

THE IMPLEMENTATION OF MIND MAPPING TECHNIQUE BY USING WEBLOG IN IMPROVING STUDENTS' ISLAMIC WRITING: ACHIEVEMENT AND INSIGHT

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Abstract: The goals of this study were to learn about students' perspectives on literature and blogs for teaching Islamic values to the millennial generation. This research was mixed-methods research. The subject of this study was the millennial generation at the Islamic State Institute Curup, especially students of the English Tadris Study Program. The instruments were questionnaires and interviews. This study included 30 students as participants. The findings of the poll reveal that most students have a favourable view of the use of the mind-mapping approach by utilising weblogs to improve Islamic writing. The implementation of the mind-mapping technique by using a weblog to improve Islamic writing makes students more active and interested in learning Islamic topics. Students also understand more about some Islamic topics that they read or upload to their web blogs. Students are interested in learning more about Islam by using this media. They read more topics about Islam and give their opinions about those in their Islamic literature web blog. It may be stated that a blog can be used as a form of social media and is effective and positive for teaching Islamic values to students.

Keywords: *Islamic writing; mind mapping; web-blog.*

INTRODUCTION

The Corona Virus Disease, or COVID-19, is currently being slowed down by people all over the world. COVID-19 makes people hold their activities, such as hanging out, going to the office, and going to school, in contact with each other. Every activity is important, but education is the most important. Education is difficult to conduct during a pandemic, so education is an activity that requires people to communicate directly with one another. As a result, the government has moved the education or

learning process online. The learning process per se is a process carried out by a person from birth, whether done naturally, such as by a baby who starts learning to walk, or through school and so on. Learning, according to Brown cited in Susanti *et al.* (2021) is the acquisition of information about an object or a skill through instruction, experience, or learning. On the other hand, the learning process is a process in which people acquire new knowledge, skills, and experiences, and it takes place no matter where we stand. Besides that, "online" is a condition in

which people use the internet for their activities. By using an online network, everything can be reached easily. Each activity will be done everywhere by using the internet. As a result, both concepts (online and learning process) might be integrated as Internet-based education. It is also known as "e-learning" (Raushan, 2020). So, online learning is a process in which students and teachers communicate with one another over the internet, or they might meet without directly communicating with one another but through technology.

Technology is important in online learning since it makes online learning challenging. In this situation, ICT is the resource for online learning. ICT stands for "information and communication technology." Understanding and applying computer and mobile phone programmes and other applications is referred to as ICT. According to Ratheeswari (2018), ICT's roles include providing multimedia simulations of good classroom practice, delivering individualised training courses, assisting teachers in overcoming isolation, connecting individual teachers to a greater teaching community on an ongoing basis, and trying to promote teacher-to-teacher collaboration. According to Alqahtani and Rajkhan (2020), regardless of how sophisticated an educational institution's technology is, the readiness of E-learning execution has a considerable impact on increasing the educational process.

Technology for the millennial generation is capable of not only improving their performance but also developing their character (Apriani *et al.*, 2019; Apriani & Hidayah, 2019). Students' character is important for the millennial generation. Students' characters are the characters that students build in schools, such as their attitude, behavior, responsibility, and many more characteristics. Education should be viewed as a component of the character-building process (Apriani *et al.*, 2019). The character plays a crucial role for people, particularly youngsters and pupils. Even the most intelligent individual might be persuaded by a scenario and become unqualified if they do not have a strong character (Maselena, 2019). According to him, education has become one of the factors that influence children's personalities. Personal conduct, ethics, morality, or personality are frequently related to character. The term "character" is derived from the Greek harassing, which means

to etch (Lian *et al.*, 2020). This terrace is meant to be carved or scratched. Lian *et al.* (2018) define "character" as the ability of a person to respond positively to circumstances and surroundings. Characters are associated with individual personality traits or conduct. In the Indonesian Language Dictionary, "character" refers to one's psychological makeup. The character is described as all of the factors that influence human conduct in a given context (El Bolock, 2020). Then, Zuhriyah in Apriani *et al.* (2019) claimed that moral instruction is the same as character education. By emphasizing the effective domain (feeling, attitude) without neglecting the cognitive domain (thinking rationally) and psychomotor domains, the goal of character (morals) education is to help students develop their moral character or behavior by upholding the values of public beliefs as a moral strength of life through honesty, dependability, and cooperation (skills, skilled data processing, expressing opinions and cooperation). Character is defined by the Ministry of National Education Language Center as "intrinsic," "personality," "character," "behavior," "heart," "soul," "personality," and "temperament" (Fitria *et al.*, 2019). Alwisol's character (Lian *et al.*, 2020) is understood as a reflection of conduct that demonstrates the worth of right and wrong, good and evil (Kristiawan *et al.*, 2019).

The use of the internet as a learning medium today can cause students to learn dependently. By using the internet, students have many access points to seek material. In this case, the blog becomes one of the places where students can learn. The blog is the abbreviation of "web blog." It is an application that contains a written form, or it is used to call a web page. A weblog is used to be able to be accessed by many people based on the topic (Suyana in Irma *et al.*, 2019). Blogs are blogs that are written by a person and structured in reverse chronological order over time. They are a handy form of digital communication owing to their numerous benefits over other internet tools (Akdag and Ozkan, 2017). Besides, Sanjaya *et al.* (2020) stated that a weblog is a website that enables users to post paragraphs or articles that can be read by anyone with an internet connection. Because the web blog is easy and practical to use, the web blog is not only used for communicating but also as a learning medium. The usage of blogs in the learning process is

efficient, especially in this day and age. According to UNESCO on Ratheeswari (2018), ICT is a scientific, technological, and engineering discipline and management method used in managing information, its use, and its interaction with social, economic, and cultural concerns. Eralida (2018) also claims that using a blog as a learning medium might help students understand the learning material.

Besides, a blog has various advantages (Hao & Gao, 2017). It is simple and basic to submit items, and they are available for perusal all around the world. It is not difficult to find the subject, creator, or both in a search engine. Web blogs also provide a tool for connecting to other people's websites. It makes it simpler to connect with people on the other side of the planet. Furthermore, online blog connections with others are accessible to individuals all over the world. Blogs, according to Kemaloglu-Er (2021), may be utilised constructively in EFL instruction by allowing students to assert control over their writing and engage with the worldwide community of internet users. Blog writing may also be beneficial in settings involving English as a lingua franca (ELF) conscious teaching. Non-native English varieties are recognised in their own right in ELF pedagogy, and non-native users of language with their unique characteristics (i.e. with their use of English, L1s, sociolinguist and sociocultural and it is argued that this non-native speaker reality should be integrated into English lessons (Kemaloglu-Er and Bayyurt, 2018, 2019a, 2019b; Kemaloglu-Er and Deniz, 2020). So, the students can increase their ability in building content, organization, vocabulary, sentence construction, and written mechanisms.

Based on the pre-observation of English Study Program students at the State Islamic Institute of Curup, the researcher found that students are not interested in and motivated to learn English writing. Writing is one subject that requires high-order thinking. They must write something based on data and their opinion. They must have good grammar. They must search for material about the topic. They must have good abilities in developing ideas, etc., so the lecturer should find a way to solve the problem. One method is to use a blog to teach writing. According to Sanjaya *et al.* (2020), The user can draft, post, or leave comments using the features of weblogs. These attributes facilitate the sharing of writing expertise among students. It is hoped that

blogging will help them improve their writing skills and knowledge of Islamic literature. They can write about anything related to Islamic literature on their blogs. It was hoped that they would improve their writing skills and knowledge of Islamic content.

Mind mapping is a learning strategy that involves visually mapping knowledge. Branching lines, visuals, or phrases connected to the core notion or idea might be used to map out a mind map. According to Buzan (2018), a mind map is a whole-brain alternative to linear thinking. Mind map in all directions to capture diverse ideas from various perspectives. The most straightforward method of putting information in and taking it out of the brain is with a mind map; it is a creative, effective means of taking notes that will physically map ideas to us; it is also extremely easy. In this case, mind mapping is really helpful for students to assist them in a variety of ways in their Islamic Literature writing course, including organizing and expressing thoughts, planning, communicating, remembering information more clearly, coming up with more inventive solutions to problems, paying attention, and learning new material more quickly and effectively. Students would undoubtedly benefit immensely from employing this strategy in identifying subjects and developing ideas for written works relating to Islamic literature.

METHOD

The subject of this study was the millennial generation at the Islamic State Institute for Curriculum and Research, especially students of the English Tadris Study Program. The total subjects of this study were 30 students who had lower scores in writing courses. This research is a mixed-methods design. A writing test was used to find out the data on students' improvement in writing skills by implementing the mind mapping technique by using the blog. The test included two tests, namely a pre-test and a post-test. The pre-test would display the data or the score before implementing the mind-mapping strategy. In the pre-test, students are allowed to write down "radicalism." Besides, the post-test would show the data after implementing the mind-mapping technique in writing by using a weblog. In the post-test, students write a theme about multiculturalism. Then, at the end of the research, the researchers would have the data on whether there had been

an improvement or not. Quantitative data was used in writing tests and questionnaires. Qualitative data was used in the closed interviews. The interview was used to learn about the students' perspectives on Islamic literature and to create a blog to teach Islamic values to the millennial generation.

	writing class?
2	How does a weblog improve your knowledge about Islamic topics?
3	How does the mind mapping technique affect your writing skill?
4	Do you motivate by using mind mapping through a weblog?
5	Is it effective or not when teaching writing using mind mapping through a weblog?

Table 1. Interview questions

No	Interview Questions	Answer
1	What do you feel about using weblog in	

Table 2. Statements of questionnaire

No	Statements	1	2	3	4	5
		(Strongly Disagree)	(Disagree)	(Enough)	(Agree)	(Strongly Agree)
1	The Implementation of the mind mapping technique by using a weblog helps students' in accessing material.					
2	The Implementation of the mind mapping technique by using a weblog improves my English Writing ability.					
3	The Implementation of the mind mapping technique by using a weblog improves my knowledge of Islamic Writing.					
4	The Implementation of the mind mapping technique by using a weblog improves my ability in developing ideas in writing.					
5	The Implementation of the mind mapping technique by using a weblog improves my ability in writing creativity.					
6	The Implementation of the mind mapping technique by using a weblog is fun in learning writing.					
7	The Implementation of the mind mapping technique by using a weblog makes me motivated in my writing skills.					
8	The Implementation of the mind mapping technique by using a weblog makes me finish writing tasks on time.					
9	The Implementation of the mind mapping technique by using a weblog is a faster way to get a lecturer's feedback.					
10	The Implementation of the mind mapping technique by using a weblog enhances the interaction between lecturer and students.					

The questionnaire was used to find out the percentage of students' insight after implementing the mind mapping technique by using a blog for teaching Islamic writing. The result of the validity of the questionnaire was 0.6–0.7, and the reliability was 0.821 (the sample or tryout was 25 students). Writing Test and interview guidelines are validated by experts from Sriwijaya University, the State Islamic Institute of Madura, Siliwangi University, and Bengkulu University. Quantitative analysis (paired sample t-test and percentage analysis) was used to analyze the result of the questionnaire, and qualitative analysis was used to analyze the result of the interview.

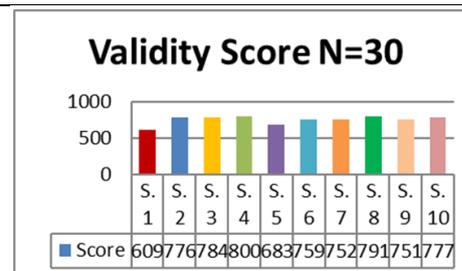


Figure 1. The result of the questionnaire's validity

Table 2. Reliability score of questionnaire

Reliability statistics	
Cronbach's Alpha	N of Items
.821	12

RESULTS AND DISCUSSION

The result of the pretest and posttest

This test measures the student's writing proficiency when using mind mapping via blogs for Islamic writing. The data from the pretest and posttest revealed that using mind mapping through the blog improved students' writing performance. The following table shows the results of the paired sample t-test:

Table 3. *The result of the paired-sample t-test*

Pair		Mean		Std. Deviation	df	Sig (2-tailed)
			N			
1	Pretest	60.0000	30	6.82288	30	.000
	Posttest	81.5000	30	5.59402		

The result of the questionnaire

The result of the questionnaire showed that students' perception of using mind mapping through a blog improved their ability to write Islamically. The result of the questionnaire for this research can be seen in the diagram below:

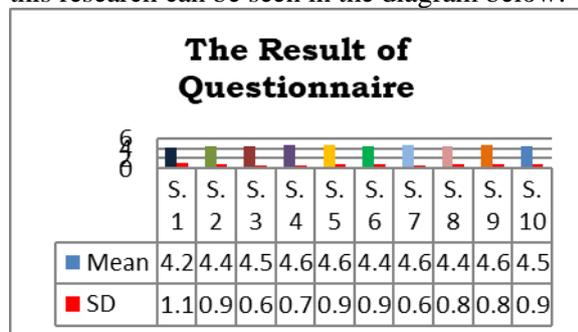


Figure 2. *The data result of questionnaire*

Based on the table above on questions related to whether English Islamic Literature weblogs help them access Islamic-related materials, 6.7% strongly disagree, 0% disagree, 10.0% find them adequate, 36.6% of respondents agreed, and 46.7% of other respondents confirmed strongly agree, for a mean value of 4.1667 with a standard deviation of 1.08543. Next, on the question of whether English-language Islamic Literature weblogs can improve their English writing ability, 3.3% strongly disagree, 0% disagree, 10.0% are adequate, 26.7% of respondents agreed, and 60.0% of other respondents confirmed strongly agree, with a mean value of 4.4000 and a standard deviation of 0.93218. The third question of whether English-language Islamic Literature weblogs can increase their knowledge of Islamic works of literature scored 6.7% as adequate; 40.0% of respondents agreed, while 53.3% of other respondents confirmed strongly agree, with a mean value of 4.4667 and a standard deviation of 0.62881. With a mean value of 4.6000 and a standard deviation of 0.67466, the question of whether the influence of Islamic literature blogs increases their ability to develop ideas in writing reveals that 10% of respondents found it adequate, 20% agreed, and 70% of other respondents confirmed strongly agreeing. When asked whether the English Islamic Literature Web-Blog improves their writing creativity, 3.3% strongly disagree, 0% disagree, 3.4% are adequate, 23.3% agree, and 70% confirm strongly agree, with a

mean value of 4.5667 and a standard deviation of 0.85836. The question regarding whether the English Islamic Literature Web-Blog is fun for learning writing shows that 6.9% disagree, 6.9% are adequate, 24.1% of respondents agreed, and 62.1% of respondents confirm they strongly agree, with a mean value of 4.4138 and a standard deviation of 0.90701. The seventh question, whether the English Islamic Literature Web-Blog motivates me to write, reveals that 0% of respondents strongly disagree, 0% disagree, 6.7% are adequate, 30% agree, and 63.3% confirm strongly agree, with a mean value of 4.5667 and a standard deviation of 0.62606. The next question, whether the English Islamic Literature Web-Blog forces me to complete writing tasks on time, reveals that 3.3% strongly disagree, 0% disagree, 10% are adequate, 30% agree, and 56.7% confirm strongly agree, with a mean value of 4.3667 and a standard deviation of 0.92786. Next, when asked if the English Islamic Literature Web-Blog is a faster way to get feedback from a lecturer, 3.3% strongly disagree, 0% disagree, 0% adequate, 30% agreed, and 66.7% confirmed strongly agree, with a mean value of 4.5667 and a standard deviation of 0.81720. The last question regarding whether the English Islamic Literature Web-Blog enhances the interaction between lecturers and students shows that 0% strongly disagree, 6.7% disagree, 3.3% are adequate, 23.3% agree, and 66.7% confirm strongly agree, with a mean value of 4.5000 and a standard deviation of 0.86103.

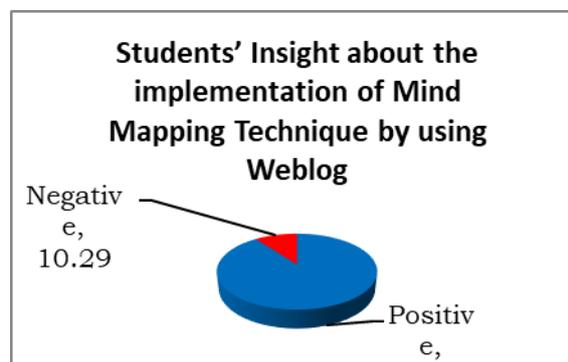


Figure 3. *Students' insight about the implementation of the mind mapping technique by using web-blog*

Based on the table above, it can be concluded that all students (100%) agree that blogging can help them improve their writing skills, particularly in Islamic writing. Students improve their Islamic writing skills by using mind mapping through blogs. Students agree that the lecturer can use this technique as one of several in teaching writing.

The result of the interview

The interview results revealed that the student's perception of using mind mapping through a blog improved their writing ability as well as their understanding of Islamic content. According to the researcher's findings, students are more interested and motivated when they learn English writing by using a weblog. Students felt comfortable when they were using weblog in learning to write. They can improve their knowledge about writing interestingly. They can develop the topic by using mind mapping. This data can be seen in the result of the interview:

A weblog is one of my favorite media for learning. My lecturer using Weblog makes me feel happy and confident in improving our knowledge about Islamic values, and the mind mapping approach I used helped me improve my writing achievement. (Student 3)

My blog allows me to freely express my thoughts on Islamic topics. I read more about Islamic values, like Islamic characters, Islamic issues, and Islamic perspectives. Since I use the mind mapping approach, it has proved quite beneficial for my achievements. (Student 6)

The weblog is a good medium for teaching and learning Islamic values. My lecturer asks me to read more about Islamic content and asks me to write in my own words. My lecturer asks me to use the mind-mapping technique as well. Because I employ the mind mapping method, it has been quite valuable to me. My knowledge is open and improves when my lecturer uses a weblog. (Student 7)

I love learning Islamic values using the weblog. I not only know about Islamic content but also can express my ideas in writing. Writing Islamic content makes me happy and interested. The mind-mapping approach was also very helpful in helping me enhance my writing skills. (Student 12)

My lecturer attracted my interest since she incorporates the mind mapping method. Because of the mind-mapping process I used, I was interested in improving my writing talents. With the use of a blog in the teaching and learning process, I could write an entire book about my Islamic viewpoint. (Student 19)

Based on the interview, the researchers found that this technique helped them not only improve

their knowledge of writing but also know everything about Islam. They read more about Islamic content. They can improve their knowledge of Islamic values. They can also express their ideas from an Islamic perspective. This data can be seen in the result of the interview:

When my lecturer uses the mind-mapping technique and a weblog to teach English, I become more interested. I know everything about Islamic values such as the veil, radicalism, etc. (Student 1)

I appreciated it when my lecturer applied the mind-mapping technique and used a blog in the teaching and learning process. I can write everything about my perspective on Islam. (Student 4)

A weblog is a good medium for teaching and learning Islamic values. I can express my ideas concerning Islamic values in my blog since the mind mapping technique was really helpful. (Student 5)

I have a good experience when I use weblogs for learning English. My lecturer is not only teaching about Islamic content but also teaches us how to be good humans by using the mind-mapping approach. (Student 8)

I knew everything about Islam when I read some resources about Islamic issues. My lecturer implemented the mind mapping method and asks me to read more about Islamic issues and give my opinion about them. (Student 9)

I can express my idea by writing Islamic content on my weblog. (Student 10)

My blog allows me to express my thoughts on Islamic topics. I learned more about Islamic ideals such as Islamic personalities, Islamic concerns, and Islamic perspectives. My teachers are enthusiastic about my passion as he incorporates the mind mapping method. (Student 26)

I learn more about Islamic principles when I take a writing class. My teacher uses weblogs as a teaching and learning tool. He also applied the mind-mapping technique in writing class and is doing very well so far. She asks that I read more about Islamic subjects. This assignment has helped me learn more about my religion. (Student 30)

Teaching Islamic writing using thought

mapping via weblogs also motivates students to participate in the teaching and learning process. Students were pleased when they utilised mind mapping to educate and learn writing. They enjoy using blogs and mind mapping. Mind mapping makes it easy for them to express their ideas about the topic. They are delighted to submit their writing about the topics to the blog. It can be seen in the interview result:

I know more about Islamic topics when I learn English by using a weblog. I felt motivated when I learned English by using the weblog. I am happy and interested in learning more about Islamic topics or values, and the applied mind mapping technique is very helpful for me. (Student 2)

The weblog is a useful medium for learning more about writing, especially Islamic content. I learn more about Islamic values by using the weblog. My lecturer makes me feel happy and motivated when I write everything I can about Islamic content in my weblog. (Student 14)

One of my favorite learning media is the blog. My lecturer's use of a weblog makes me glad and confident in our ability to learn more about Islamic beliefs. (Student 16)

Weblogs are an excellent medium for teaching and learning Islamic beliefs. I may add my thoughts on Islamic values to my blog. My instructor also uses the mind mapping method, which grabbed my interest. Because of the mind-mapping process I used, I was interested in improving my writing talents. (Student 20)

Based on the result, students have positive perceptions about using social media and an "Islamic literature web blog" for teaching and learning Islamic values. Students are interested in learning more about Islam by using this medium. They read more topics about Islam and give their opinions about those in their Islamic literature web blog. It may be stated that a blog can be used as a form of social media and is effective and positive for teaching Islamic values to students.

Therefore, according to the data above, two points become the focus. The first is the application of the mind-mapping method through the use of blogs to raise students' writing proficiency; the second is how students feel about the application of the method through the use of blogs to raise students' proficiency in Islamic writing.

First, the results showed an increase in student

accomplishment with the deployment of the mind-mapping approach via the usage of a blog, which improved students' writing achievement. Related to this, Sanjaya *et al.* (2020), blogs are a suitable medium for writing classes as a way to enhance student's writing abilities. Additionally, Amal Alsubaie (2018) argued that blogs help students master writing skills, spark their motivation to write, and interact in social and real-world contexts productively. Additionally, Richardson, as cited by Sanjaya *et al.* (2020), claimed that blogs encouraged students to develop their characters and gain an understanding of the writing process.

The English Islamic Literature Weblog has a positive impact on improving English writing ability, developing the idea, improving creativity, and finishing writing tasks on time because they could develop superior material, structure their writing properly, pick a suitable phrase, thoroughly utilize tenses, articles, pronouns, and prepositions, and thoroughly use punctuation, spelling, and capitalization. According to the data, students perceive weblogs as a way to boost their writing confidence by 81.2 percent. It demonstrates that kids have a high level of perception. According to Zhang as cited in Sanjaya *et al.* (2020), By giving visual representation, using blogs in writing class helps students improve the quality of their work... Constructing meaning is linked to visual literacy, visual thinking, and visual learning concepts. This research backs up the findings of Kuimova and Zvekov in Sanjaya *et al.* (2020), who found that 55 percent of students believe weblogs have a favorable influence on writing ability development. The education system is one of the things that has been impacted by the changing technology era. A blog is a type of writing instrument that allows the author to communicate their ideas (Nasution, 2020).

Concerning enhancing their understanding of Islamic Literature, the students had good opinions when the lecturer utilised English to teach Islamic literature in the writing class. It introduces pupils to fresh experiences and knowledge. According to communication Francis and Taylor as mentioned in Sanjaya *et al.*, Web blogs are a novel and unique technical tool that may be utilised to boost student learning by sharing knowledge about students' interests and experiences with online learning (2020). Kemaloglu-Er (2021) suggests that blogs may be utilised as vehicles for meaningful and purposeful writing activities in EFL learning situations. Bloch also said in

Kemaloglu-Er (2021) that blogs may be used as a supplement to L2 writing training in order to improve writing fluency and literacy abilities. These abilities help students take advantage of new simulation tools, information appliances, and social networks; they also make it easier for them to move around various media platforms and social networks and share information with diverse communities.

The second is how the students feel about using a blog to implement the mind-mapping method to enhance their writing skills for Islamic subjects. They reported that they are very interested in using weblogs to learn English because they think it is more interesting than written literature resources. Through weblog-based learning, he can also learn many things about Islamic values. According to Mabuan (2018), blogs are used to improve interaction and collaboration, build writing confidence, encourage autonomous learning, supplement analytical and critical thinking skills, and increase writing and reading motivation, sense of responsibility, and desire for life-long learning.

Furthermore, they said that weblog-based learning made them more motivated to study and understand topics about Islam in greater depth. They also feel happy about learning Islamic values. In line with the results of the interview, Travel blog writing, according to Romaniukha *et al.* (2020), should be incorporated into the ESL classroom through project work activities because it encourages students to introduce cultural concepts, which provides opportunities for enriched language use and enhanced verbal creativity. Using a blog as a digital genre in the English classroom, according to Pascual (2019), allows for the use of communicative language teaching, task-based learning, and process-based writing, as well as the development of students' communicative and digital abilities and genre awareness. It assumed that a little debate and a search for shared interests and individuality will suffice; distinctions might indirectly improve student motivation. The student's remark is consistent with the findings of Lee Kemaloglu-Er (2021), blogs encourage students to write by addressing not just the instructor but also a huge audience.

Another positive perception expressed by the respondents towards weblog-based Islamic literature learning is that they think weblogs are a good learning medium because through blogs they can express and share their ideas regarding their

perspective on Islamic values. According to Pascual (2017) and Romaniukha *et al.* (2020), incorporating this genre into EFL settings will improve language abilities, promote verbal creativity, and boost learning motivation. Weblogs are an effective approach to integrating technology with education both inside and outside the classroom. Because blogs are both individualized and communal, they may provide a forum for self-expression and creativity. According to Sanjaya *et al.* (2020), students can produce better content using weblogs than they can when writing traditionally on paper. This is because their writing tasks were better organized, their vocabulary choices were more effective, they applied tenses, articles, pronouns, and prepositions correctly, and they used punctuation, spelling, and capitalization correctly.

On the other hand, the respondents also mentioned that learning Islamic Literature in English using weblogs was also able to help them increase their knowledge about Islam. In this case, they say that since using weblogs, their reading interest has increased, so their knowledge of Islam is increasing. According to Kemaloglu-Er (2021), numerous students found blog writing to be a rewarding and enjoyable experience since it allowed them to express themselves and show what they had done to the online community. According to reports, the blog boosts independent, reflective, and collaborative learning, raises cultural awareness, and has a beneficial influence on learners' self-expression and writing growth (Kovalchuk and Krasnokutskaya, 2017).

Finally, they said that the use of weblogs gave them a different experience in terms of studying Islam. According to them, weblogs can lead them to be involved in an independent learning process. According to Syarofi *et al.* (2018), students enjoy posting their works on blogs and creatively personalizing the blog pages; similarly, According to Kovalchuk and Krasnokutskaya (2017), in such cases, students may regularly make their own judgments about what, when, and how much of their work to upload online and profit from independent learning. Blogs give learners with not only personal but also social forums to express their thoughts and feelings, as well as create a digital identity to connect with others in a huge virtual learning community (Mabuan, 2018).

The findings of the researchers also revealed an improvement in the success of students' writing scores before and after using web blogs and mind-mapping techniques. This demonstrates that the

usage of weblogs and the implementation of mind-mapping techniques are successful and have a positive influence on increasing the quality of student writing on Islamic literature-related issues. In line with Mind maps were recognised as beneficial tools by Zhang (2018) to help them understand the writing task better and look for key topics in memory to produce more innovative ideas. There was a substantial variation in scores obtained before and after the use of the weblog. Students' successes in using a weblog in writing class proved this (Fahreza *et al.*, 2017).

CONCLUSION

The findings of this study are as follows: (1) Students' writing achievement increases when lecturers use the mind-mapping approach via the weblog. (2) Students have a favourable opinion of the adoption of mind-mapping approach by utilising a weblog in Islamic writing, as demonstrated by a score of 89.95% (a high percentage); and (3) A weblog is an excellent medium for teaching writing, particularly Islamic values. Students are more interested and motivated when learning Islamic values by using Weblog. Students learn more about Islamic values when they use Weblog in the teaching and learning process. From the interviews, it can also be concluded that: (1) Students were more interested when the lecturer applied the mind mapping technique and used a weblog in teaching English; (2) students felt motivated when learning English by using the weblog; (3) students could express many ideas concerning Islamic values in blogs, and (4) students know more about Islamic values when they take a writing course using the weblog.

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