

Implementation of islamic cultural history learning in motivating student learning activity

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ABSTRACT

The increasing need for more effective and interesting Islamic Cultural History (SKI) learning is the background of this research. This study aims to analyze the implementation and evaluation of SKI learning in motivating student learning activeness at MTs Negeri 5 Cilincing, North Jakarta. Using a qualitative approach, data were collected through interviews, observations, and documentation with two SKI teachers, the principal, and student representatives. The results showed significant differences between 2 approaches, namely the conventional approach (lectures and questions and answers) and the contextual approach with varied methods (discussions, audio-visual media, and field trips). The contextual approach supported by various learning media proved to be more effective in improving students' activeness, motivation and understanding. In addition, a varied and fair teacher evaluation system, along with constructive and personalized feedback, proved more effective in increasing student motivation. To improve the quality of learning, thorough and continuous teacher training, especially in material enrichment and evaluation methods, is essential.



Introduction

Education plays a fundamental role in shaping students' personalities, intelligence, and noble character. One of the subjects in the Islamic Religious Education (PAI) cluster that serves to strengthen Islamic identity is Islamic Cultural History (SKI). Through Islamic Cultural History, students are introduced to the values, traditions, and development of Islamic civilization from the time of the Prophet Muhammad SAW to Islam in the archipelago. (H.M. Arifin, 2014: 2)

However, in practice, the teaching of Islamic Cultural History is often considered boring because it is still centered on memorization and lectures. Many students feel that they are not actively involved, resulting in low motivation to learn. (Nugroho Wibowo, 2016) This is in line with

the findings of Anurrahman (2009: 176), who asserts that monotonous and unvaried methods can reduce students' interest in learning.

At MTs Negeri 5 Cilincing Jakarta, similar conditions were also found. Initial observations showed that teachers more often used the lecture method, while students appeared passive and did not participate much in class discussions. One student stated that Islamic Cultural History lessons were boring because there were rarely any supporting media. In fact, the success of learning is not only determined by the teacher's ability to deliver the material, but also by the extent to which students participate actively. (Sardiman, 2001: 98)

The implementation of good Islamic Cultural History learning should not only be oriented towards the transfer of knowledge, but should also develop critical thinking skills, foster motivation, and internalize Islamic values in everyday life. (Trianto, 2009: 17). To that end, teachers are required to be able to innovate through a variety of methods, learning media, and evaluation systems that encourage active student involvement. (Afi Parnawi, 2020: 65)

Although there have been studies on the implementation of learning, learning motivation, and student activity in Islamic Religious Education (PAI) subjects, including Islamic Cultural History (SKI), this study attempts to fill a number of gaps. First, this study focuses on the implementation of SKI learning in Madrasah Tsanawiyah (MTs). Second, unlike previous studies that emphasized the use of monotonous methods, this study focuses more on the combination of various learning methods. Third, the evaluation of Islamic Cultural History learning, which is intended to encourage students to participate in learning, is a topic that has not been widely researched in previous studies. Fourth, to increase relevance and student interest, this study attempts to link Islamic Cultural History material with local wisdom.

It is hoped that this study can make a significant contribution to the development of more efficient and interesting Islamic Cultural History learning at the MTs level by combining these various elements in one comprehensive study. Based on this background, the researcher intends to examine and investigate these issues and make them the main discussion in this study, entitled: **"The Implementation of Islamic Cultural History Learning in Motivating Student Learning Activity."**

Method

This study uses a descriptive qualitative approach, as it aims to gain an in-depth understanding of the implementation and evaluation of Islamic Cultural History learning in motivating student activity. (Lexy J. Moleong, 2017: 4) Qualitative research was chosen because it allows researchers to obtain rich and natural data through direct interaction with the research subjects. (Sugiyono, 2015: 15). The descriptive analytical qualitative method was chosen because

it was in line with the research objectives. The objective was to understand how Islamic Cultural History (SKI) learning was implemented and how it motivated students to participate in education.

This method allows for a comprehensive exploration of the meaning, perspectives, and experiences of research subjects in their natural context. It takes into account contextual elements such as the school environment and student characteristics. This method is more appropriate than quantitative, experimental, or survey methods, which are less capable of exploring a deep understanding of this complex phenomenon. This is due to its flexibility in data collection and analysis, as well as its ability to provide rich and detailed descriptions.

Research Subjects

The research was conducted at MTs Negeri 5 Cilincing, North Jakarta. The research subjects included the principal, two Islamic Cultural History teachers, and representatives of ninth-grade students. The subjects were selected purposively because they were considered most relevant to provide information related to Islamic Cultural History learning. (Burhan Bungin, 2012: 108).

Data Collection Techniques

Data was collected through three main techniques:

In-depth interviews with the principal, Islamic Cultural History teachers, and representatives of ninth grade students to obtain their views on Islamic Cultural History teaching methods and evaluation systems.

Participatory observation of Islamic Cultural History teaching activities in the classroom, including the methods used by teachers, teaching media, and student participation. (Nana Syaodih Sukmadinata, 2011: 220).

Documentation in the form of geographical location, vision and mission, organizational structure, employee status, students, facilities and infrastructure, learning tools for Islamic Cultural History, assessment tools, and learning outcomes, as well as photos of learning activities as supporting data. (Sugiyono, 2010: 141).

Data Analysis Techniques

Data analysis was conducted using the Miles & Huberman model, which includes: (1) data reduction, namely sorting relevant information; (2) presenting data in the form of descriptions and tables; and (3) drawing conclusions (Matthew B. Miles & A. Michael Huberman, 1994: 12).

Data Validity Check

Data validity is tested through source and technique triangulation, which involves comparing the results of interviews, observations, and documentation to obtain a valid picture. (Lexy J. Moleong, 2010: 330). With this methodology, the study is expected to provide a comprehensive picture of the implementation and evaluation of Islamic Cultural History learning in motivating student learning activity.

Theoretical Study

Implementation of Learning

The implementation of learning is defined as the application of educational methods, strategies, and curricula in the teaching and learning process. McLaughlin and Schubert (in Nurdin & Basyiruddin, 2003: 70) emphasize that implementation is not merely a technical action, but a planned and directed process to achieve educational goals. In the context of Islamic Cultural History, effective implementation requires teachers to create an interactive classroom atmosphere, utilize media, and guide students to relate historical material to their daily lives (Trianto, 2009: 17).

History of Islamic Culture

History of Islamic Culture (SKI) is one of the core subjects in Islamic Religious Education that discusses the journey of Muslims from the time of the Prophet Muhammad SAW, the Khulafaur Rasyidin, the great dynasties, to the development of Islam in Indonesia. (Siti Maryam et al., 2009). One of the important topics in Islamic Cultural History is the Walisongo, figures who spread Islam in Java through an accommodative approach to da'wah (proselytizing) using local culture. (Agus Sunyoto, 2016). The educational values that can be learned from the Walisongo include tolerance, creativity, independence, and exemplary leadership. (Nova Azzahra R. et al., 2024: 45) Thus, Islamic Cultural History is not only oriented towards mastery of historical knowledge, but also the internalization of values that are relevant to students' lives.

Motivation

Motivation is the internal and external drive that encourages students to actively engage in learning. Uno (2007: 2) asserts that motivation consists of desire, need, expectation, reward, and environmental influence. In the context of Islamic Cultural History, student motivation to learn is greatly influenced by the teacher's methods, the classroom environment, and the form of

evaluation used. Teachers who are able to give praise, rewards, and interesting learning challenges will find it easier to motivate students (Afi Parnawi, 2020: 65).

Student Learning Activity

According to Sardiman (2001: 98), learning activity refers to the physical, mental, emotional, and intellectual involvement of students in the learning process. Sudjana (2004: 61) describes indicators of student activity, including participating in discussions, asking questions, answering questions, completing assignments, and collaborating with friends. In Islamic Cultural History learning, activity is important because students are required not only to understand historical facts, but also to be able to relate them to modern life values. This activity can grow if teachers use various methods such as discussions, role playing, concept maps, and audio-visual media (Afandi et al., 2013: 109).

Student learning activity includes the learning environment, behavior, and activities they engage in, including the ability to ask questions, express opinions, complete assignments, answer questions, collaborate, and take responsibility for assigned tasks. Student learning activity is an important component in the learning process because it has a significant effect on student success rates, which correlate positively with student activity levels. This is part of students' emotional and psychological involvement, which includes situations, behaviors, and activities during learning, including the ability to ask questions, express opinions, complete tasks, answer questions, collaborate, and take responsibility for assigned tasks.

Result and Discussion

1. Implementation of Islamic Cultural History Learning at MTs Negeri 5 Cilincing

Based on the results of observations and interviews, there were significant differences between the two Islamic Cultural History teachers in their teaching methods. The first teacher used more lecture and question-and-answer methods. The students appeared passive, only listening, and rarely asked questions. One student stated that "Islamic Cultural History lessons are boring because we only listen to the teacher's explanations without any interesting media." This situation is in line with Anurrahman's (2009: 176) view that monotonous methods can reduce students' interest in learning.

The second teacher applied a variety of methods such as discussions, historical video screenings, the use of concept maps, and even field trips to historic mosques. This approach encouraged students to ask more questions, express their opinions, and relate the material to

their daily lives. These results reinforce Trianto's theory (2009: 17), which asserts that effective learning must involve dynamic interaction between teachers, students, and learning resources. Supporting factors for implementation include the availability of well-structured teaching modules and the willingness of teachers to innovate. The obstacles faced are limited digital facilities and uneven student abilities.

2. Evaluation of Islamic Cultural History Learning

The results of the study show that teachers use various forms of evaluation, including written daily tests, individual assignments, group work, presentations, and attitude observations. The first teacher emphasized written evaluation with a focus on memorizing figures and dates. As a result, students felt burdened and unmotivated. The second teacher provided more varied assessments, such as group presentations on Walisongo figures or assignments to make short videos related to Islamic historical values. In addition, the teacher provided personal feedback on student work. This assessment was more motivating for students because it assessed cognitive, affective, and psychomotor aspects in a balanced manner. These findings are in line with the views of H.M. Arifin (2009: 5), who asserts that the quality of learning is determined more by a fair and comprehensive evaluation process than by written test results alone.

The observation data shows that students in the second teacher's class are more enthusiastic, actively discuss, and dare to ask questions. In contrast, in the first teacher's class, most students tend to be quiet and only follow instructions. This proves that varying methods and evaluations can increase student motivation to learn. Sardiman (2001: 75) states that student motivation will grow if they feel appreciated, supported, and given the opportunity to participate actively. The results of this study reinforce this theory: students are more motivated if they are directly involved in the learning process, rather than just passive recipients of information.

The second teacher's approach is in line with contextual learning theory, which emphasizes the connection between material and real life. (Nurhadi et al., 2004: 45). In this way, students find it easier to understand and feel the relevance of Islamic Cultural History to their lives. Varied and constructive evaluation reinforces Hamzah B. Uno's (2007: 23) concept that learning motivation is influenced by external factors such as rewards, challenges, and recognition.

This study emphasizes the importance of continuous teacher training in the use of digital media and creative evaluation strategies, so that Islamic Cultural History learning is not only cognitive, but also shapes students' character. (Afi Parnawi, 2020: 65). Based on qualitative data

analysis at MTs Negeri 5 Cilincing, North Jakarta, the implementation of Islamic Cultural History (SKI) learning that motivates student learning activity requires a contextual and varied approach.

Teachers who use discussion methods, audio-visual media, and field trips are more successful than teachers who rely solely on lectures. Fair evaluation and constructive feedback also increase motivation. This study recommends continuous teacher training in the use of digital media and creative evaluation strategies to improve the quality of Islamic Cultural History learning.

Conclusion

Based on the identification of problems, problem formulation, and research results, conclusions can be drawn from the study entitled "The Implementation of Islamic Cultural History Learning in Motivating Student Learning Activity," based on the results of interviews, observations, and documentation. The following conclusions can be drawn:

1. There is a significant difference between the two approaches, namely the conventional approach (lectures and question and answer sessions) and the more varied contextual approach (discussions, audio-visual media, and field trips). Varied methods, supported by various learning media, have proven to be more effective in increasing student activity, motivation, and understanding.
2. A varied and fair teacher evaluation system, along with constructive and personal feedback, has proven to be more effective in increasing student motivation. To improve the quality of learning, comprehensive and continuous teacher training, especially in material enrichment and evaluation methods, is very important.

Implications

The implication of these findings is that the quality of Islamic Cultural History learning and student motivation are highly dependent on the pedagogical approach applied by teachers. Here are some of the implications:

1. The Importance of Variety in Methods and Media
2. The Role of Teachers as Innovative Facilitators
3. Evaluation as a Tool for Motivation
4. Infrastructure and Resource Support
5. Continuous Professional Development for Teachers

Recommendations

The following are some recommendations to improve the implementation of Islamic Cultural History (SKI) learning and evaluation in motivating student learning activity at MTs Negeri 5 Jakarta:

1. Teachers need to increase the variety of learning methods and media and optimize comprehensive evaluation to be more effective in motivating and activating students in the Islamic Cultural History learning process.
2. Students need to increase their activity, courage to ask questions, and involvement in discussions and group assignments. Digital media and opportunities to express opinions should be optimized to build a deeper understanding.
3. The school needs to improve digital learning facilities and optimize teacher training in authentic evaluation to be more effective in supporting relevant and meaningful Islamic Cultural History learning.

As the author, I hope this research can make the study of Islamic Cultural History more interesting, relevant, and contribute to students and Islamic Cultural History education as a whole, despite the limitations of this research.

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