Mind Maps Contributions in Enhancing the Teaching Process of Arabic Literature Courses in UPSI

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Abstract

Literature is an arty expression either in poetry or prose forms. In Sultan Idris Education University (UPSI), Components of Arabic literature were introduced to introduce to the students the beauty of Arabic Literature. Based on result of BAS3123, it shows the level of students' achievement in the literature subject is moderate. Therefore, this study aims to introduce the using of mind maps and its' contributions in teaching Arabic literature courses in UPSI. The library approach is used in this study to gather and analyse the information from various sources. The study found that Arabic literature courses can be taught by using mind maps. It is because the mind maps are a form of multiple intelligence. On the other hand, the mind maps has relations with technology applications as well as it can be a teaching aid.

Keywords: mind map, Arabic literature, UPSI, contribution

1. Introduction

Literature is an arty expression of beautiful language, either in poetry or prose forms. There are two types of Arabic literature forms. They are *al-Adab al-Wasfiy* (descriptive literature) and *al-Adab al-Insha'i* (creative literature). Khafajiy (1986) defines *al-adab al-wasfiy* (descriptive literature) as a discussion on *qasidah* or *risalah* descriptively and critically. Therefore, *al-adab al-wasfiy* covers history of literature, literary criticism and theory of literature. The history of literature focuses

on situation of literature and its growth, literary criticism explains the advantages and disadvantages found in any literary works of *al-Adab al-Insha'i* (creative literature). However, theory of literature is a group of strong thinking and consistent opinion based on theory of knowledge or philosophy on literature genesis, its characteristics and functions.On the other hand, *al-Adab al-Insha'i* (creative literature) is a literary type in poetry or prose. It is about feeling and occasion related to environment that affects in writer (Khafajiy: 1986). The poetry in *al-Adab al-Insha'iy* is sentences bound with prosody and rhythm. However, the prose does not have the prosody and rhythmic as a characteristic.

In Sultan Idris Education University (UPSI), Components of Arabic literature were introduced in the list of courses for the Arabic Language Minor Program that began in the second semester of the 2003/2004 session (Zarima dan Taj Rijal: 2015). The component is taught in one course only; BAS2053 *Introduction to Arabic Literature (Academic Guide Book, Faculty of Languages, 2006/2007 Session*: 2006). This course is an introductory course on Arabic literature, covering the growth and development of Arabic literature (poetry and prose) from pre-Islamic era to Abbasid era (Muhammad Bukhari: 2015).

In 2008, undergraduate program for Arabic programme is introduced. In this program, four courses are offered under the components of Arabic literature. They are *BAS3013 Arabic Culture and Literature, BAS3033 Literature in Islamic Culture, BAS3053 Study between Islamic Arabic and Malay Culture* and *BAS3063 Travelogue (Academic Guide Book, Faculty of Languages, 2008/2009 Session*: 2008).

Towards strengthening the components of Arabic literature in undergraduate programs, Arabic literature courses are undergoing some revision. BAS3013, BAS3053 and BAS3063 courses were replaced with new courses; which are BAS3123 *Literature in Pre-Islamic and Islamic Era, BAS3133 Literature in Abbasid and Andalusian Era* and *BAS3093 Literature in Mamluk, Ottoman and Modern Era (Academic Guide Book, Faculty of Languages and Communication, 2014/2015 Session*: 2014).

The teaching method used is based on the lecturer who teaches the subject. In other words, it is up to the lecturer's choice whether to use grammar and translation method, direct method and switch method. Based on result of BAS3123 (Literature in Pre-Islamic and Islamic Eras) in semester 2. 2015/2016, there are 14.1% of students got C- and below. In addition, there are 3.4% students got C- and below in semester 2, 2016/2017. These results show the level of students' achievement in the literature subject is moderate. Therefore, this research aims to introduce the using of mind maps in teaching Arabic literature courses in UPSI. It states the contributions of the mind maps in enhancing teaching process, in addition to engage the students in teaching and learning process.

2. Research Method

The library approach is used in this study. The choice of this approach is to collect information related to the mind map and its shapes. In addition, this approach is used to find the findings of previous scholars on mind maps, its shapes and functions.

3. Discussion and Findings

To keep up with the changing trends in education, efforts need to be intensified to keep pace with the current situation of the educational world. This is certainly to ensure the continuity of a course or subject that students continue to enjoy to study. Among these efforts is the application of mind maps in teaching Arabic literature courses.

There is a contribution of mind maps in an effort to enhance innovation in teaching this Arabic literature course. It is closely related to the feature of the mind map with visual intelligence. In addition, the mind map can be integrated with technology applications, and can be used as a teaching tool in Arabic literature courses.

a) The mind map is a form of multiple intelligence

Nachiappan S., Jantan R., & Abdul Shukor AA (2008) revealed that Multiple Intelligence was a theory introduced by Howard Gardner in 1983. This theory introduces a variety of ways to know, learn and produce what is known, and then serve as a guide to stimulate learning and encourage students to build the future based on the advantages the students have (A. Rashid N., Ying BP., Syed Ahmad SF.: 2015).

A. Rashid N., Ying BP., Syed Ahmad SF. (2015) lists eight (8) multiple intelligences. The domains of Gardner's intelligence are Linguistic Intelligence, Logical-Mathematical Intelligence, Spatial Intelligence, Music Intelligence, Kinesthetic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence and Naturalist Intelligence.

The mind map is put into Visual-Space Intelligence (Spatial) where students create a mind map that summarizes important content related to topics in Arabic literature. Therefore, this ability in visual intelligence can contribute to innovation in education, especially in Arabic literature education. This is because the use of this mind map is able to diversify into conventional Arabic literary teaching methods.

On the other hand, the shape of the mind map is not limited to the eight commonly used forms; Circle Map, Bubble Map, Double Bubble Map, Bike Map, Tree Map, Water Map, Multi-Flow Map and Bridge Map, and many other forms can be generated based on individual creativity. This is based on the purpose of helping students to understand the course of Arabic literature.

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b) Mind maps and technology applications

Teaching in this century should be in keeping with the current situation; which is towards the Industrial Revolution 4.0. This will require all parties to work together to ensure that the education world is in line with these changes. Therefore, the resulting mind map must be integrated with technology applications, such as the production of e-books or Arabic literature e-modules in the form of mind maps.

As a starting point, the Microsoft Powerpoint application can be deployed using all the facilities available in the application; like *hyperlink, transitions and animation*. This is intended to make the presentation of the mind map more interesting. For mind mapping by integrating technology, the process requires expertise from the field of technology applications to make the effort successful.

c) Mind map as a teaching aid

The teaching and learning process is definitely a three-way relationship between teacher, student and teaching material. In these three-way relationships, mind maps can be grouped into "teaching materials". The teacher will generate ideas about the topic being taught and present it in the form of a mind map as an innovation in teaching the course. In this regard, teachers also need to be more creative in providing teaching materials in the form of mind maps. In other words, teachers do not need to limit the shape of the mind map to the eight known forms; which is a Circle Map, a Bubble Map, a Double Bubble Map, a Great Map, a Tree Map, a Water Map, a Multi-Flow Map and a Bridge Map, but teachers can create more forms of mind maps.

In addition to the creative ability of teachers to create a mind map, teachers can also take advantage of the *SmartArt* found in Microsoft Word and Microsoft PowerPoint. This SmartArt provides a variety of mind maps that require only teachers to enter information into the space provided. Here's an example of the *SmartArt* form of *Jugrafiya al-Andalus*.
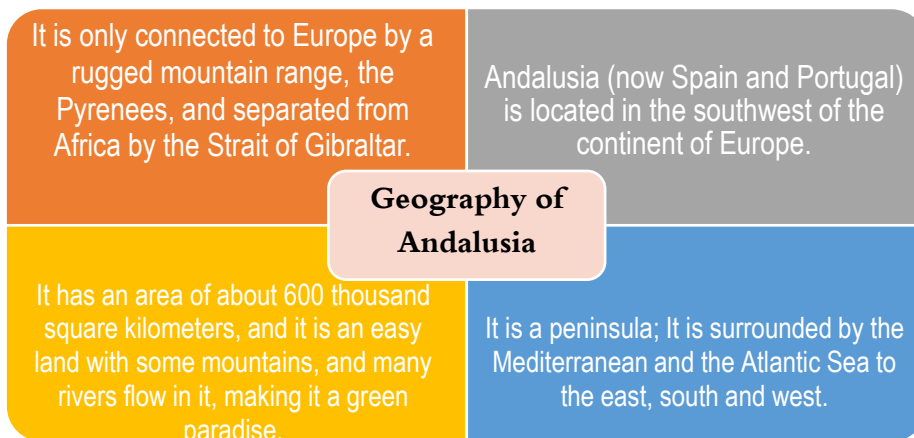

Figure 1: *SmartArt* Forms of *Jugrafiya al-Andalus*

Other forms of *SmartArt* are as shown in the diagram below of *al-'Anasir fi al-Andalus*:
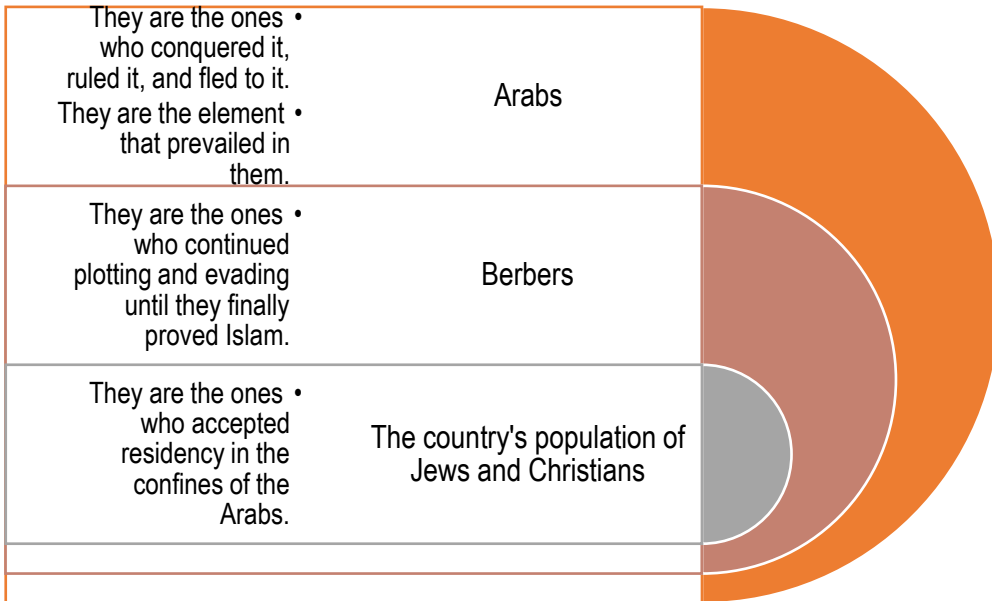

They are the ones • who conquered it, ruled it, and fled to it. They are the element • that prevailed in them.

Arabs

They are the ones • who continued plotting and evading until they finally proved Islam.

Berbers

They are the ones • who accepted residency in the confines of the Arabs.

The country's population of Jews and Christians

Figure 2 the *SmartArt* Forms of *al-'Anasir fi al-Andalus*

Conclusion

Arabic Literature can be taught by using mind maps. It is because the mind maps have big contributions as its function as a form of multiple intelligence. On the other hand, the mind maps has relations with technology applications as well as it can be a teaching aid. Therefore, perception that Arabic literature is a difficult course can be erased among Arabic non-native speakers. This is by finding the solution, whether it is related to the teaching method and teaching aids used. Therefore, applying mind maps is one of the attempts to eliminate perceptions about the difficulty of Arabic literature courses. This is because of the use of mind maps can stimulate students' interest because of its attractive shape, while also being presented in simple form. This makes it easy for students to know the content of a topic in the form of a simple mind map.

Acknowledgement

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