

## IMPLEMENTATION OF THE 2013 CURRICULUM IN TEACHING WRITING EXPLANATORY TEXTS USING CONCEPT MAPS IN INDONESIAN LANGUAGE LEARNING AT JUNIOR HIGH SCHOOL

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**Abstract.** The 2013 curriculum in Indonesian language education explains learning based on texts. It can be said that the 2013 curriculum relies on texts, which is why it is referred to as a text-based curriculum. An explanatory text is a written explanation related to natural phenomena, social, cultural issues, and so on. Based on the journal that has been analyzed, the researcher found that students have not fully understood the structure and linguistic elements of explanatory texts and there is a lack of teaching methods that can stimulate ideas and creativity in writing explanatory texts. Therefore, in this study, the author introduces the concept map method as one of the methods that can overcome students' difficulties in writing explanatory texts. The aim of this research is to emphasize the implementation of the 2013 Curriculum in Teaching Explanatory Text Writing Using Concept Maps in

Indonesian Language Learning at Junior High School. The method applied in this study is library research. The research data was obtained from articles sourced from journals. The results of the study show that from various journals that have been analyzed, it has been proven that the concept map method can help students fully understand the structure and linguistic elements in writing explanatory texts. With the concept map method, students are able to write an explanatory text. The concept map serves as an effective method in the learning process, thereby improving student knowledge in writing explanatory texts.

### INTRODUCTION

The teaching of the Indonesian language in junior high schools requires the mastery of four language skills simultaneously. These four language skills include listening, speaking, reading, and writing (Mardiningsih et al., 2023). Listening and reading are receptive skills as they only involve receiving and absorbing what is heard and read. On the other hand, speaking and writing are productive skills because they can produce something through speaking and writing activities. Writing is a creative process. In other words, writing is a skill that is carried out through various stages requiring the application of skills, art, and strategies so that the process can proceed effectively. As a creative process, writing must be done with a systematic

approach in the writer's mind, similar to someone who is about to build a house (Rahmawati et al., 2024).

Kosasih (2016) states that an explanatory text is a type of text that describes a process or event related to the origin, process, or development of a phenomenon, which may include natural, social, or cultural events. Various events in the surrounding environment can become material or at least ideas for writing an explanatory text. The construction of explanatory texts is done by paying attention to the applicable linguistic rules in the text. The researcher chooses explanatory texts to study natural events that occur in the surrounding environment and attempts to understand what happens. The author believes that writing explanatory texts is an essential component to be learned in the learning process. The ultimate goal of learning in junior high schools is for students to be able to write explanatory texts that align with the structure and linguistic elements (Syam et al., 2024).

From the journal article that has been reviewed, the researcher found that some students still face difficulties in writing explanatory texts due to the lack of variety in the teaching methods for writing explanatory texts, which makes students feel bored with the learning (Dian Puspita Ningrum, 2012). There is also a lack of methods that can stimulate students' ideas and creativity in writing explanatory texts, and students have not fully understood the structure and linguistic elements of explanatory texts. The learning methods are also still less engaging. This research highlights the concept map method in writing explanatory texts. Therefore, in this study, the author introduces the concept map method as one of the methods that can address difficulties in writing explanatory texts. In this study, the researcher uses a literature review as the main source to prove that the concept map method is essential for development.

A concept map is one strategy that can be relied upon to help think expansively and creatively when one needs to generate ideas, plan something uniquely, or stimulate imagination (Gatini, 2023). A concept map allows a long list of information to be transformed into a neat, colorful diagram that is easy to remember, aligning with the natural way the brain functions (Sukendra et al., 2024). With a concept map, every new piece of information that enters someone's mind is automatically connected to all the existing information. This can help students plan an explanatory text by organizing information, knowledge, and ideas into a concept map.

Referring to the 2013 curriculum in Indonesian language learning, it explains various types of texts. One of the texts taught to students is the explanatory text. Indonesian language learning is oriented towards the position of language as the national and state language (Purnadewi & Widana, 2023). Learning in junior high schools based on the 2013 curriculum is also intended as a means of developing students' reasoning abilities and skills. Essentially, junior high school learning aims to guide students in expressing ideas clearly and fluently, and to communicate effectively. Based on the issues outlined, the researcher is interested in raising the title of this study: "The Application of the 2013 Curriculum in Writing Explanatory Texts Using Concept Maps in Indonesian Language Learning in Junior High Schools."

## **METHOD**

Research on the use of concept maps in teaching explanatory text writing in junior high schools falls into the category of library research. This study was conducted through three main steps. *First*, recording all findings related to the general use of concept maps obtained from various sources, including recent discoveries regarding their use in teaching explanatory

text writing in junior high schools. *Second*, integrating all these findings, both in the form of theories and new discoveries. *Third*, analyzing the various findings collected from the readings. The library research procedure conducted by the researcher regarding the use of concept maps in teaching explanatory text writing in junior high schools involved several steps. *First*, the researcher prepared the necessary materials, such as journals, writing tools (pens and notebooks or data cards). *Next*, the researcher read relevant journal articles and summarized their content according to the research topic. In this study, the data sources included journal articles, undergraduate theses, and websites relevant to the research topic. The data collected comprised research findings, problems, and the reasoning presented in each journal article, thesis, or article read, all of which were related to the use of concept maps (Widana et al., 2023).

The technique used in this study is the data analysis model of Miles and Huberman (2014). The data analysis process in this model involves several stages. *First*, Data Reduction, where raw data obtained from research notes is selected, focused, simplified, and transformed into a more organized and abstract form. The purpose of data reduction is to identify the main focus of the research that is relevant and supports further analysis (Citrawan et al., 2024). *Second*, Conclusion Drawing and Verification, where conclusions are drawn from the data that has been analyzed after the data reduction process is completed. These conclusions include new findings obtained from the research (Widana et al., 2023). However, the results are provisional and can be revised through repeated cycles involving data reduction, data display, and conclusion drawing. This process is continuously carried out to ensure maximum and accurate results. *Third*, Content Analysis, where the collected data is analyzed in terms of its content. This process involves objectively describing the data according to the findings related to the use of concept maps in teaching explanatory text writing in junior high schools.

The purpose of this analysis is to understand the meaning and relationships between the data, leading to in-depth and relevant conclusions (Yasa et al., 2023). *First*, the research instruments used by the researcher consist of two main types: symbolic verbal data collection and data card. The researcher collects data in the form of unanalyzed journals. In this process, writing tools such as pens and paper are used to record important information. *Second*, data cards are used to record the results of analyzed data collection, facilitating data clarification. Additionally, data cards serve as an alternative if the first method is less practical. However, using data cards takes more time at the data source (Sugiyono, 2015). The initial stage of data collection involves searching for data sources, such as journals from libraries or the internet, that are relevant to the research title. Once the sources are identified, the researcher determines the required data. Data obtained from library research becomes the primary source, which is understood through reading and noting key points. The main goal is to capture the meaning contained in the library sources. Through these steps, the research instruments assist the researcher in systematically and thoroughly processing data to understand the use of concept maps in teaching explanatory text writing in junior high schools.

In searching for data in this study, the researcher made efforts to obtain reliable sources. One method the researcher used to gather data was by searching on Google Scholar, with the criteria of finding accredited journals and journals indexed by SINTA with a maximum SINTA rating of 3. The methods used in each article varied, with some using quantitative approaches and others using qualitative approaches. Many articles related to concept maps and writing texts were found, but the researcher selected only five articles to ensure a more focused analysis process. In addition, for books and theses, the researcher also sought those

related to concept maps and texts, ensuring they were at least in the form of proceedings and had an ISSN.

Below, the researcher outlines the articles obtained

The first journal article is written by Santi Pratiwi Tri Utami, titled "Improving Explanatory Text Writing Skills Using the Concept Map Method Assisted by Video Media on Natural Disaster Events for Seventh-Grade Students at SMP Negeri 1 Tawangharjo, Grobogan Regency in 2016." This article was published in an accredited SINTA 3 journal in 2016 in *Jurnal Pendidikan Bahasa dan Sastra Indonesia* with access link: <http://journal.unnes.ac.id/sju/index.php/jpbsi>.

The second article, written by Desy Cahya Ningrum, titled "Improving Explanatory Text Writing Skills Using the Concept Map Method Assisted by the Picture Card Method for Seventh-Grade Students at SMP Negeri 21 Semarang in 2016," is based on data sourced from a Google link. This data had been in the researcher's possession for a long time but is no longer accessible through Google.

The third journal article is written by Dwi Sulistiyani, titled "Improving Explanatory Text Writing Skills Using the Concept Map Spider Method Assisted by News Video on Natural Disaster Events for Seventh-Grade Students at SMPN 2 Sukolilo, Pati, in the 2015/2016 Academic Year." This article is accredited and was published in 2016 in *Jurnal Pendidikan Bahasa dan Sastra Indonesia* with access link: <http://journal.unnes.ac.id/sju/index.php/jpbsi>.

The fourth journal article is written by Bivit Anggoro Prasetyo Nugroho, titled "Improving Explanatory Text Writing Skills through the Mind-Mapping Learning Method at SMP Negeri 1 Sokaraja." This article is accredited and was published in 2023 in *Tematik: Jurnal Penelitian Pendidikan Dasar* with access link: <https://jurnal.medanresourcecenter.org/index.php/TEM/index>.

The fifth journal article is written by Nuraini, titled "Concept Map Learning Strategy Using the Event Chain Model to Improve Short Story Writing Skills Based on Stories at SMP Negeri 1 Kebonagung, Demak Regency." This accredited article was published in 2017 in *Tematik: Jurnal Penelitian Pendidikan Dasar* with access link: [https://jurnal.polines.ac.id/index.php/bangun\\_rekaprima/article/view/762](https://jurnal.polines.ac.id/index.php/bangun_rekaprima/article/view/762).

## **RESULTS AND DISCUSSION**

### **Results**

The data obtained in this study is through a review of several reasons and issues from previous researchers that led them to choose the concept map method in their studies. The data taken from the research includes the name, title, reasons, issues, and the results of the studies conducted by previous researchers.

There are several journals that the researcher has read, along with the results of the analysis conducted by the researcher, as follows:

1. Description of the journal data written by Santi Pratiwi Tri Utami, titled *Improving the Skill of Composing Explanation Texts Using the Concept Map Method with the Aid of Natural Event Video Media for Seventh Grade Students of SMP Negeri1 Tawangharjo, Grobogan Regency, 2016.*

**Table 1.** Analysis Results Article 1

<b>Name</b>	<b>Santi Pratiwi Tri Utami</b>
<b>Title</b>	The Improvement of Skills in Composing Explanatory Texts Using the Concept Map Method Assisted by Video of Natural Events for Seventh Grade Students of SMP Negeri 1 Tawangharjo, Grobogan Regency in 2016.
<b>Reasons and Issues</b>	<ol style="list-style-type: none"><li>Students' knowledge of the structure and language rules of explanatory texts is still lacking.</li><li>Students' skills in composing explanatory texts are still low.</li><li>Students experience confusion in determining the theme.</li><li>Students lack practice in the skill of composing explanatory texts.</li><li>Students are not yet skilled in composing explanatory texts because they still struggle to determine the structure of explanatory texts.</li><li>Based on the above issues, efforts need to be made to address students' difficulties in composing explanatory texts by applying the concept map method.</li></ol>
<b>Result</b>	The results of this study reveal that the use of the concept map method assisted by the video of natural events can be used to improve students' understanding and skills in composing explanatory texts. Data collection was conducted using both test and non-test techniques. The research results in the knowledge aspect showed an improvement of 100%, from a precycle score of 0.99 (20.58%) to a cycle I score of 2.97 (58.82%), and reaching 3.9 (100%) in cycle II. In addition, the skills aspect also showed an improvement of 41.2%, from a precycle score of 2.06 (26.47%) to a cycle I score of 2.9 (64.7%), and finally reaching 3.2 (91.2%) in cycle II. The study using the concept map method assisted by the video of natural events was able to optimize the learning process, improve both the spiritual and social attitudes of students, and enhance learning outcomes in the aspects of knowledge and skills in composing explanatory texts.

2. Description of the data from the journal written by Desy Cahya Ningrum with the title "Improvement of Skills in Composing Explanatory Texts Using the Concept Map Method Assisted by Picture Card Method for Seventh Grade Students of SMP Negeri 21 Semarang Year 2016

**Table 2.** Analysis Results Article 2

<b>Name</b>	<b>Desy Cahya Ningrum</b>
<b>Title</b>	Improvement of Skills in Composing Explanatory Texts Using the Concept Map Method Assisted by Picture Card Method for Seventh Grade Students of SMP Negeri 21 Semarang in 2016
<b>Reasons and Issues</b>	<ol style="list-style-type: none"><li>Because students are confused about how to start and choose the right sentences to compose explanatory texts.</li><li>Because students' enthusiasm for writing is not yet matched by the presence of appropriate methods.</li><li>Students also feel bored because the teaching methods used are still monotonous.</li><li>The methods that engage students in learning to compose explanatory texts are using the concept map method and the picture card method.</li></ol>

<b>Result</b>	The results of the study show that the learning process of composing explanatory texts using the concept map method assisted by the picture card method became more conducive, active, and intensive from cycle I to cycle II. Students' knowledge in composing explanatory texts improved from cycle I to cycle II, with an increase in knowledge test results of 11.90%. In cycle I, the average knowledge test score was 70.13 with a B-grade, which increased to 78.47 with a B grade in cycle II. The skills in composing explanatory texts improved from the precycle to cycle I, and from cycle I to cycle II. The average score in the precycle was 64.13, which then increased to 69.83 in cycle I, showing an 8.88% improvement. In cycle II, the average score reached 79.27. The increase from cycle I to cycle II was 13.52%, and the increase from the precycle to cycle II was 23.61%. Students' attitudes improved from cycle I to cycle II, showing better religious, honest, and creative attitudes.
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3. Description of the data from the journal written by Dwi Sulistiyani with the title "Improvement of Skills in Composing Explanatory Texts Using the Spider Concept Map Method Assisted by Disaster News Video Method for Seventh Grade Students of SMPN 2 Sukolilo Pati in the 2015/2016 Academic Year.

**Table 3. Analysis Results Article 3**

<b>Name</b>	<b>Dwi Sulistiyani</b>
<b>Title</b>	Improvement of Skills in Composing Explanatory Texts Using the Spider Concept Map Method Assisted by Disaster News Video Method for Seventh Grade Students of SMPN 2 Sukolilo Pati in the 2015/2016 Academic Year.
<b>Reasons and Issues</b>	<ol style="list-style-type: none"> <li>a. The low results in the skill of composing explanatory texts require the teacher to be creative in choosing the appropriate learning model or method. The use of an inappropriate model or method may cause the objectives of learning to compose explanatory texts to not be achieved.</li> <li>b. The concept map method is an effective method for training students in discussion. Learning assisted by the appropriate method will make the learning process more active and enjoyable, allowing students to develop their findings into a complete and coherent text.</li> <li>c. The application of the spider concept map method assisted by video can be an alternative to improve the skill of composing explanatory texts for seventh grade students, and it can also train students to think critically, creatively, and logically.</li> </ol>
<b>Result</b>	The results of the study show that the learning process of composing explanatory texts using the spider concept map method assisted by disaster news video method for seventh grade students of SMPN 02 Sukolilo Pati was conducive. The skill test results in composing explanatory texts showed an average score of 65.16 in the precycle, 71.2 in cycle I, and 82.2 in cycle II. The average score improvement in class VII A was 6.04 from precycle to cycle I, 11.4 from cycle I to cycle II, and 17.04 from precycle to cycle II. Therefore, the learning process of composing explanatory texts using the spider concept map method assisted by disaster news videos was conducive, and students' creativity in writing explanatory texts increased.

4. Description of the journal data written by Bivit Anggoro Prasetyo Nugroho: "Improving Explanatory Text Writing Skills through the Mind-Mapping Learning Method at SMP Negeri 1 Sokaraja.

**Table 4. Analysis Results Article 4**

<b>Name</b>	<b>Bivit Anggoro Prasetyo Nugroho</b>
<b>Title</b>	Improving Explanatory Text Writing Skills through the Mind-Mapping Learning Method at SMP Negeri 1 Sokaraja.
<b>Reasons and Issues</b>	<ol style="list-style-type: none"> <li>a. Because some of the challenges faced by students in writing explanatory texts include difficulty in determining the structure and language elements, as well as choosing the right diction.</li> <li>b. Because the use of strategies is still conventional and less effective. One learning strategy that is considered capable of overcoming difficulties in writing explanatory texts is the concept map strategy.</li> </ol>
<b>Result</b>	The results of the students' learning mastery percentage are 97.22%. This indicates that the percentage of students who achieved the minimum passing grade (KKM) has been met. It was found that the students' activity in the first meeting showed good success in terms of learning mastery, with the pre-test score being 72.22%, increasing to 97.22% in explanatory text writing using concept maps. This means that the percentage of students' learning mastery has shown a significant improvement. During the writing stage using the concept map strategy, the students' learning percentage reached the KKM, with 75% of students achieving a test score greater than 75 (on a scale of 1-100), and the class average exceeding a score of 75 (on a scale of 1-100). Based on the results of this study, it can be concluded that the application of the Mind-Mapping Learning Method in teaching can improve students' abilities in writing explanatory texts at SMP Negeri 1 Sokaraja.

5. Description of the journal data written by Nuraini, titled "Concept Map Learning Strategy Using the Event Chain Model to Improve Short Story Writing Skills Based on Stories at SMP Negeri 1 Kebonagung, Demak Regency."

**Table 5. Analysis results Results Article 5**

<b>Name</b>	<b>Nuraini</b>
<b>Title</b>	Concept Map Learning Strategy Using the Event Chain Model to Improve Short Story Writing Skills Based on Stories at SMP Negeri 1 Kebonagung, Demak Regency."
<b>Reasons and Issues</b>	<ol style="list-style-type: none"> <li>a. The lack of student interest in writing short stories.</li> <li>b. In terms of knowledge, students are not yet familiar with the steps or techniques for writing short stories, and the language used in short stories. At this stage, students tend to spend a lot of time.</li> <li>c. The teacher has not yet used varied methods or learning resources.</li> </ol>
<b>Result</b>	The research results show that the implementation of short story writing instruction includes the teacher providing short story material using the Event Chain Concept Map model. Students are guided to write short stories while considering the structure of explanatory texts, content, organization, vocabulary, language use, mechanics, and the impact of the Event Chain Concept Map model on students' interest in short story

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writing activities. This is observed through the active participation aspect, which shows an increase in interest from the pre-cycle result of 18.18%, to 63.63% in cycle I, and 81.81% in cycle II. The influence of the Event Chain Concept Map model makes students enthusiastic and happy about the short story writing activities. The improvement in students' abilities is seen from the average results of students in each cycle. In the pre-cycle, the average score was 65.22, in cycle I it increased to 75.68, and in cycle II it reached 83.38. Thus, it is proven that teaching short story writing using the Event Chain Concept Map model can enhance students' interest and learning outcomes.

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The results of the study show that the concept map, in various forms, such as the spider concept map, is very effective in the learning process. With the spider concept map, learning to write explanatory texts does not take long. The concept map assisted by the disaster event video method is also proven to be effective in teaching students to compose explanatory texts. The event chain model concept map is also very effective in the learning process, as are other forms of concept maps.

Therefore, students' creativity in writing explanatory texts can improve, and concept maps can help overcome difficulties in writing explanatory texts. This demonstrates that concept maps are very effective in the process of learning to write explanatory texts in junior high school. Furthermore, the use of the concept map method needs to be developed with different techniques so that future researchers can incorporate concept maps into the learning process. This is because concept maps are one of the most reliable methods to help think expansively and creatively when someone needs to generate ideas, plan something uniquely, or stimulate imagination, thus forming an explanatory text.

### **Discussion**

The results of the data analysis obtained in this study are based on a review of several reasons and issues from previous researchers, leading to the selection of the concept map method in their studies, and examining the results of the research conducted after using the concept map in the process of learning to write explanatory texts. Here are some descriptions of the analysis results from each journal article

1. The issue discussed by Santi Pratiwi Tri Utami with the title "Improving the Skills of Composing Explanatory Texts Using the Concept Map Method Assisted by Natural Event Video Media for Seventh Grade Students of SMP Negeri 1 Tawangharjo, Grobogan Regency in 2016."

Based on the results of the research conducted by the researcher through the journal written by Santi Pratiwi Tri Utami, the findings show that there are several issues faced by the students, one of which is that their skills in composing explanatory texts are still considered low. A factor contributing to this problem is the lack of engaging methods. Therefore, in response to this issue, Santi Pratiwi Tri Utami introduced the concept map method as one of the methods that can address the challenges faced by the students. The research results indicate that the learning process, along with spiritual and social attitude changes, improved. Additionally, students' learning outcomes in both knowledge and skills aspects, using the concept map method assisted by natural event video media, showed improvement. The knowledge test results on understanding explanatory texts also improved. These results were obtained by developing concept maps to understand



the meaning, structure, and linguistic rules of explanatory texts. Activities carried out by the students included observing a video of natural events, then constructing the understanding of explanatory texts by writing key terms on the concept map. Similarly, for the types of structures and linguistic rules, students summarized and then determined the key terms for the concept map. This helped the students better understand the nature of explanatory texts, leading to good scores. Based on the research findings, the researcher concluded that the concept map method, assisted by natural event video media, can improve students' understanding and skills in composing explanatory texts. Furthermore, the problems and difficulties faced by students can be addressed by implementing the concept map method. This shows that concept maps are highly effective in helping teachers in the learning process so that students can easily understand how to write explanatory texts.

Based on the data analysis results from the journal, it shows that the number of students in the study was 34. The research results in cycle I show that 31 students, or 91.2%, met the KKM, while in cycle II, 33 students, or 97.05%, met the KKM. Thus, from pre-cycle to cycle II, the number of students meeting the KKM increased. The average score in the pre-cycle was 0.99, or 20.58%, in cycle I it was 2.97, or 58.82%, and it reached 3.9, or 100%, in cycle II. In this study, the standard KKM that needed to be achieved was 75.40 mini

2. The issue written by Desy Cahya Ningrum titled "Improvement of Explanation Text Writing Skills Using Concept Map Method Assisted by Picture Card Media in 7th Grade Students of SMP Negeri 21 Semarang in 2016."

The analysis results of the journal written by Desy Cahya Ningrum show that the students' enthusiasm for writing has not been matched by the presence of appropriate methods and media, and that students are confused about how to start and select the right sentences to compose an explanation text.

Based on this issue, Desy Cahya Ningrum introduced the concept map method as one of the methods that can stimulate students' imagination in writing explanation texts. The researcher concluded that the concept map method is very effective in the learning process. Based on the activities carried out by the teacher, the knowledge, skills, and attitudes of the students improved, and the teacher should apply the concept map method. Therefore, the researcher concluded that the goal of learning to write explanation texts is to understand and explain the process of events, both natural and social, which are structured with predetermined language rules. To fulfill the structure of writing explanation texts, the concept map method should be used. The concept map method is a technique that can help students organize explanation texts in a more systematic way. The research results in Desy Cahya Ningrum's journal introduced a new approach, using the concept map method assisted by picture card media to organize explanation texts in writing.

From the analysis related to the reasons, issues, and research results written by Desy Cahya Ningrum regarding the concept map, the researcher concluded that the use of concept maps can help address the problems faced by students in writing, including those found in the research conducted by the researcher. Therefore, the concept map method becomes more conducive, active, and intensive in the process of learning to write explanation texts. The results indicate that learning to write explanation texts using the

concept map method can improve students' performance. The analysis shows that in all 7th grade students of SMP Negeri 21 Semarang, the improvement from the precycle to cycle I was 8.88%. Subsequently, the average score in cycle II was 79.27, showing an improvement of 13.52% from cycle I to cycle II. The total improvement from the precycle to cycle II was 23.61%, exceeding the standard KKM of 75.

3. The issue written by Dwi Sulistiyani titled "Improvement of Explanation Text Writing Skills Using the Spider Concept Map Method Assisted by Disaster News Video Media in 7th Grade Students of SMPN 2 Sukolilo Pati in the 2015/2016 Academic Year."

The results described in the journal written by Dwi Sulistiyani show that there are several issues faced by the students, one of which is the low skill in writing explanation texts and the use of learning models or methods that are not appropriate. To overcome the difficulties students face in writing explanation texts, the concept map method is used. Based on these issues and reasons, the researcher concluded that the concept map method is very helpful in allowing students to use their imagination.

The research results show that the learning process of writing explanation texts using the spider concept map method assisted by disaster news video media proceeded in a conducive manner. The learning process included identifying the characteristics of explanation texts, creating a concept map framework, and composing explanation texts. The results of the skill test on writing explanation texts in the pre-cycle showed an improvement, indicating an increase in students' scores. Additionally, there was a change in students' religious attitudes during the learning process. Therefore, the research results can be concluded that the learning of writing explanation texts using the spider concept map method assisted by disaster news videos proceeded in a conducive manner. The analysis of the reasons, issues, and research results written by Dwi Sulistiyani about the concept map method concludes that the concept map needs to be developed as a method that can enhance students' creativity in writing explanation texts. This is because the concept map method can help overcome students' difficulties in writing explanation texts.

The results of the research conducted by Dwi Sulistiyani regarding the concept map method in writing explanation texts have proven that students' writing skills have improved, and the concept map method can address students' difficulties in writing. Therefore, the concept map method needs to be further developed and is important for future researchers. Students should practice writing explanation texts by focusing on content, organization, vocabulary, language use, and mechanics. The concept map method can help overcome learning difficulties in writing explanation texts, and Indonesian language teachers in junior high schools should apply this method as an alternative teaching strategy, thus improving students' religious, social, knowledge, and writing skills.

The analysis results show that 7th-grade students of SMPN 02 Sukolilo Pati had a pre-cycle score of 65.16, a score of 71.2 in cycle I, and a score of 82.2 in cycle II. This shows an average improvement of 6.04 from the precycle to cycle I, 11.4 from cycle I to cycle II, and 17.04 from the precycle to cycle II, which meets the KKM (Minimum Completeness Criteria) because the standard KKM is 75.

4. The issue addressed by Bivit Anggoro Prasetyo Nugroho in "Improving Explanatory Text Writing Skills through the Mind-Mapping Learning Method at SMP Negeri 1 Sokaraja." The analysis of the journal written by Bivit Anggoro Prasetyo Nugroho shows that there are several problems faced by students in junior high school. The issues encountered by students include difficulty in determining the structure and language elements, as well as selecting the appropriate diction. Additionally, the use of conventional and ineffective strategies also contributes to the challenges. Based on these issues, Santin Susiawati proposed the concept map method as an approach that can help students in writing explanatory texts.

The results of this study indicate that the application of the concept map strategy in teaching can improve students' ability to write explanatory texts. Given these satisfying results, it can encourage other researchers to also use this concept map in the learning process, especially in writing explanatory texts. Based on the analysis of several reasons, issues, and research findings conducted by Bivit Anggoro Prasetyo Nugroho, the researcher concludes that anyone using the concept map method should be able to apply it effectively in order to increase its use.

From the analysis, it is known that 35 out of 36 students achieved learning mastery, and the percentage of students who passed the learning mastery criteria (KKM) was 97.22%. This shows that the percentage of students meeting the learning mastery criteria reached the set KKM. It was observed that students' activities during the first meeting showed a good level of success in terms of learning mastery, with the pre-action score increasing from 72.22% to 97.22% in explanatory text writing using concept maps. During the writing stage using the concept map strategy, the percentage of students achieving the KKM reached 75%, with 75% of students scoring above 75 (on a scale of 1-100), and the class average also exceeding a score of 75 (on a scale of 1-100), with the standard KKM set at 75.

5. The issue addressed by Nuraini in the research titled "Concept Map Learning Strategy with Event Chain Model to Improve Short Story Writing Skills Based on Stories at SMP Negeri 1 Kebonagung, Demak Regency."

The results of the journal description written by Nuraini show that there are several problems faced by students in middle school. The problems are a lack of interest in writing explanatory texts and the fact that teachers have not been using varied media or learning resources. In response to these issues, Nuraini introduced the event chain model concept map method as a method that can stimulate students' imagination. The researcher concluded that the concept map method is very important to apply in middle schools because it is the only tool that can reliably help students think expansively and creatively. Based on the research conducted by Nuraini, it shows that teaching explanatory text writing using the event chain model concept map can increase students' interest and learning outcomes. The researcher concluded that the results from previous studies have proven that concept maps help students imagine and make it easier for them to write explanatory texts.

The analysis results show that in the pre-cycle, the achievement was 18.18%, in Cycle I it increased to 63.63%, and in Cycle II it reached 81.81%. The influence of the event chain model concept map made students enthusiastic and happy about the explanatory text writing learning activities. The improvement in students' abilities is reflected in the

average scores of students at each stage. In the pre-cycle, the average score was 65.22, in Cycle I it was 75.68, and in Cycle II it reached 83.38, with a KKM standard of 75.

## CONCLUSION

Based on the data that has been outlined, it can be concluded that the results of data analysis from various studies, reasons, issues, and research findings from several journals related to the research on the Implementation of the 2013 Curriculum in Explanation Text Writing Lessons Using Concept Maps in Indonesian Language Teaching in Junior High Schools are as follows: (1) The use of concept maps in teaching explanation text writing in junior high schools can overcome students' difficulties in writing explanation texts and serve as an effective method in the learning process. (2) Concept maps need to be developed because it has been proven, through several articles using the concept map method in their research, that it successfully enhances students' creativity in writing explanation texts in junior high schools. (3) The use of the concept map method in writing explanation texts in junior high schools helps students think critically in developing an explanation text. (4) Based on the literature review, students' knowledge improves after participating in explanation text writing lessons using the concept map method. (5) Based on the analysis of various journals that used concept maps, it has been proven that concept maps help students produce explanation texts and serve as an effective method in the learning process, resulting in improved knowledge of students in writing explanation texts after using concept maps.

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