motivation, it is known that the maximum score = 30; minimum score = 20; mean = 25.5; mode = 25.2; median = 25.36; variance = 5.02; standard deviation = 2.24.

b. Hypothesis Test

Testing of the research hypothesis was carried out using a 2 x 2 factorial analysis of variance. The summary of the calculation results can be seen in the following table:

Table 2. 2 x 2 Factorial Anava Summary

Source of Variation	dk	Jk	Rjk	Fcount	Ftable (1.80) (α = 0.05)
Learning strategies	1	38.6	38.6	4.35	3.96
Achievement motivation	1	45.6	45.6	5.14	
Interaction	1	925.7	925.7	104.36	
Error	80	709.9	8.87		
Total	84	1719.8			

Based on the summary above, the details of hypothesis testing are as follows:

1. First Hypothesis

Testing of the first hypothesis which reads: tgot"the positive and significant influence of the application of learning strategies on the learning outcomes of Jurisprudence MIS students Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who are taught using expository learning strategies."

Based on 2 x 2 factorial anova calculation obtained Fcount = 4.35 while the Ftable value = 3.96 for dk (1.80) and the real level α = 0.05. it turns out that the value of Fcount = 4.35> Ftable = 3.96 so that the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the learning outcomes of Jurisprudence learning outcomes of MIS Raudlatul Uluum Aek Nabara students, Bilah Hulu District, Labuhanbatu Regency taught using mind mapping learning strategies are higher than the Jurisprudence learning outcomes of MIS Raudlatul Uluum Aek Nabara students, Bilah Hulu District, Labuhanbatu Regency who were taught by using a proven expository learning strategy.

This matter "It can also be seen from the average Jurisprudence learning outcomes of MIS students Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who are taught using mind mapping learning strategies ($\overline{X}$ = 24.3) which is higher than the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who were taught using expository learning strategies ($\overline{X}$ = 22.7).

2. Second Hypothesis

Testing "the second hypothesis is: there is"a positive and significant influence of achievement motivation on students' Jurisprudence learning outcomes. " MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency which has low achievement motivation."

Based on "2 x 2 factorial anova calculation obtained Fcount = 5.14 while the Ftable value = 3.96 for dk (1.80) and the real level α = 0.05. it turns out that the value of Fcount = 5.14> Ftable = 3.96 so that the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who have high achievement motivation are higher than the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who have low achievement motivation tested the truth."

This matter "It can also be seen from the average Jurisprudence learning outcomes of MIS students Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who have high achievement motivation ($\overline{X}$ = 23.9) which is higher than the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who have low achievement motivation ($\overline{X}$ = 22.8)."

3. Third Hypothesis

The third hypothesis is there"differences in student Jurisprudence learning outcomes taught using mind mapping strategies with expository strategies. "In this case, both students with high achievement motivation characteristics and low achievement.

Based on "2 x 2 factorial anova calculation obtained Fcount = 4.35 while the Ftable value = 3.96 for dk (1.80) and the real level α = 0.05. it turns out that the value of Fcount = 4.35> Ftable = 3.96 so that the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the learning outcomes of Jurisprudence learning outcomes of MIS Raudlatul Uluum Aek Nabara students, Bilah Hulu District, Labuhanbatu Regency taught using mind mapping learning strategies are higher than the Jurisprudence learning outcomes of MIS Raudlatul Uluum Aek Nabara students, Bilah Hulu District, Labuhanbatu Regency who were taught by using a proven expository learning strategy."

4. Fourth Hypothesis

The fourth research hypothesis is that there is differences in student Jurisprudence learning outcomes between students with high achievement motivation and low achievement motivation. "In this case, students are taught with mind mapping strategies and expository strategies.

Based on the 2 x 2 factorial anova calculation obtained Fcount = 5.14 while the Ftable value = 3.96 for dk (1.80) and the real level α = 0.05. it turns out that the value of Fcount = 5.14> Ftable = 3.96 so that the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that the learning outcomes of Jurisprudence students of MIS

Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who have high achievement motivation are higher than the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who have low achievement motivation tested the truth."

5. Fifth Hypothesis

Testing the fifth hypothesis is: there is an interaction between learning strategies and achievement motivation on the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency.

Based on 2 x 2 factorial anava calculation obtained F-count = 104.36 while the F-table = 3.96 for dk (1.80) and the real level α = 0.05. It turns out that the value of Fcount = 104.36> Ftable = 3.96 so that the hypothesis testing rejects Ho and accepts Ha. Thus it can be concluded that there is an interaction between learning strategies and achievement motivation in influencing the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu Subdistrict, Labuhanbatu Regency.

Interaction between the learning strategy and achievement motivation on the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency, a further test was carried out with the Scheffe test. A summary of the Scheffe test calculations can be seen in the following table:

Table 3. Summary of Scehffe Test

Statistical Hypothesis		Fcount	Ftable (3.80) (α = 0.05)
HO: $\mu_{11} = \mu_{12}$	Ha: $\mu_{11} > \mu_{12}$	9.86	2.72
HO: $\mu_{11} = \mu_{21}$	Ha: $\mu_{11} > \mu_{21}$	9,13	2.72
HO: $\mu_{11} = \mu_{22}$	Ha: $\mu_{11} > \mu_{22}$	2.78	2.72
HO: $\mu_{12} = \mu_{21}$	Ha: $\mu_{12} > \mu_{21}$	1.32	2.72
HO: $\mu_{12} = \mu_{22}$	Ha: $\mu_{12} > \mu_{22}$	6.53	2.72
HO: $\mu_{21} = \mu_{22}$	Ha: $\mu_{21} > \mu_{22}$	6.56	2.72

Information:

μ_{11} = Groups of students who are taught with mind mapping learning strategies and high achievement motivation

μ_{12} = Groups of students who are taught with expository learning strategies and low achievement motivation

μ_{21} = Group of students who are taught using mind mapping learning strategies and low achievement motivation

μ_{22} = Groups of students who are taught with expository learning strategies and low achievement motivation

In overall the results of the Scheffe test show that from the six combinations of the average comparison of the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency, based on the table above, from the six further tests carried out there is one test that is not significant, namely the group of students being taught with expository learning strategies and low achievement motivation with groups of students who are taught with mind mapping learning strategies and low achievement motivation. This means that the learning strategies that are applied both expository with students with low achievement motivation characters and mind mapping with students with low characters do not have a significant effect.

In general there is an interaction of learning strategies and achievement motivation on the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency, this can be seen from: (1) mind mapping learning strategies provide higher Jurisprudence learning outcomes for MIS students Raudlatul Uluum Aek Nabara Bilah Hulu District Labuhanbatu Regency with high achievement motivation than MIS Raudlatul Uluum Aek Nabara students, Bilah Hulu District Labuhanbatu Regency with low achievement motivation, and (2) expository learning strategies provide higher Jurisprudence learning outcomes for MIS Raudlatul Uluum Aek Nabara students, Bilah Hulu District Labuhanbatu Regency with lower achievement motivation than using mind mapping learning strategies.

Statement above is supported by the data on the average score of students' Jurisprudence learning outcomes taught with mind mapping learning strategies for MIS students Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency with high achievement motivation ($\overline{X}$ = 27.7) which is higher than the average score of the students' Jurisprudence learning outcomes Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency with low achievement motivation ($\overline{X}$ = 19.2) and the average score of Jurisprudence learning outcomes of MIS Raudlatul Uluum Aek Nabara students, Bilah Hulu District, Labuhanbatu Regency with low achievement motivation who is taught with high expository learning strategies ($\overline{X}$ = 25.5) higher than the average score of the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency with low achievement motivation who was taught using mind mapping learning strategies ($\overline{X}$ = 19.2).

Result the further test above also shows that there is an interaction between learning strategies and achievement motivation on the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency. The interaction of learning strategies and achievement motivation in influencing the learning outcomes of Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency can be shown as follows:
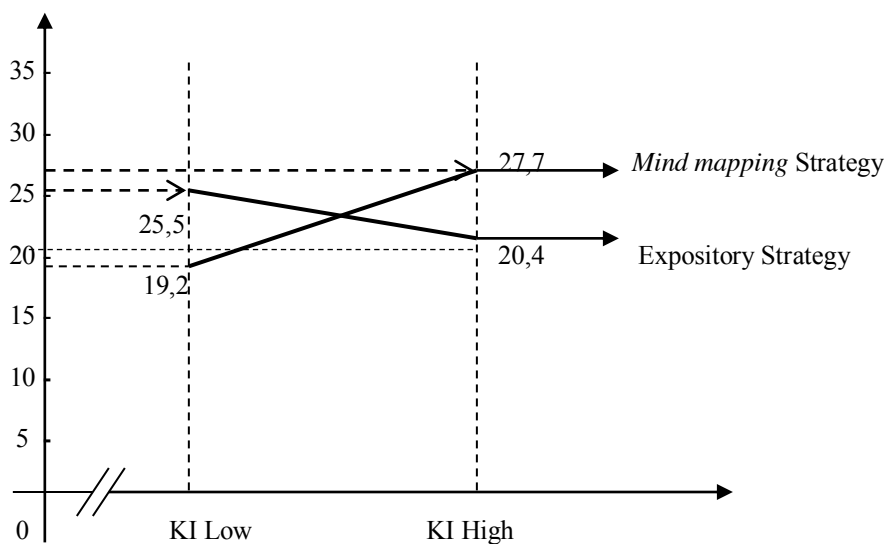

Figure 1. *Interaction of Learning Strategies and Achievement Motivation*

Based on the picture above shows that there is an interaction between learning strategies and achievement motivation, this is indicated by a cross line between learning strategies and achievement motivation.

3.2 Discussion of Research Results

Result of this study has shown that the MIS Raudlatul Uluum Aek Nabara group of students, Bilah Hulu District, Labuhanbatu Regency who were taught with a mind mapping learning strategy strategy obtained higher Jurisprudence learning outcomes than the group of students taught using expository learning strategies, where the average value of the Jurisprudence learning outcomes obtained by MIS students Raudlatul Uluum Aek Nabara, Bilah Hulu Subdistrict, Labuhanbatu Regency who were taught with mind mapping learning strategy strategies was higher than students taught with expository learning strategies.

Result of these findings indicate that to teach Jurisprudence material it is more appropriate to use mind mapping learning strategies than expository strategies. This supports the findings of previous research conducted: (1) Bawaneh (2019) shows that the application of mind mapping is more effective than conventional methods in achieving results and retention of students' electrical energy concepts. Furthermore, there is a significant difference for the gender of students in the achievement of learning outcomes but not on retention. The findings recommend that curriculum developers and textbook writers should consider their characteristics and information processes through the use of mind mapping in physics learning, (2) Sulianti et al. (2020) showshowed that there was a significant increase in learning outcomes in the three groups. The effectiveness of improving learning outcomes using only mind mapping or a combination of mind mapping and classical music, is the same as learning outcomes using a quiet room, and (3) Parikh (2016)conducted research in the experimental group which was taught through mind mapping techniques and the control group was taught through traditional methods. As a sample, researchers have selected a sample of 120 students of Prerna School, Guajarati Middle School located in Sector-6 Gandhinagar, Gujarat. In order to check the effectiveness of the mind mapping technique, case criteria were formulated. Conclusions were made after obtaining a T-ratio based on the mean score of the test cases, standard deviation and standard error of the mean score and aspects of the mind mapping technique recognized by the questionnaire filled out and it was found that the mind mapping technique was more effective than traditional methods.

Hypothesis of the first one states that the learning outcomes of Jurisprudence among students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who are taught with mind mapping learning strategies are higher than the learning outcomes of students who are taught using expository learning strategies. This is understandable because through a mind mapping learning strategy it can encourage students to actively learn as explained by Jonassen (1996) that mind mapping learning is a small group learning in which students work together to maximize their own learning outcomes and the learning outcomes of other group members.

Implementation of jurisprudence learning by applying a mind mapping learning strategy, the role of the teacher is to facilitate the division of study groups, give group assignments which of course begin with the presentation of the important points of the teaching material. Then then the students interact in their groups and create positive interdependence among students, the division of labor and responsibility is well intertwined.

Statement above is in line with Davis (1993)'s study of mind mapping strategies, namely: (1) students work in teams to master the subject matter, (2) teams or groups are formed varying from students who have high, medium, and low academic performance, (3)) the team consists of members who vary in terms of gender and race, and (4) the reward system is oriented to groups, not individuals, while Hill and Hill (1996) state that there are two important elements that are always present in mind mapping activities, namely common goals and positive interdependence.

Testing of the second hypothesis shows that the learning outcomes of students with high achievement motivation are higher than the learning outcomes of students with low achievement motivation. These results prove that achievement motivation is significant for differentiating Jurisprudence learning outcomes. The achievement motivation in this study is categorized into two categories, namely high and low.

Result of the overall data analysis showed that the learning outcomes of students with high achievement motivation were better than those of students with low achievement motivation. This indicates that students with high achievement motivation on average have better Jurisprudence learning outcomes than students with low achievement motivation. Thus students with high achievement motivation better understand and master the subject matter of Jurisprudence than students with low achievement motivation.

Theory of jurisprudence learning is in the form of a set of knowledge, forms of skills and inculcating attitudes and values in the context of the Jurisprudence discipline. In addition, Jurisprudence learning is also expected to develop thinking skills that can develop knowledge, skills and self-confidence. Likewise, the learning outcomes of Jurisprudence are an illustration and level of cognitive ability in the form of knowledge and skills in the form of facts, concepts, procedures and principles.

Strategy of mind mapping learning allows students to seek and reconstruct information / knowledge by collaborating or collaborating with classmates. Therefore, in mind mapping learning, students interact with their environment in order to find the widest possible information. This is in line with Gunawan's (2004: 197) statement that the advantages of mind mapping learning are: training a sense of care, attention and willingness to share, increasing respect for others, training emotional intelligence, prioritizing group interests over personal interests, honing interpersonal intelligence, training the ability to work together, train the ability to listen to the opinions of others, conflict management, communication skills, students are not ashamed to be loyal to their own friends, the speed and learning outcomes increase.

While the weakness of mind mapping learning is that students who are smarter if they do not understand the real purpose of the learning activity process, they feel disadvantaged because they have to bother helping their friends, smart students will also object because the value they get is determined by the achievement or achievement of their group, If cooperation cannot be carried out well, then the only smart and active students will work.

Influence of Mind mapping and expository strategies can have variations when viewed from the achievement motivation possessed by students. Students with high achievement motivation are generally sociable, active, optimistic, passionate, lively, passionate, have high empathy, sympathy and persuasion.

Characteristics of this kind of thing is very suitable and develops well when activities are carried out in groups. It means that the use of a mind mapping strategy with students who are motivated with achievement will provide more effective influence and results than the use of expository strategies. Thus, it can be assumed that the effect of cobalorative

strategies for student learning outcomes with high achievement motivation will be better than the use of expository strategies.

Therefore, there is a difference in the influence between mind mapping and expository strategies on student learning outcomes with high achievement motivation where the mind mapping strategy is thought to have a better effect than the expository strategy.

Students with low achievement motivation have characteristics such as: difficult to get along, like to be alone, indifferent, pessimistic, passive, quiet, and difficult to adapt to others. This kind of characteristic when given a mind mapping strategy that emphasizes cooperation and interaction with other students has less influence on them.

Otherwise the expository strategy will have a positive impact on those with low achievement motivation. Because it is more solitary and difficult to get along with, the work that is done will be more effective when done alone compared to other people. Therefore, if this type is given an expository strategy, it will have a better effect than a mind mapping strategy. Thus it is assumed that there are differences in the influence of mind mapping strategies and expository strategies on student learning outcomes, where students who are given expository strategies will be better at spurring the spirit of achievement and the enthusiasm to compete with their classmates.

This reseach has been done as well and as perfectly as possible by using the procedures of the scientific method, but it does not rule out the limitations encountered in its implementation. These limitations include:

First, the lack of understanding of the teaching staff in teaching the material by applying learning steps to mind mapping strategies and expository learning strategies, because so far it is patterned with learning activities based on textbooks only. Overcoming this is done by providing books on mind mapping strategies and expository learning strategies and providing designs and materials for learning mind mapping strategies and expository learning strategies. In addition, it also holds discussions in overcoming difficulties that arise during the implementation of the treatment.

Second, this research was only conducted in one class on the mind mapping strategy strategy and one class on the expository learning strategy, so this research cannot be generalized into a broader scope, unless the student characteristics and teaching materials match the characteristics of this study.

Third, the validity and reliability of the learning outcome test instrument have been tested, but the instrument only measures the learning outcomes obtained by students, it has not been able to measure the learning process carried out by students to get overall learning outcomes, for this reason this research can be combined with deeper research through qualitative research. so that learning activities can be recorded properly.

IV. Conclusion

The conclusions that can be drawn from the research findings are as follows:
1. There is an effect of learning strategies on learning outcomes The Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who were taught using mind mapping learning strategies was higher than the average learning outcomes of MIS Raudlatul Uluum Aek Nabara students, Bilah Hulu District, Labuhanbatu Regency who were taught using expository learning strategies.
2. There is an effect of achievement motivation on results "learning Jurisprudence students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency with high achievement motivation is higher than the average learning outcomes of MIS

students Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency with low achievement motivation proven through statistical testing.

3. There are differences in the learning outcomes of students of MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency who are taught using mind mapping strategies and expository strategies for students who have high achievement motivation and low achievement motivation.

4. There are differences in the learning outcomes of MIS students at MIS Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency, students who are taught with high achievement motivation and low achievement motivation both taught with mind mapping strategies and expository strategies.

5. There is "The influence between learning strategies and achievement motivation, where MIS students Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency with high achievement motivation are more appropriate to use mind mapping learning strategies, while MIS students Raudlatul Uluum Aek Nabara, Bilah Hulu District, Labuhanbatu Regency with low achievement motivation it is more appropriate to use expository learning strategies."

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