

Effectiveness of Story Based Learning Strategy in Learning Islamic Cultural History

Dewi Silfiana

UIN K.H. Abdurrahman Wahid Pekalongan

E-mail: dewi.silfiana23014@mhs.uingusdur.ac.id

Abstract

Story-based learning is a way of presenting material using stories and case studies. The storytelling process is very important because it is in this process that the message of the story can reach students. Storytelling is the most effective way to develop children's knowledge, feelings, social aspects, and appreciation aspects. This study uses qualitative research with field research methods that examine data related to research data. This research is located at Fatkhul Qowim Islamic Junior High School Wonokerto which is located at Pattimura street, Api-Api Village in Wonokerto District, Pekalongan Regency, Central Java Province. The subjects of this research are teachers who teach Islamic Culture History subjects at Fatkhul Qowim Islamic Junior High School named Mr. Sodri, S.Ag. and seventh grade students at Fatkhul Qowim Wonokerto Islamic Junior High School. Based on the results of observations and interviews, story-based learning strategies used for learning Islamic cultural history at Fatkhul Qowim Wonokerto Islamic Junior High School are very ineffective because in the middle of learning students feel bored, some talk to themselves, some are sleepy, some chat with their classmates. and no one realizes it.

Keyword: effectiveness, story based learning, history of Islamic culture

A. Introduction

Education is an active role that aims to prepare students for the future. Education aims to help students develop according to their potential, their value system, and their needs for living in society. It is a conscious effort in improving and developing the quality of society. A good education will enable students to achieve perfect skills and thinking. In other words, educational standards do not only cover what is learned and thought. Education can also influence students' behavior, psychomotor, and attitude so that they do not deviate or violate social norms.

Learning is an activity, not a goal or result. Learning is not just remembering, but also experiencing. Learning is the process of teaching with a specific purpose. The learning process is considered effective when it functions as a whole, such as when students are happy with the learning outcomes, there are adequate facilities, interesting materials and methods, and professional teachers. The main output of learning effectiveness is students' ability (Sukmadinata, 2002). Teacher readiness in mastering knowledge is the main capital for the implementation of

effective learning. In the implementation of teaching and learning activities, students are guided and made dynamic by the teacher. For this reason, teachers should have the knowledge, ability and skills to apply learning approaches appropriately. Apart from teacher factors, success in the learning process can be seen from the attitudes and ways of learning of students, the availability of learning resources by utilizing learning media, curriculum, facilities and strategies.

Strategy is the right method in carrying out something to achieve a goal. (Darmiji, 2010). A strategy is a framework used specifically to deliver subject matter to students to achieve a goal. In the learning process, the strategy determines how the learning material of a subject is delivered so that students can understand, understand, and master the subject matter. (Darajat, 1995). Teaching strategies are used as a tool to change learning towards the goals to be achieved. The components of teaching interact with each other as a system. (Sunhaji, 2009).

Memorable learning comes from students' self-motivation. Caused by learning style mismatch, fast-paced learning often leads to boredom and laziness. Teachers can overcome this problem by customizing their learning strategies for common learning styles. convey information through stories and case studies, which are more interactive. At the junior high school level, the subject of Islamic Culture History (SKI) is taught from grade VI to grade XI. Islamic Culture History will help students understand the past history. Due to the fact of Story Based Learning that teachers often do not use well, learning becomes ineffective. However, teachers are needed to teach Islamic Cultural History so that students can understand the material well.

B. Methods

This study uses qualitative *research* using *field research* methods that examine data related to research data. This research is located at Fatkhul Qowim Islamic Junior High School Wonokerto which is located at JL. Pattimura, Api-Api Village, Wonokerto District, Pekalongan Regency, Central Java Province. The subject of this research is the teacher of Islamic Culture History at Fatkhul Qowim Islamic Junior High School named Mr. Sodri, S.Ag. and seventh grade students of Fatkhul Qowim Wonokerto Islamic Junior High School. The methods used in this research include topic selection, theme development, and problem selection. The data collection technique used in this research is observation which aims to obtain an overview of the learning situation of Islamic Culture History in class VIII of Fatkhul Qowim Wonokerto Islamic Junior High School. Furthermore, by using interviews or interviews with Mr. Sodri S.Ag. and class VIII students to obtain data on the effectiveness of the *Story Based Learning* strategy in learning Islamic Cultural History.

C. Results

After conducting field research, data were finally obtained relating to the challenges of story-based learning strategies in SKI class VIII at Fatkhul Qowim Wonokerto Islamic Junior High School. This data is obtained based on direct observation and interview results. During the lesson, Mr. Sodri explained the children using the story-based learning method, meaning that the teacher explained the lesson and the children listened.

Research on the application of story-based learning in the subject of Islamic cultural history in class VIII of Fatkhul Qowim Wonokerto Islamic Junior High School in the 2023/2024 academic year has gone well. The implementation of Islamic cultural history learning conducted by Mr. Sodri S.Ag. is in accordance with the curriculum. Based on the results of observations and interviews with SKI subject teachers, they stated that: "SKI lessons at Fatkhul Qowim Junior High School are in accordance with the curriculum provided, and the length of the lesson is 2 JP or (2x40 Minutes) which is taught also in accordance with the textbook that has been approved from the MGMP".

The planning of story-based learning strategies educators prepare the material to be studied, and bring the story according to the plot, the teacher also prepares teaching modules. According to the results of observations made on Tuesday for 2 hours of lessons, the researcher found several findings obtained during the research including, during the implementation of Mr. Sodri S.Ag. starting learning by greeting and guiding students to pray, after that checking the attendance of students, after that Mr. Sodri conveyed the learning objectives and conveyed an outline of the scope of material on the topic to be taught. Then explained the material about the Fatimid daulah. He explained about the history of the establishment of the Fatimid daulah, after that the heyday of the Fattimiyah daulah. After the presentation of the material is complete he provides an opportunity for class VIII students to identify as many things as possible that they do not understand. Based on the results of interviews with Mr. Sodri, he said "Yes, I have taught with the applicable provisions, at the planning stage I made a teaching module in accordance with the flow of learning objectives (ATP), and at the learning implementation stage I also did it in accordance with the teaching module and lesson plans for the 2013 curriculum, and conducted an evaluation".

Based on the research, obstacles were found when implementing Islamic Cultural History learning in class VIII, such as inadequate facilities and infrastructure. This was also revealed by Mr. Sodri S.Ag: "there are several obstacles when I teach this SKI lesson, the first is inadequate facilities and infrastructure such as LCD, children's handbooks such as LKS and package books do not exist, and when I want to teach I have to make a summary first, after that I print it and distribute it to the children."

According to him, using this story-based learning strategy is less effective because when delivering the material, students will only listen to the story at the beginning of learning after that they will feel bored. "In my opinion, this strategy is very ineffective because when I was delivering the material, at first many students were enthusiastic at the beginning of the story, they were silent and listened carefully, after half a long time later, they were bored, sleepy and talked to themselves even though I had interspersed it with ice breaking activities, it was still like that."

Based on the results of observations and interviews with students in class VIII, various problems were found when receiving SKI lessons. At the beginning of the lesson, students felt enthusiastic about learning Islamic cultural history and listened to the explanation of Mr. Sodri S.Ag. but in the middle of the lesson the students felt bored, some talked to themselves, some were sleepy, and some chatted with their classmates. As said by Dading, grade VII student: "at the beginning of the lesson it was very exciting ma'am, but in the middle it got bored

ma'am, because Mr. Sodri kept telling stories and made me sleepy too" and what was said by Jio, grade VII student: "at the beginning of the story it was very interesting ma'am, like imagining we were also there, but if it was in the middle of the hour it felt sleepy, and bored and if there was this lesson I often sat in the back seat, because it was good to sleep ma'am."

D. Discussion

Story-based learning is a way of delivering material using stories and case studies, and is more interactive. Delivering material using stories means something that tells the story of events or actions that are delivered orally with the aim of sharing knowledge and experiences with others. Storytelling is used as a way to instill values in children. According to Nurhasanah Bactiar "storytelling is education by reading stories that contain good lessons, by using this strategy students can understand the story told by the teacher, then they take lessons from the story. (Bachtiar, 2013).

Story-based learning represents an innovative educational approach that integrates storytelling into the learning process. This method utilizes the power of narrative to engage learners, making concepts more relevant and memorable. It is particularly effective in eLearning environments where capturing and maintaining learner interest can be a challenge. Key Points of Story-Based Learning:

1. Engagement: Stories captivate attention, making learning more interesting and fun.
2. Contextualized Learning: Provides real-life context to theoretical concepts, enhancing understanding.
3. Emotional Connection: Stories evoke emotions, helping with better retention and recall of information.
4. Simplification of Complex Concepts: Breaking down complex ideas into easily digestible narratives.
5. Memory Enhancement: Narrative structure makes it easier to recall information.
6. Encourages Imagination: Stimulates creativity and critical thinking skills.

Integrating stories into educational content transforms traditional learning, making it more dynamic, interactive and effective. Whether in the classroom or corporate training, SBL puts a new twist on standard educational methods, encouraging deeper understanding and engagement among learners.

Story-based learning offers many advantages that can revolutionize the educational experience. These benefits cover a wide range of learning environments, from classrooms to corporate training programs. Key Benefits Include:

1. Increased Retention: Narratives make information more memorable by creating an emotional connection.
2. Increased Engagement: Stories capture and maintain learners' attention, encouraging active participation.
3. Contextual Understanding: Real-world scenarios in stories help learners understand and apply concepts.
4. Developing Critical Thinking: Analyzing and interpreting stories improves critical thinking skills.

5. Increase Motivation: Interesting stories increase learners' interest and motivation.
6. Cultural Awareness: Stories can introduce and educate about different cultures and perspectives.
7. Encouraging Empathy: Through character experiences, learners develop empathy and understanding.
8. Story-based learning can be implemented in a variety of ways, each tailored to different learning objectives and environments. Understanding these types allows educators to choose the most effective method for their specific needs. (Darling, 2005)

Types of Story-Based Approaches:

1. Case Study: Real-life scenarios that provide practical application of theory.
2. Digital Storytelling: Utilizing multimedia elements such as video, audio, and graphics to tell a story.
3. Narrative Screenplay: Create a fictional or semi-fictional screenplay to explore the concept.
4. Simulation: Immersive stories that mimic real-world situations for hands-on learning.
5. Anecdotes and Parables: Short, instructive stories that convey moral or educational lessons.

Story-based learning can be implemented in a variety of ways, each tailored to different learning objectives and environments. Understanding these types allows educators to choose the most effective method for their specific needs.

The storytelling process is very important in learning activities because through this process, the message of the story can be conveyed to learners. Storytelling is the most effective method for developing children's knowledge, feelings, social, and appreciation. (Wahdiah, 2017). By telling stories, teachers can show proactive values to their students because the purpose of storytelling is to foster students' self-awareness so that they can distinguish good and bad actions or vice versa and consciously practice those values in daily life. Here are the main strategies in storytelling:

1. Character Development: Create relatable characters to foster emotional connection.
2. Plot Twist and Tension: Keeps the learner engaged with unexpected developments.
3. Incorporate Visuals: Use images and videos to complement and enhance the narrative.
4. Interactive Elements: Add quizzes or decision points for interactive learning.
5. Cultural and Historical Context: Use stories from different cultures or historical periods to broaden understanding.
6. Personal Narratives: Encourage learners to share their own stories related to the topic. (Cameron, 2001)

According to Musfiro's opinion, the purpose of storytelling is as follows: 1) to train students' attention and thinking power, 2) to train students' concentration and imagination, 3) to help students' fantasy development, 4) to help create a pleasant atmosphere in the classroom. There are several advantages of the *Story-based Learning* strategy, the advantages are 1) stories can activate and arouse the enthusiasm of students. 2) can affect emotions, so that students are excited in the

coverage of the story (Armai Arief, 2002). In determining the *Story-based Learning* strategy consists of 5 plans, namely: 1). Determining the theme and objectives, 2) determining the design of the selected story, 3) determining the materials and tools that will be used for storytelling activities, 4) determining the steps in storytelling activities 5) determining the design of assessment in storytelling activities.

In general, history plays an important role in human history as it has the power to generate dynamism and new values for human growth and development. The science of tarikh, or history, is very important in Islamic studies because the Qur'an, the main source of Islamic teachings, contains many historical values that have true meaning, excellent lessons, and important guidance for Muslims. History is an important part of human history because it contains forces that can foster enthusiasm and create new values. Therefore, history education has both academic and general benefits. (A, 1999)

One of the subjects in Islamic religious education is "the history of Islamic culture", which discusses the origins, development and role of culture in the past. It starts from the pre-Islamic period, the time of the birth of the prophet, and the time of the establishment of Islamic kingdoms around the world. Based on the information above, it can be concluded that the history of Islamic culture consists of a complete record of past events made by Muslims with the aim of improving human welfare and life (Abu Achmadi, 2010). The purpose of the subject of Islamic cultural history is to 1) teach students how important it is to learn Islamic values that have been instilled by the Prophet Muhammad in building Islamic culture and civilization 2). They should also know about the importance of time and place, past, present, and future 3) They should also be trained to think critically and understand historical facts correctly 4) They should also foster their sense of appreciation for the heritage that has been lost.

Muhaimin says that "teachers are people who are authorized and responsible for the education of students, either individually or classically. Both at school and outside school". (Purwanto, 2007) This is in accordance with the purpose of religious education, which is to guide children to become true Muslims, faithful, firm, pious deeds, and noble characters that are beneficial to society, religion, and the state. Learning about the history of Islamic culture must be made more dynamic, efficient and positive. Awareness and active participation in two teaching subjects. (Cipta, 1990) Islamic religious education teachers function as leaders and must be role models for their students. They must also maintain their authority so as not to undermine the trust of the community. (Daradjat, 1992).

E. Conclusion

From the analysis of data obtained from observations and interviews that the story-based learning strategy used for learning Islamic cultural history at Fatkhul Qowim Islamic Junior High School is less effective. inversely proportional to the theory which explains that the story-based learning strategy used for learning Islamic cultural history is very effective in developing aspects of knowledge, aspects of feelings, social aspects and aspects of appreciation of children. According to the results of observations and interviews that the story-based learning strategy used for learning Islamic cultural history at Fatkhul Qowim Wonokerto Islamic Junior High School is very ineffective because in the middle

of learning the students feel bored, some talk to themselves, some are sleepy, and some chat with their classmates and no one pays attention.

REFERENCES

- Achmadi, Abu. 2010. *Sejarah Kebudayaan Islam*. Jakarta: Bumi Aksara.
- A. Mustafa. 1999. *Sejarah Pendidikan Islam Di Indonesia*. Bandung: CV pustaka setia.
- Bachtiar, Nurhasanah. 2013. *Pendidikan Islam Kajian Teoritis dan Pemikiran Tokoh*. Yogyakarta: Aswaja Persindo.
- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Pers.
- Daradjat, Zakiah. 1992. *Ilmu Pendidikan Islam*. Jakarta: Bumi Aksara.
- Darajat, Zakiah. 1995. *Metodik Khusus Pengajaran Agama Islam*. Jakarta: Bumi Aksara.
- Darmiji, Hamid. 2010. *Kemampuan Dasar Mengajar*. Bandung: Alfabeta.
- Linda Darling H. 2005. *Preparing Teachers for A Changing World*. USA : Jossey Bass
- Ngalim Purwanto, M. 2007. *Ilmu Pendidikan Teoritis dan Praktis*. Bandung: Remaja Rosdakarya.
- Rohani, Ahmad. 1990. *Pengelolaan Pengajaran*. Jakarta: Rineka Cipta.
- Sunhaji. 2009. *Strategi Pembelajaran*. Yogyakarta: Grafindo.
- Wahdiah, Desi. 2017. *Peran Storytelling dalam Meningkatkan Kemampuan Menulis, Minat Membaca dan Kecerdasan Emosional Siswa*. Jurnal Wahana Didaktika Vol. 15 No. 2
- Sukmadinata. 2002. *Pengembangan Kurikulum: Teori dan Praktek*. Bandung: PT Remaja Rosdakarya.