

ABSTRACT

This study aimed to examine the effect of the Mind Mapping method on students' critical thinking skills and to measure the improvement in those skills after the implementation of the method. This study employed a quasi-experimental method with a nonequivalent control group design. The population of this study was all grade X students of SMAN 7 Tasikmalaya in the academic year 2025/2026, totaling 537 students. The sample consisted of 37 students from class X-8 as the experimental group and 37 students from class X-7 as the control group, selected using purposive sampling technique. The instrument used was an essay test consisting of 12 items that had been tested for validity and reliability. Data analysis techniques included normality test, homogeneity test, hypothesis testing (Independent Sample t-test), and N-Gain test. The results showed that the Mind Mapping method had a significant effect on students' critical thinking skills. This was evidenced by the significance value of the Independent Sample t-test of $0.001 < 0.05$, which means H_1 was accepted. The average N-Gain score of the experimental group was 0.54 (moderate category). Based on the indicator analysis, the explanation indicator showed the highest improvement (0.63), while the analysis indicator showed the lowest improvement, with an N-Gain score of (0.27). Therefore, it can be concluded that the Mind Mapping method has a positive and significant effect on improving the critical thinking skills of grade X students of SMAN 7 Tasikmalaya in history subjects.

Keywords: Critical Thinking Skills, Mind Mapping Method, History Learning