

Effectiveness of Using The Inside Story Method Learning The History of Islamic Culture to Improve Learning Outcomes Students at MAS Tahfidzil Qur'an Islamic

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ABSTRACT

This research aims to analyze the effectiveness of using the story method in learning the History of Islamic Culture at the MAS Tahfidzil Qur'an Islamic Center, North Sumatra. The story method is a learning approach that uses narratives or stories to convey material. With this approach, students are invited to better understand Islamic historical, moral and cultural values contextually. The research uses a descriptive method with data collection techniques in the form of observation, interviews and document study. The results of the research show that the use of the story method increases students' interest in learning, strengthens their memory of the material, and motivates students to dig deeper into the history of Islamic culture. These findings provide recommendations to educators to utilize the story method as an effective and interesting learning strategy in improving the quality of Islamic education. **Effectiveness, Story Method, Learning, SKI, MAS, Tahfidzil Qur'an Islamic Center.**

1. INTRODUCTION

Learning the History of Islamic Culture, the learning process is essentially not just absorbing information, even more than that, learning is the process of activating all the information obtained from learning. (Mahmud, 2005:61). In each learning process, students must be able to carry out activities that interact with the teacher, so that with this process, students are expected to be able to increase their knowledge and change all arrangements for the better, because this is a very serious matter in efforts to recognize their strengths and weaknesses. by students in achieving the effective learning outcomes expected of all teachers.

Through the story method, a teacher must be able to master the materials as well as guide and facilitate students so that they can understand their abilities and weaknesses, then the teacher must also be able to provide motivation and direction to students so that they are encouraged to be more active in learning the History of Islamic Culture using the story method, because stories can make a big contribution

to education which can tell a picture of a good life that has the character of teaching about faith, example and providing information about stories for people who disobey Allah SWT's commands. This story provides lessons for humans in life, and especially for students, this story can provide encouragement and motivation in the process of learning the History of Islamic Culture.

Teachers present interesting lessons, while students must generate self-motivation with the ability and willingness to read effectively and efficiently to support the success of their studies while at school. (Rusmono,2014:22). Learning strategy is a way or art of using learning resources in an effort to teach students. Learning strategies are activities that someone uses in an effort to choose their learning method. (Rusmono,2014:22).

A method is the most appropriate and fast way of doing something to achieve a goal. (Ahmad Tafsir,2023:9). Ideally, each teacher has different methods and strategies in teaching the subjects they present to students, especially in the History of Islamic Civilization subject, teachers must have interesting tips and styles in conveying historical messages contained in the development of Islamic history so that the learning is carried out effectively. Difficulty learning history is caused by the nature of history, namely memorizing this which is at odds with the intellectual development of students.(Faiz Fikri Al Fahmi,2022:3).

The learning model used by teachers has a very important role in educational success. Using the right method will determine effectiveness in the learning process, and teachers must always be able to choose and apply the right model according to the material being taught. (Faiz Fikri Al Fahmi,2022:3). History learning is an interaction that occurs in the process when students learn about past conditions, for future purposes. History learning is a subject that instills knowledge and Islamic values regarding the process of change and civilization of the Islamic world in Saudi Arabia which is the source of the emergence of Islam and the history of the birth of Islam in Indonesia from the past to the present.

2. METHODS

This research uses a qualitative approach with descriptive analysis methods. This research aims to describe, describe or describe systematically a situation or event. "Descriptive research seeks to provide systematically and carefully the actual facts, symptoms, events and characteristics of a particular population or area. (Nurul Zuriah,2007:47). Descriptive research is usually not directed at testing hypotheses, but rather at finding information to draw conclusions. Based on the nature of the process and data analysis, this research is exploratory in nature and aims to describe the condition or status of the phenomenon. Because this research describes a real

phenomenon that exists in the field, there was no intervention from the researcher. This research is an attempt to dig up information and reveal how teachers try to provide interesting and effective history lessons through the story method in learning the History of Islamic Civilization.

3. FINDINGS AND DISCUSSION

A. Literature Review

1. Understanding Effectiveness

Effectiveness originates from the word effective, which means there is an effect, there is influence, there are consequences, and can bring results. (KBBI,2005:284). As a measurement of success in achieving specified goals. Effectiveness can also be interpreted as doing something correctly. Effectiveness can be known from what has been done or done which results in something useful according to the set goals and vice versa, if the suggestions and goals are not achieved and are not in accordance with the specified success then they are not effective. Effectiveness is a condition that shows the extent to which what was planned can be implemented or achieved. According to Emerson, effectiveness is a measurement in the sense of achieving predetermined and planned goals. (Soewarno Handyningrat,2011:16). Thus, the effectiveness of learning is related to the path and technical efforts and strategies used to achieve learning objectives quickly and precisely. That is what Supriyono said, that learning is said to be effective if it covers all learning objectives including mental, physical and social dimensions.(Supriyono,2014:10).

2. Use of the Story Method

In the Big Indonesian Dictionary, usage is a way or process of doing something. (KBBI,2005: 375). What the author means by this use is the use of the story method. The story method is a way of teaching where the teacher provides learning material through tales or stories. In this story method, it provides stories, especially about the history of Islamic civilization in the past, this is the Quranic method that appears most often. (Abdur Rahmah shalih,1991:218).

In explaining the stories in the Qur'an, both in the stories of people who defy Allah SWT's commands, about pious people who can provide teachings in everyday life, this is very useful, especially for students in learning the stories - stories contained in the Koran. So, it is clear that a method is a way to achieve a goal in teaching, this is because the method has a very big position in supporting and advancing the success of teaching both in presentation or in explaining a lesson by using the story method in learning so that it can run effectively. Thus, it is hoped that the learning process

carried out can bring satisfactory results for achieving learning objectives. (W.james Popham dkk,2003:141).

The steps in applying the story method to learning Islamic Cultural History are:

a. Apperception

Teachers can provide perceptions that can attract students' attention, explain the learning objectives so that later students can listen to what the teacher says in learning the History of Islamic Culture.

b. Presentation

In presenting learning material, teachers can present learning about the History of Islamic Culture to students by telling stories or narrating the learning material. So there are steps in presenting learning that is:

1. Teachers should convey learning in language that is easy to understand and interesting for students.
2. The teacher delivers learning material to students and writes it on the blackboard before or after presenting the learning material.
3. In delivering learning material to students, teachers should convey it in a periodized manner, where each period is a part that is never separated and also interspersed with questions for students to find out the content of each material presented.
4. The teacher conveys learning by telling stories or telling students about each learning material.
5. When delivering the material, the teacher can write down each discussion that is described on the blackboard, including periods, figures who played an important role in history so that with this students can easily remember.
6. In delivering SKI learning, teachers must pay attention to efforts to present learning through various supportive body movements and voices in telling stories that can encourage the delivery of learning material. This aims to ensure that students can understand and be moved by feelings in studying history.

3. SKI Learning

Learning is a process carried out by a teacher to transfer knowledge through teaching carried out by students and teachers in order to obtain changes such as intelligence, increased understanding and experience gained through mutual interaction. (Muhibbin Syah,2004:64). According to Tohirin, learning is an encouragement to direct students into a form of learning that has a big influence on students in the learning process. (Tohirin,2005:8). So SKI learning certainly has a contribution in providing teaching and understanding to students to practice and

apply Islamic law in everyday life as a form of harmony in the balance between human relationships and Allah SWT.

As for the History of Islamic Culture, what the author means here is a subject of History of Islamic Culture which is part of Islamic religious education, which examines the history of Islamic culture both regarding the learning aspects of worship, muamalah, which is based on principles and rules and explores the goals and the lesson is as preparation for improving the quality and dignity of social life.

4. Increase

As for Increasing, it comes from the basic word "level" which has layers of layers and is added from the affixes "me" and "an". This is a goal to determine a level or raise the level of an achievement in the learning process. (W.J.S. Poerwadarminta, 2021:578) As for improving, what the author means in this thesis is that in every teaching implementation, it always produces results through the learning carried out, both achievements in the process which can improve the desired learning outcomes during the learning process. The learning process cannot be separated from planning and factors that support learning. The factors that can support and also influence student learning outcomes are:

- a. Internal factors. Which refers to factors within the student's circumstances that encourage and give strength to the student. (S.Sumanto,2021:1).
- b. External factors. This factor is more directed to external conditions of the student, such as learning motivation is the force of encouragement where there is influence from outside such as giving assignments to students, awards, praise or prizes and other things that can encourage student enthusiasm in improving learning outcomes. (Ivor k. Davies,1991:216).
- c. Factors from the student's approach. As in the social environment which can support influencing the student's learning system, this factor must also look at and support in advancing the activeness of students who influence each other between programs that have been planned in such a way as to make it easier for both parties in the learning system. (Ivor k. Davies,2008:144).

The factors that teachers must pay attention to in learning to improve student learning outcomes are:

1. Teachers and how to teach. Good planning, such as providing learning methods, worksheets, and paying attention to students' readiness to learn. (Zakiah Daradjat,2004:140).
2. Facilities and infrastructure factors. Which can support the progress of learning activities such as having a supportive study room.

3. Curriculum factors. As supporting learning materials that include all well-designed programs that will provide effectiveness in learning.
4. Teacher relations with students. The relationship between teachers and students plays a very important role in advancing learning where the teacher is the teacher and the students are the people being taught.
5. Supporting tools in teacher readiness. In supporting the learning process, a teacher's skills are very necessary in using supporting tools and facilities to make it easier for students to be more active in learning.(Purwanto,2004:105).

6. Learning Outcomes

In the teaching and learning process, it can be seen whether the success or failure of a lesson carried out during the learning process is largely determined by the programs that can support in facilitating the teaching and learning process. According to Muhibbin Syah, learning outcomes are measuring tools that are usually used to see the success achieved.(Muhibbin Syah,2004:196).

As for teaching and learning activities, there are 2 things that can support and determine success in learning, namely:

- a. Setting the learning process, which is a teacher's ability to organize a better learning system, which can direct students to be more active in learning.
- b. Teaching, in student learning activities really needs supporting facilities that enable students to process all information that can improve learning outcomes. (Syaiful Bahri Djamarah,2003:33).

B. Effectiveness of Using the Story Method in Learning the History of Islamic Culture to Improve Student Learning Outcomes at the MAS Tahfidzil Qur'an Islamic Center, North Sumatra.

The effectiveness of appropriate and diverse SKI teachers is very necessary because it is the main key to achieving educational success. An organizing strategy is a way to organize the sequence of learning activities from beginning to end, arranging the order of presentation of the contents of the field of study, synthesizing facts, concepts, procedures and principles contained in the field of study. In providing lessons, the teacher has first prepared materials according to the curriculum used, namely a curriculum based on nationally determined standards.

Below are the results of interviews conducted by researchers at the MAS Tahfidzil Qur'an Islamic Center, North Sumatra.

1. What is the process of implementing the story method at the MAS Tahfidzil Qur'an Islamic Center, North Sumatra?

Mr. Ir. Parlindungan Hutagalung, S.Pd. as head of the MAS Islamic Center gave the answer:

The teacher first prepares a learning plan by selecting relevant Islamic cultural history material to be conveyed through the story method. In this stage, the teacher ensures that the story chosen is interesting, appropriate to the learning objectives, and contains moral and historical values that are important for students. The teacher tells the story in an interesting way, using storytelling techniques that attract students' attention. To support delivery, teachers can use tools such as pictures, videos or infographics to strengthen students' imagination of the story.

Mrs. Putri Syahreni Harahap, M.Pd as WKM Bid. The curriculum provides the following additions:

As a teacher, you must interact and discuss with students. After telling the story, the teacher encourages students to discuss the content of the story, the characters involved, and the values contained in it. The teacher also asks reflective questions to relate the story to the context of students' daily lives. Apart from that, the teacher also provides material reinforcement, providing additional explanations about historical facts contained in the story to ensure students understand the historical context well. The teacher also conveys the moral message or lesson that can be taken from the story. Teachers carry out evaluations to measure student understanding. Evaluation can take the form of a written test, project assignment, or creative assignment such as rewriting a story that has been told in another form (short story, illustration, or drama).

2. What are the obstacles faced by teachers in using the story method in the school environment?

Mr Andi Syahputra Harahap, M.Pd as WKM Bid. Students provide answers regarding barriers to this use:

Not all material on the history of Islamic culture is available in the form of interesting stories. Teachers often face difficulty finding stories that are relevant, historically accurate, and appropriate to the learning context. Applying the story method often takes longer than conventional methods. Teachers must manage time well so that telling the story does not reduce the opportunity to discuss other important material.

Apart from that, Mr. Gusri Dahriani, S.Pd.I as a teacher and Head of School Administration gave an additional answer that the problem faced by teachers is that students' different levels of understanding are a challenge. Some students may understand the story more easily, while others need additional explanation to understand the content of the story well. Students sometimes only focus on the story without understanding the historical value or moral message contained in it. Teachers need to work extra to help students relate stories to historical and learning contexts.

3. Can the story method be adapted to the curriculum and student needs at MAS Tahfidzil Qur'an?

Mr. M. Nazri. S. Pd.I, as Head of the Tahfizd Quran Division, gave the answer regarding this:

The story method can be designed to follow the Basic Competencies (KD) contained in the curriculum. The teacher chooses stories that are relevant to the learning material being taught. For example, for material about Islamic figures, teachers can use stories of the struggles of the Prophet's friends, caliphs, or clerics that are appropriate to the learning theme. Considering that MAS Tahfidzil Qur'an focuses on Islamic education, the story method can be used to instill Islamic values such as honesty, courage and responsibility. The selected stories not only convey historical facts, but also provide moral lessons that are in line with the school's vision.

Apart from that, Muliadi Arisandi, S.Sos.I as WKM. Bid. Curriculum I provides answers namely:

Teachers can adjust the way they tell stories to students' needs. For younger students or those with a visual learning style, teachers can use pictures or videos. For more mature students, the teacher can lead an in-depth discussion of the content of the story.

4. To what extent does the story method contribute to increasing students' academic scores in SKI subjects?

Mr. Akhyaruddin, S.Pd.I, as Head of WKM. Bid. Curriculum 2 provides answers related to this:

The story method has a significant contribution to increasing students' academic scores in the Islamic Cultural History (SKI) subject. The stories told in learning help students understand the material more easily because the plot is narrative

and concrete. Complex information can be simplified through stories, so that students are better able to remember the events, characters and values contained therein. Apart from that, this method also strengthens students' memory, because stories are easier to remember than theory-based explanations. Stories that involve emotions, such as admiration or inspiration for historical figures, make the material more memorable in students' minds. Motivation to learn also increases, because interesting stories create a sense of enthusiasm to learn more about SKI lessons.

Mr. Zainuddin Lubis, S.Pd.I as WKM. Bid. Student 1 provided additional answers, namely:

The story method also develops students' analytical skills. They are invited to understand the moral message, historical value and relevance of the story to everyday life, so that their understanding of the material becomes deeper. The impact can be seen in the results of learning evaluations, where students show better performance, both in written tests, projects and creative assignments. Not only that, the Islamic values contained in the story help shape students' positive attitudes, such as discipline, curiosity and responsibility, which support their academic success. Thus, the story method not only makes learning more interesting and meaningful, but also significantly contributes to improving students' academic results

5. Are there significant changes in students' attitudes, motivation and activity after using the story method?

Mr. Abdul Hakim, S.Ag., S.I.Q, as WKM. Bid. Student Affairs 2 provided this related answer:

The use of the story method in learning Islamic Cultural History brings significant changes in students' attitudes, motivation and activeness. Stories that are told in an interesting way can attract students' attention, so that they become more enthusiastic about following the lesson. This enthusiasm not only increases their involvement during the learning process, but also arouses curiosity which encourages them to dig deeper into the material being studied. In terms of attitudes, students show increased awareness of moral values and the lessons that can be drawn from Islamic historical stories. These stories help them understand the importance of positive traits such as honesty, courage and responsibility, which are ultimately reflected in their daily behavior in the classroom and outside the school environment.

Mr Ahmad Syafii Saragih, M.Pd, as WKM. Bid. Tahfizh SDIT-TQ provided an explanation:

Student motivation also increased significantly. The story method provides a relevant and enjoyable context, so students feel more connected to the lesson material. They not only learn to meet academic demands, but also to understand the wisdom behind historical events. This makes them more enthusiastic about learning and completing the tasks given. Student activity in the learning process has also changed. They ask questions more often, engage in discussions, and express opinions regarding the stories being told. This active participation shows that they are more confident and feel comfortable sharing their thoughts. Overall, the application of the story method not only improves students' academic understanding, but also helps build character and creates a more lively and meaningful learning environment. This positive change is clear evidence that the story method has a significant impact in shaping students' attitudes, motivation and activeness.

6. How does the story method influence students' ability to connect historical values with everyday life?

Mr. Dr. Charles Rangkuti, M.Pd.I, as Deputy Director of the Islamic Center gave the answer, namely:

The story method has a big influence in helping students connect historical values with everyday life. The stories told not only describe past events, but also insert moral, spiritual and social values that are relevant to the situations students face today. Through stories, students can see how Islamic historical figures faced challenges, made decisions, and upheld noble principles. This provides concrete examples of how values such as honesty, courage, justice and perseverance can be applied to their lives. In other words, the story method makes historical values not only as abstract concepts, but as practical guides that they can apply in everyday situations.

Apart from that, Mr. Zulpanuddin Marbun, M.A as Tahfizh Curriculum Supervisor explained:

In addition, by linking the content of the story to the context of students' lives, this method encourages them to reflect on the relevance of these values in the family, school and community environments. Students begin to realize that the lessons they get from history are not only useful for achieving academic success, but also for shaping their character and behavior as individuals who contribute positively to the surrounding environment. Thus, the story method not only

enriches students' insight into the history of Islamic culture, but also provides inspiration and encouragement for them to make these values a part of their daily lives. This creates learning that is not only informative, but also transformational.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of the story method in learning Islamic Cultural History (SKI) at the MAS Tahfidzil Qur'an Islamic Center, North Sumatra has proven effective in improving student learning outcomes. This method is able to create an interesting, fun and meaningful learning atmosphere, so that students understand the material more easily and are more actively involved in the learning process.

The application of the story method has a positive impact on several aspects of learning, namely:

1. Increased understanding of the material. Stories told narratively help students more easily understand and remember historical events and the values contained therein.
2. Student Motivation and Activeness. Students show increased learning motivation, curiosity, and active participation in learning activities. They are more enthusiastic about taking lessons and are more enthusiastic about exploring the material.
3. Strengthening Values and Character. Historical stories that contain moral and spiritual messages help students internalize Islamic values, such as honesty, courage and responsibility, which are reflected in their daily attitudes and behavior.
4. Better Academic Results. The story method contributes to improving student evaluation results, both in the form of written tests and creative assignments. This shows that students not only understand the material, but are also able to apply it.

Thus, the story method is not only effective in improving student learning outcomes in SKI subjects, but is also able to provide a holistic learning experience, including cognitive, affective and moral aspects. This method is worthy of continuing to be applied and developed as a relevant and inspiring learning strategy in the Islamic education environment.

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