



WRITING NARRATIVE TEXTS BASED ON MIND MAPPING IN PRIMARY SCHOOLS

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Abstract. The ability to write texts for primary school students is low. Writing with good structure and coherence, and using the correct rules of the Indonesian language, seems difficult. This study aims to describe the text-writing skills of primary school students and the challenges they face. This research uses a mixed-methods approach with a sequential explanatory design. In practice, this mixed-methods approach combines qualitative and quantitative methods. Furthermore, this study uses student-composed texts as its data source. Fifteen grade IV students from SDI Cuncalawir provided the data. Data were collected through a text-writing test using concept maps. The value given is guided by indicators of text writing based on concept maps. The quantitative assessment guidelines for the text in question consist of the following: conformity of content with the concept map (score 20), writing structure (score 20), completeness of ideas (score 20), cohesion/coherence between paragraphs (score 20), and creativity in developing ideas (score 20). The assessment was based on a rubric. The results show that using concept maps helped the students with their writing. This is evident in the scores obtained by students in the 'Excellent' category. It is therefore suggested that teachers continue to use concept maps by setting students further challenges, such as enriching the content of concept maps with explanations.

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INTRODUCTION

The writing skills of primary school students remain relatively poor, especially in structure, coherence, and adherence to Indonesian language rules. The low level of writing skills among primary school students is evident in phenomena such as difficulty expressing ideas in writing and a poor command of Indonesian vocabulary. This was conveyed in an interview with the Principal of SDI Cuncalawir. It was further explained that primary school students find it difficult to develop main ideas into supporting ideas. As a result, the writing produced lacks meaning.

Even the basic structure of narrative, expository, argumentative, and descriptive texts is not aligned with that of primary school students. Several studies also show this. Research on fifth-grade students at SDN 2 Purwajaya indicates that their ability to write narrative essays is low or not yet optimal. More specifically, of the 18 fifth-grade students whose abilities were studied, 15 scored below the minimum passing grade. This indicates the low ability of fifth-grade students to write narrative essays (Suhartika & Indihadi, 2021). Furthermore, primary school students still have difficulty writing descriptive texts, particularly in the structure, content, and language variety of narrative texts. Students are not yet able to construct sentences and paragraphs in accordance with the characteristics of descriptive texts (Nazla Asyifa et al., 2024). Similarly, it was revealed that students' ability to write descriptive texts remains in the fairly capable category (Atastasio et al., 2024). The same is true for argumentative texts. The main challenges for students in writing argumentative texts are difficulty choosing a title appropriate to the topic, limited ability to organise ideas systematically in accordance with the characteristics of argumentation, limited vocabulary, and poor grammatical skills. In addition, students lack motivation to write because they are not accustomed to reading and writing (Fitria Wilda et al., 2025). The same thing happened in the initial observation of Grade V students at SDN 05 Madiul Lor, where data showed that students still had difficulty writing descriptive texts. This was reflected in the students' inability to determine the title of an expository text and their difficulty in writing according to the descriptive structure (Fitriandhani et al., 2024).

In addition, there is the problem of poor command of Indonesian vocabulary. Poor writing skills are rooted in limited vocabulary and a weak command of vocabulary due to low reading literacy. This becomes a 'chain of problems' that are interconnected. The lack of a reading habit means that primary school students do not have a vocabulary in their memory, and this certainly affects their writing skills. Writing requires a vocabulary to express ideas and thoughts in writing. Someone with a limited vocabulary will certainly find it difficult to express their ideas or thoughts in sentences or paragraphs. In addition, with a limited vocabulary, students will find it difficult to compose varied texts, their writing will become monotonous, and the meaning of their writing will become unclear. Several previous studies have proven this. The Indonesian vocabulary mastery of primary school students in Ternate is classified as poor. More specifically, their mastery of nouns, verbs, and adjectives is classified as poor. Their mastery of adverbs and pronouns is classified as adequate, while their mastery of prepositions and numerals is classified as good (Winarti, 2023). Another finding shows that students at SDN Enrekang have moderate mastery of Indonesian vocabulary, with an average score of 74.15 (Elsi et al., 2023).

This happens for a reason. There are several factors that trigger this. First, classroom learning practices. Classroom learning tends to emphasise mastery of concepts rather than writing skills. Writing is a skill that primary school students must master from an early age. Writing skills are developed through continuous writing practice or exercises that apply these concepts. However, writing instruction tends to focus more on elementary school students' mastery of various concepts than on writing practice or exercises. As a result, elementary school students are more proficient in writing concepts or theory than in writing skills. The learning approach tends to be mechanistic, so students are not motivated to write actively and creatively (Supriadin & Turohma, 2023). This is closely related to a teacher's pedagogical competence. Teachers are required to develop creative thinking skills in students. As in previous research on this topic, teachers' pedagogical competence is positively related to the development of creative thinking skills in upper-grade students at SDIT Anak Sholeh Mataram. This is indicated by the achievement of creative thinking indicators such as the ability to generate ideas or solutions in a short time (fluency), the ability to generate diverse solutions (flexibility), the ability to generate unique ideas (originality), and the ability to expand ideas into more detailed concepts (elaboration) (Muammar et al., 2024). Second, low support from the family environment. Often, parents relinquish their responsibilities and leave it to teachers to take control of their children. This has been proven in previous studies. Parents are not directly involved in supporting their children in writing, such as conveying main ideas, composing paragraphs, and practising correct spelling (Harimurti & Irawan, 2025). Parents have an important role in shaping their children's writing skills. Parental involvement has a real impact on the development of writing skills in primary school children. Several things parents can do at home to support their children's writing development include creating a literacy-rich environment, guiding and accompanying children as they write, and building their children's confidence to continue honing their writing skills. Third, lack of access to quality reading materials. Reading is the foundation for writing skills. Therefore, limited access to adequate reading materials can certainly hinder the development of writing skills in primary school students (Ikhlash et al., 2023; Nesa Gusveriza Putri et al., 2025; Nurjanah & Darwan, 2024).

This condition causes students to perceive writing as a difficult and boring activity. The lack of intrinsic motivation and the inability to structure ideas systematically contribute to poor writing quality. Therefore, a pedagogical intervention is needed that not only focuses on writing outcomes but also facilitates students' thinking processes for structuring ideas. Based on this description, it can be said that low writing skills are not solely related to technical issues but are interlinked and interconnected problems. These include the use of learning approaches, minimal writing practice in class, low student self-motivation, limited family support, and limited access to reading materials that engage students. It is recommended that these issues be addressed early on. Developing writing skills requires extra time and effort. Teachers need to update their abilities and skills.

Ideally, teachers need to actively update their knowledge and skills in the world of



education. Teachers must develop themselves by continuing to learn new things, especially by adopting the latest, more innovative approaches, methods, and learning models, as well as innovative learning media. As times and technology evolve, this significantly impacts the learning process, requiring teachers to develop interactive and engaging learning media (Arni et al., 2025; Nurcholis et al., 2025).

This is an important step, given that the world of education is constantly evolving. Of course, the approach, methods, models, and learning media must be tailored to the needs of today's primary school students. To develop primary school students' writing skills, they are guided not only to master the concepts of Indonesian grammar but also to develop critical thinking, construct structured arguments, and express ideas in an interesting and coherent manner. To develop these skills, teachers need to integrate project-based learning and produce specific products, such as children's story collections or wall magazines. Teachers also need to utilise the latest learning media and digital technologies, such as educational videos, to create engaging learning experiences for primary school students. Updating knowledge and skills in this way can motivate teachers to facilitate primary school students in an adaptive and creative manner. Thus, primary school students' writing skills will certainly be developed. This is because writing skills should be possessed by primary school students. Writing is an important skill that students must master for academic purposes as well as for work and life skills (Swandi & Netto-Shek, 2017).

One approach that is considered effective is the use of concept maps. Various studies have proven that concept maps can help students organise ideas, clarify relationships between ideas, and improve creativity and writing quality (Avrianty, 2024; Subari et al., 2022). Concept maps can also build a hierarchical, visual structure of students' knowledge, which aligns with the way the brain stores and processes information (Zulaikah, 2022; Santiago, 2011). In another study, in addition to improving students' writing skills, mind mapping was also claimed to be effective in improving the writing skills of students with high IQs (Suyanto, 2015). It is further explained that concept mapping is an important tool for developing student learning achievement. Concept maps play an important role in supporting the understanding of concepts, facts, and information in visual form (Baral et al., 2022).

Concept mapping is an important tool for developing student learning achievement. It plays a very important role in understanding concepts, facts, and information in visual form. These studies prove that the use of concept maps is effective in shaping writing skills in primary school students. Concept maps can help students express their ideas and thoughts systematically and coherently. With concept maps, students find it easier to develop main sentences into explanatory sentences. Thus, students find it easier to recognise and understand the structure of their writing, and their train of thought becomes more focused and logical. The resulting writing has meaning. In addition, concept maps train and shape students' critical and analytical thinking skills because when writing, students are required to develop main sentences and then connect the supporting sentences in a coherent manner to form a complete piece of writing. This process not only improves the quality of the writing but also builds students' confidence in expressing their ideas and thoughts in writing. Buzan, in his book *The Mind Map Book*, emphasises that the use of concept maps in writing is connected to the way the human brain works. Humans can remember visual and sensory patterns of ideas, such as road maps. This can be used to learn and organise ideas. Furthermore, Bizan asserts that concept maps are the only tool that can help humans think creatively and expansively. In addition, the presence of concept maps can stimulate human imagination in writing (Zulaikah, 2022). Teachers are advised to use Mind Mapping to stimulate students' motivation and enthusiasm, thereby improving their writing skills (Sairo et al., 2021). Findings from the study show that students achieved excellent writing results using concept maps. The average scores obtained by students on the post-test were in the excellent category (Astiantih & Akfan, 2023). The use of concept maps is one of the recommended methods for enhancing students' creative thinking (Cañas et al., 2023; Maraza-Vilcanqui & Zevallos-Solís, 2022; Rosyadi et al., 2025). Concept maps have contributed to learning (Al Moadih, 2018).

Therefore, the use of concept maps in teaching writing is highly recommended to improve and optimise the writing skills of primary school students. This study aims to describe the ability



of fifth-grade primary school students to write texts using concept maps. In previous studies, Mind Mapping has been used as a learning medium to help students write according to the flow prepared in Mind Mapping. Furthermore, the methods previously used were predominantly experimental. This study contributes to the world of education, particularly to writing learning in primary schools. The results of previous research analyses show that most studies on the use of concept maps are still limited to quantitative approaches or classroom action research and have not explored the qualitative dimensions of students' writing in depth. In addition, there have been few studies that use a mixed-methods approach to comprehensively evaluate the effectiveness of concept maps in primary schools (Astiantih & Akfan, 2023; Rosyadi et al., 2025).

In general, previous studies show that primary school students' writing skills remain suboptimal across various text types, including narrative, descriptive, expository, and argumentative. Various studies show that students have difficulty structuring texts, developing main ideas into supporting ideas, maintaining coherence between paragraphs, and applying Indonesian language rules appropriately. These low writing skills do not exist in isolation but are closely related to limited vocabulary and a weak reading literacy culture. On the other hand, various studies emphasise that writing skills are also influenced by classroom learning practices, teachers' pedagogical competence, family support, and access to quality reading materials.

In the context of pedagogical intervention, concept maps, also known as mind maps, are widely recommended as an effective approach to improving writing skills. Various studies show that concept maps help students organise ideas, clarify relationships among them, and build visual and hierarchical knowledge structures, which aligns with how the brain stores and processes information. Using concept maps has been shown to enhance the quality and creativity of writing, as well as learning achievement, including among students with high cognitive abilities. Concept maps are also considered to foster student motivation and enthusiasm for writing, as the planning process becomes more concrete and visually appealing.

However, a review of previous studies shows that most research into the use of concept maps in writing instruction still employs quantitative approaches or classroom action research focused on improving writing proficiency scores. The qualitative aspects of students' writing, such as how they organise their thoughts, build coherence, develop ideas, and express creativity, have not been thoroughly examined. Moreover, few studies have used a mixed methods approach with a sequential explanatory design to combine quantitative and qualitative findings comprehensively in the context of primary school writing learning. This study occupies a state-of-the-art position by combining quantitative measurements of writing skills based on structured indicators (content, structure, coherence, completeness, and creativity) with a qualitative analysis of students' thinking processes, as reflected in their concept map-assisted texts. This mixed-methods approach with a sequential explanatory design enables researchers to assess not only the effectiveness of concept maps in improving writing scores, but also how visualising ideas through concept maps shapes the quality and flow of students' thinking when writing. Thus, this study makes a valuable academic contribution to basic literacy development and provides an empirical basis for designing more contextualised, creative, and adaptive writing learning strategies for primary school students in the 21st century.

RESEARCH METHODS

This study utilises a mixed-methods research design with a sequential explanatory approach. In its application, the mixed method combines qualitative and quantitative approaches. Qualitative and quantitative elements are integrated into a single study, with both analyses to provide a comprehensive understanding of a phenomenon (Nasution, 2023). This design allows researchers to analyse students' writing performance objectively through quantitative data while exploring their thought processes in depth through a qualitative approach.

The research subjects consisted of 15 fourth-grade students at Cuncalawir Elementary School. Data were collected through a narrative text writing test based on concept maps. The concept map was compiled by the researcher and contained main ideas and several sub-ideas that students had to develop into complete paragraphs. Students' writing was assessed based on five



indicators: (1) conformity of content with the concept map, (2) writing structure, (3) completeness of ideas, (4) coherence between paragraphs, and (5) creativity in developing ideas. Each indicator had a maximum score of 20 points, with a total maximum score of 100. The assessment instrument was developed based on the principles of authentic assessment and validated by two lecturers who were experts in language education and basic literacy. To ensure consistency in assessment, an inter-rater reliability test was conducted involving two independent assessors. The quantitative assessment results were analysed descriptively using the following categories: excellent (86–100), good (71–85), fair (56–70), and poor (≤ 55).

Qualitative analysis was conducted through a content analysis approach to students' narrative texts, focusing on idea development, inter-paragraph relationships, and the use of elements in concept maps. The purpose of this analysis was to identify the extent to which the visual structure of concept maps influenced students' thought processes and narrative quality. This technique also allowed for the exploration of patterns of idea development that were not detected by quantitative analysis alone. To increase the credibility of the data, method triangulation was conducted by comparing quantitative data with qualitative analysis findings. This step strengthened the interpretation of the results and provided a more comprehensive picture of the effectiveness of using concept maps in writing instruction at the primary school level.

The text assessment rubric used in this study was compiled from five complementary aspects. Firstly, the content suitability aspect of the concept map assesses whether the students' ideas align with the main and sub-ideas contained within it, ensuring that the content of the writing does not deviate from the predetermined flow. Secondly, the text-structure aspect examines whether the produced text has a clear introduction, body, and conclusion and is logically structured to make it easy for readers to understand. Thirdly, the aspect of idea completeness focuses on the extent to which all the ideas listed in the concept map have been fully developed into complete paragraphs, with no ideas omitted. Fourthly, the coherence aspect assesses whether each paragraph contains a main sentence and supporting sentences that are interrelated and whether the relationship between paragraphs is clear and logical, forming a coherent whole. Finally, the creativity aspect assesses the writer's ability to provide interesting and relevant examples, data or illustrations to make the writing more appealing to readers.

Next, the test results are described qualitatively. This is done to gain a deeper understanding of the research results. The formula for determining each student's final score is as follows. The final score for each student is determined by adding together all the scores obtained in each assessment aspect, producing a composite score. These scores are then grouped into the following categories: 86–100 is categorised as 'Excellent', 71–85 as 'Good', 56–70 as 'Fair', and 0–55 as 'Needs Improvement'. To determine trends in student achievement, the average score for each aspect is calculated. This is obtained by summing all students' scores in that aspect and dividing the total by the number of students assessed. These averages provide a more detailed description of students' writing skills in each measured aspect. The average score is calculated using the following formula.

$$A = \frac{\sum_{i=1}^n S_i}{n}$$

Explanation:

A= Average per aspect

Si= Score of the i^{th} respondent that aspect

n= number of respondent

RESULTS AND DISCUSSION

The following table shows student scores based on a text-writing test involving concept maps. The scores in [Table 1](#) were obtained from an analysis of fifteen texts written by students. The analysis and scoring were based on five indicators of text writing using concept maps. These scores are shown in the table below.



Table 1. Table of Text Writing Test Results Based on Concept Maps

No	Kode Data	Assessed Aspect					Value obtained	Category
		Conformity of content with the concept map	Writing structure	Completeness of ideas	Coherence	Creativity in idea development		
1.	Data1	20	20	20	16	18	94	Excellent
2.	Data2	20	20	20	17	17	94	Excellent
3.	Data3	20	20	20	16	17	93	Excellent
4.	Data4	20	20	20	17	16	93	Excellent
5.	Data5	20	20	20	17	15	92	Excellent
6.	Data6	20	20	20	17	15	92	Excellent
7.	Data7	20	20	20	17	16	93	Excellent
8.	Data8	20	20	20	16	15	91	Excellent
9.	Data9	20	20	20	16	17	93	Excellent
10.	Data10	20	20	20	17	15	92	Excellent
11.	Data11	20	20	20	17	16	93	Excellent
12.	Data12	20	20	20	18	15	93	Excellent
13.	Data13	20	20	20	18	17	95	Excellent
14.	Data14	20	20	20	18	16	94	Excellent
15.	Data15	20	20	20	18	15	93	Excellent
Total score per aspect		300	300	300	255	210		
Average category per aspect		Excellent	Excellent	Excellent	Excellent	Good		
Percentage score per aspect		100%	100%	100%	85%	70%		

Based on the assessment of each student's text, the resulting score falls into the 'excellent' category. This is an individual score. Figure 1 shows the percentage of student scores for each assessed aspect.

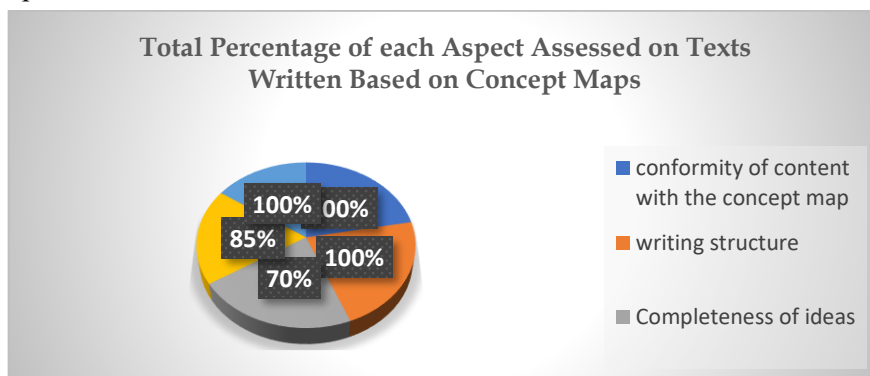


Figure 1. Total Percentage of each Aspect Assessed on Texts Written Based on Concept Maps

Based on the total score for each of the three main aspects — the suitability of the content with the concept map, the structure of the writing and the completeness of the ideas — it appears that each aspect received a maximum score of 300 out of 300. This demonstrates that all students

were able to write in accordance with the concept map, organise their writing effectively, and present ideas comprehensively. The coherence aspect received a total score of 255, which is 85% of the maximum score and remains in the 'Excellent' category. This indicates that students generally maintained coherence between sentences and paragraphs, ensuring a logical and easy-to-follow flow.

Meanwhile, the creativity aspect of idea development received a total score of 210, which is 70% of the maximum score, placing it in the 'Good' category. This indicates that, while students demonstrated sufficient variety in their idea development, elements such as novelty, uniqueness, and depth could be enhanced. Overall, the average category per aspect shows that four aspects are in the 'Excellent' category and one, namely 'Creativity', is in the 'Good' category. These findings suggest that concept maps are highly effective in helping students organise the structure and content of their writing, while also indicating that further training is needed to optimise creativity in idea development.

Figures Conformity of content with the concept map

Based on an assessment of fourth-grade students' writing at SDI Cewonikit, it is evident that all 15 students have successfully produced texts aligned with the teacher's concept map. The concept map contains the main idea alongside several interrelated explanatory ideas that must be used as the basis for the written content. The students' ability to follow the concept map demonstrates their understanding of the expected thought process. The concept map provides guidance for student writing. Students develop sentences and paragraphs based solely on the concept map.

Throughout the process, students can ensure consistency with the ideas in the concept map. They develop the main idea into explanatory sentences. Some students demonstrate a strong ability to elaborate on these sentences, resulting in coherent, effective writing. The orderly arrangement of ideas in students' writing reflects the alignment between the text's content and the concept map. Ideas are presented in the order they appear on the concept map. Students' writing becomes systematic and logical. Some students took the initiative to provide additional relevant information. This is consistent with previous research stating that using concept maps organises information and deepens understanding of a topic (Richmond et al., 2014). Concept maps use concepts and their hierarchy to represent the knowledge students have acquired (Chang et al., 2006). The success of 15 Year 4 students at SDI Cewonikit in writing texts based on concept maps demonstrates that this strategy can be applied and developed further in primary-level literacy learning. Elementary school students can write if they are given guidelines such as concept maps.

Writing structure

In terms of writing structure indicators, Grade IV students at SDI Cewonikit performed very well. Their writing has a clear structure, with logical openings, content and conclusions, resulting in writing that conveys complete meaning. This demonstrates an understanding that good writing requires a structured flow to make it easy for readers to understand. This is inseparable from the help provided by the concept map. Concept maps help students maintain focus and avoid going off topic. In the introduction, students make a general statement that requires further discussion. Students understand that the main sentence is the core of the conversation in writing. Furthermore, in the main body of the text, students develop the main sentence with explanatory sentences that are interesting. They also use relevant supporting information to enrich the content. Likewise, in the conclusion. They can provide a clear conclusion that summarises the main points.

The closing section marks the end of the writing and reinforces the message conveyed throughout. This demonstrates to readers that students can write with an orderly and logical structure. Students can organise their ideas into the most important parts of their writing. This reflects good literacy skills. This is reinforced by the statement that meaningful learning can include activities in which students organise concepts in a hierarchical structure, beginning with a broad or general part, which is then clarified by details in explanatory sentences (Kripa, 2022).



Completeness of ideas

The writing of the Year 4 students at SDI Cewonikit, based on concept maps, demonstrates their ability to express ideas appropriately and completely. This demonstrates that the students have a good understanding of how to make their writing ideas complete. The assessment focuses on students' ability to develop ideas using a concept map. These ideas were developed into meaningful main and explanatory sentences. The concept maps used by the students in this writing activity were prepared by the researcher. Each concept map contains a main idea that requires further explanation in a complete paragraph. As a result of the research, all 15 students were able to identify the ideas in the concept maps and develop them into complete, meaningful writing. None of the ideas in the concept map were ignored by the students. This demonstrates their understanding of the importance of presenting information comprehensively.

The results of the students' writing demonstrate their ability to develop ideas independently and creatively. They can explain, describe, and expand on the content of their writing to express meaningful ideas. They not only rewrite keywords but also process them to make the writing seem longer and more meaningful. The paragraphs developed by the students are considered complete because they contain both a main sentence and explanatory sentences. Students can write one paragraph for each sub-idea in the concept map, and some also add relevant examples. This demonstrates their strong imagination and sensitivity to readers' needs in understanding their writing. There were no leaps in ideas in the students' writing. The ideas start with the general and then move on to the specific. The ideas presented are sequenced and interrelated.

The success of Year 4 elementary school students in meeting the indicators of idea completeness is a notable achievement. This demonstrates that writing literacy in elementary schools can flourish if educators are creative in preparing learning materials. In addition to learning materials, maximising students' abilities requires consistent practice. Thus, 15 Year 4 students at SDI Cewonikit have demonstrated their comprehensive writing skills. It is hoped that teachers will be inspired to use concept maps to improve students' writing skills. Previous research has also shown that concept maps can help students organise their ideas more effectively. The results showed that the experimental group, who wrote using concept maps, achieved higher post-test scores than the control group. It can therefore be concluded that using concept maps improves writing skills (Kurniati & Kusumastuti, 2019).

Coherence

Coherence in a text is achieved by integrating its parts to form a unified meaning. This can be achieved through the use of connecting words, pronouns and the repetition of keywords, as well as the coherent development of ideas. Based on the results of the study, the cohesion or coherence between paragraphs in the writing of the 15 students is Excellent. This is characterised by the use of connecting words such as 'and', 'then', 'after that', and so on. This demonstrates that the students understand how to use conjunctions to maintain coherence between sentences and paragraphs. Using conjunctions is a useful way of maintaining coherence between sentences. Maintaining coherence encourages writers to understand cause-and-effect relationships, opposition or addition, ensuring that there are no sudden changes in ideas that might confuse readers. Maintaining coherence can also help writers organise systematic sentences and strengthen the integration of meaning, ensuring the writing flows smoothly. Coherence is also characterised by explanatory sentences that clearly and concisely convey the meaning of the main sentence. These sentences are described in a logical and sequential manner. This makes the text easy for the reader to understand. Student-written texts generally consist of three clear sections: an opening, the main content, and a closing. In these three sections, each sentence is interrelated, building an argument rather than standing alone. Using conjunctions and repeating keywords greatly helps to clarify this connection. The text does not give the impression of having disjointed meaning. All sentences are interconnected.

Assessment results show that 15th-grade IV SDI Cewonikit students have achieved Excellent coherence. Students can construct coherent paragraphs. The key to improving the quality of student writing is developing strong main sentences and using conjunctions properly. Therefore, the writing literacy of Grade IV SDI Cewonikit students can be considered good. This



is supported by the theory that concept maps function as visual aids, helping students to connect interrelated ideas. The concept map the students have prepared enhances their ability to organise ideas. Thus, concept maps help students to understand the structure of the text. This can help students create coherence in a text (Kennedy, 2016).

Creativity in idea development

The results of the assessment of the text prepared by 15 Class IV SDI Cewonikit students focused on indicators of creativity in idea development, placing it in the 'good' category. Students can develop ideas creatively by using supporting elements. This is characterised by their ability to elaborate on ideas in explanatory sentences. They can also use relevant examples and add data related to the topic. Students write texts based on concept maps, relying not only on imagination but also on personal experience to support the topic. Most students can creatively insert factual examples as data. These facts are the students' personal experiences. Relevant, concrete examples can clarify the main idea of a text. This strengthens the argument and creates meaningful writing.

Three texts used relevant imaginative analogies and comparisons. For example, to illustrate the closeness of a child and their family, as depicted in the concept map, students expressed it with the sentence, 'They and their family really enjoy being together, unlike people who want to be apart.' This kind of analogy can increase reading interest and create a unique impression. This proves that using concept maps to develop writing ideas is effective and should be recommended. Concept maps not only help organise ideas but also give students space to analyse the content and determine which examples and data match their personal experience. This is referred to as the brainstorming process. Brainstorming when composing writing based on concept maps encourages students to find creative ways to develop the main idea. Using concept maps for learning encourages creative thinking (Giouvanakis et al., 2016).

This demonstrates that students understand not only the content of the concept map and its main idea, but also how to think more deeply, relate it to their own experiences and present the text creatively. This demonstrates that using concept maps to learn to write is an effective way to improve elementary school students' writing ability. Thus, readers are interested not only in the content of the text, but also in producing complete and meaningful information. Students' ability to create relevant examples reflects their ability to analyse information and determine which examples are appropriate for the text's discussion. This is an important indicator when assessing the quality of writing because presenting ideas is not only a matter of language style but also of accurately presenting logical and meaningful content. Writing that is supported by relevant examples and data is easily understood by readers. This is consistent with previous research concluding that concept maps enable students to analyse information explicitly, remember it, understand it, think critically about it, and share it through writing. Concept maps appear to encourage students to organise knowledge hierarchically (Santiago, 2011).

CONCLUSIONS AND SUGGESTIONS

This study concluded that using concept maps (mind mapping) effectively improves the writing skills of primary school students, particularly Grade IV pupils at Cewonikit Primary School. Quantitatively, all students achieved final scores in the 'excellent' category, with the three main aspects, content suitability with the concept map, writing structure, and completeness of ideas, reaching 100%, 85%, and 70% respectively. Qualitatively, concept maps helped students organise their ideas coherently, maintain consistency between sentences and paragraphs, and develop ideas into complete, meaningful paragraphs. The findings also show that students are beginning to present relevant examples and illustrations; however, the novelty and depth of their creativity still need improvement. Thus, concept maps have proven to be a potentially effective pedagogical strategy for addressing the low writing skills of primary school students, providing a comprehensive overview of the process and product of student writing through a mixed-methods approach.

Primary school teachers are recommended to consistently integrate concept maps into the teaching of various types of writing, rather than using them only as temporary aids. Teachers should design activities that stimulate creativity, such as encouraging students to contribute



unique examples, new perspectives, or imaginative analogies that remain relevant to the concept map. Schools and parents should strengthen the literacy ecosystem by providing diverse, engaging reading materials to enrich students' vocabulary and knowledge. Researchers are also encouraged to expand their research, examine different types of texts, and combine concept maps with interactive digital media. Furthermore, more in-depth research is needed into the qualitative dimensions of creativity and students' thinking patterns to obtain a more complete picture of the role of concept maps in primary school writing instruction.

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