



IMPROVING STORYTELLING SKILLS IN SKI LESSONS FOR WALISONGO MATERIAL WITH THE ON BOARD PICTURE STORIES STRATEGY FOR MI DARWATA STUDENTS

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Abstract

History of Islamic Culture is a history lesson in which history lessons are often referred to as memorization lessons and are also boring. As a result, history lessons are less attractive to students. One of the solutions offered to solve this problem is the onboard picture stories learning strategy in which students learn to understand the pictures in the sequence of events and tell each picture shown. The purpose of this study was to improve students' storytelling and speaking abilities in Islamic Culture history lessons on walisongo material through the onboard picture stories strategy in class VI MI Darwata Padangsari Majenang in the 2022/2023 academic year. This research is a class action research where the class action research model is adapted based on the model of Kurt Lewin where the research procedure is designed with 2 cycles. The implementation begins with preparing the material, implementing the strategy on board picture stories, presenting and doing the final test of learning activities. From the results of the study it can be concluded that learning the history of Islamic culture through the on board picture stories method can improve storytelling skills in class VI MI Darwata Padangsari Majenang students.

Keywords:

Storytelling skills, History of Islamic culture, Strategy on board picture stories.

INTRODUCTION

Islamic cultural history is a crucial subject for students. It is important to maintain a balanced and objective approach to the subject matter, avoiding biased or emotional language. By studying history, students can learn and empathize with the stories and experiences of past individuals. Additionally, clear and concise language should be used, with a logical flow of information and causal connections between statements. This process can provide valuable lessons and help identify areas for development. Technical terms should be explained when first used, and subject-specific vocabulary should be employed when it conveys meaning more precisely than non-technical terms. Finally, the text should be free from grammatical errors, spelling mistakes, and punctuation errors (Rangkoly, 2022). Muslims created the history of Islamic culture, although they do not refer to it as such. It is important to distinguish between Islam, which is a revelation from God, and Islamic culture, which is the product of Muslim work. (Rifriyanti, 2019).

Learning about the history of Islamic culture involves exposing children to stories from the past through an objective lens. The teacher plays a crucial role in this process by not only possessing knowledge of history but also understanding the essence of a history lesson. It is important to maintain a balanced and objective approach when presenting this information to students. The e-module is a type of learning media that is systematically packaged to enable students to learn in an integrated, interactive, and independent manner (Seprida, 2015). The teacher plays a crucial role in this process by not only possessing knowledge of history but also understanding the essence of a history lesson. The subject matter is closely tied to the stories of the Prophet Muhammad, his companions, and other Islamic figures. Studying Islamic cultural

history is crucial for students as it allows them to learn and empathize with the stories and experiences of past individuals, from which valuable lessons can be drawn. Studying Islamic cultural history is crucial for students as it allows them to learn and empathize with the stories and experiences of past individuals, from which valuable lessons can be drawn. Studying Islamic cultural history is crucial for students as it allows them to learn and empathize with the stories and experiences of past individuals, from which valuable lessons can be drawn. This helps in identifying the aspects that need to be developed and those that do not (Azizah & Winanda, 2021).

According to Soemarjad quoted by (Sudita, 2014), It is important to note that lack of ability cannot be interpreted as ability. Skill is the ability to complete work quickly and accurately. While skills can encompass a range of activities, they are more focused on action. Life skills, also known as soft skills, are an important aspect of one's abilities.

According to (Aslan & Zuhari, 2018), Stories can foster a love of language in children and aid in the development of their imagination. They provide a platform for children to explore a range of emotions, including sadness, joy, affection, anger, excitement, fear, and others. Additionally, stories can enhance the learning environment in kindergartens, nurseries, and early childhood centers, as children become more enthusiastic about learning when exposed to stories. Stories can make teaching feel more natural, as they convey cultural values in a way that is easily understood. Storytelling allows students to retell messages in a language that is both accessible and comprehensible to others (Lifada, 2022).

According to (Azizeh, 2021) until now, learning about Islamic cultural history in school has been uninteresting due to the monotonous lecture format where students only listen to the teacher. This often leads to boredom and even students falling asleep during class. To improve engagement, alternative teaching methods should be considered. This often leads to boredom and even students falling asleep during class.

According to (Hidayah et al., 2020) The problem with learning history is that the process is not optimized. Students typically learn through writing, lectures, and textbook practice. However, textbooks can be difficult to comprehend and may result in a lack of knowledge. This can lead to boredom among students when learning about Islamic culture. It is important to find more effective teaching methods to engage students. Meanwhile, students often resort to sleeping when they become disinterested in the topic of Islamic cultural history.

A strategy is a deliberately designed pattern for carrying out activities or actions. It includes the purpose, participants, content, flow, and supporting capabilities of the operation. (Abdul, 2013). According to (Silvia Lady Beauty Virdausillah et al., 2018) In his thesis journal, he wrote that the On Board Picture Stories Strategy is a learning strategy that requires students to actively interpret a large number of images into a logical development and form a complete series of stories.

In his thesis journal, the author describes the On Board Picture Stories Strategy as a learning strategy that requires students to actively interpret a large number of images and organize them into a logical sequence to form a complete series of stories. Research related to this has been conducted by (Mahmudah, Siti, 2023)

The author proposes the on-board picture stories strategy, a storytelling activity that uses pictures provided by the teacher. Students are encouraged to express their thoughts about the given topic and describe what is depicted in the picture. This strategy is believed to be effective in increasing students' enthusiasm for learning Islamic cultural history lessons on Walisongo material.

The On Board Picture Stories strategy is a learning technique that requires students to actively interpret a large number of pictures and arrange them into a logical sequence to form a complete story (Silvia Lady Beauty Virdausillah et al., 2018).

The on-board picture stories strategy optimizes the role of students as individuals in groups. Here, students play an active role during the learning process and are especially creative

when compiling storytelling images and sequencing them into a story, as in the historical material they study. This strategy enables students to learn history by using the pictures they have compiled. By learning using this strategy, students remain engaged and alert, as all are active in participating in group discussion activities.

The purpose of this research is to enhance students' storytelling and speaking skills in Islamic Culture history lessons on the material of walisongo through the on-board picture stories strategy in class VI MI Darwata Padangsari Majenang. The language used is clear, objective, and value-neutral, with a formal register and precise word choice. The text follows conventional structure and adheres to formatting guidelines, with no grammatical errors, spelling mistakes, or punctuation errors. The text is balanced and free from bias, and there are no changes in content.

METHOD

This research employs the PTK (Classroom Action Research) method of the Kurt Lewin model. Classroom action research is crucial in enhancing learning when conducted accurately. (Dini Siswani & Suwarno, 2016) According to his research journal, partner learning skills in the classroom can be improved through activities based on observation, interviews, and research using Classroom Action Research (PTK) and locally sourced media. This approach also aims to enhance teacher creativity and innovation by utilizing local wisdom. The expected outcome is increased student interest, enthusiasm, motivation, and comprehension of the lesson.

Classroom Action Research is a research method that can be easily integrated into teaching and learning processes. It poses real problems that teachers must observe and act upon to improve and enrich classroom learning activities in a professional manner. This study utilized Collaborative Classroom Action Research. Collaborative action research has the potential to launch and strengthen teacher research skills as a natural extension of classroom practice (Septiani, 2018).

Teachers frequently utilize classroom research as a problem-solving activity to enhance the quality of learning. Kurt Lewin's definition of PTK (Classroom Action Research) comprises four steps: planning, implementation, observation, and reflection (Kunandar, 2013).

The research process consisted of two cycles: design, implementation, observation, and reflection. Each cycle will be conducted in two sessions, with questions evaluating learning outcomes at the end of each cycle. This model is adapted from Kurt Lewin's model. The research method used to implement the media was Kurt Lewin's class action research with two cycles (Khasinah, 2013) (Wahyuningtyas, 2023)

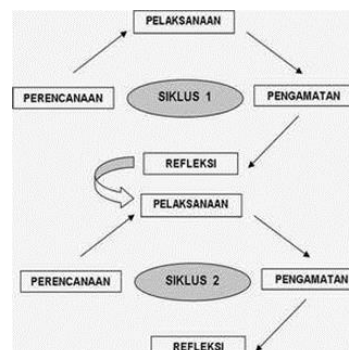


Figure 1. Shows the Lewin Quart Model Classroom Action Research Procedure.

The aim of PTK is to improve learning practices in schools, particularly in Citizenship subjects which include PTK. Additionally, classroom action research requires specific instructions and methods. It is important to note that the introduction of PTK does not

necessarily mean that it is necessary for teachers and students. At PTK, teachers can receive instruction through training conducted by credible educational institutions or experts in their field (Nurgiansah et al., 2021). The PTK's final results solve problems and enhance the quality of education and teaching (Prihantoro & Hidayat, 2019).

The research was conducted from October 12th, 2022 to October 26th, 2022 at MI Darwata Padangsari Majenang, located at JL.K.H. Nashoha No 1, Padangsari, Majenang, Cilacap, Central Java. The research subjects were 20 students in class VI A for the 2022/2023 academic year. The research objective was to evaluate the effectiveness of the on-board picture stories strategy in teaching Islamic cultural history.

Data collection in this research involves the use of observation, interviews, and testing methods. The material is analyzed through qualitative analysis, which is a research method that focuses on the quality and relational nature between functions and describes the same facts as the material. This helps researchers and students conducting research to understand the objectives of the learning process. Researchers collect two types of data: quantitative data from non-tests and qualitative data from observations, interviews, and documentation. This research utilizes both quantitative and qualitative data analysis.

FINDINGS AND DISCUSSION

Data collection in this research involves the use of observation, interviews, and testing methods. The material is analyzed through qualitative analysis, which is a research method that focuses on the quality and relational nature between functions and describes the same facts as the material. This helps researchers and students conducting research to understand the objectives of the learning process. Researchers collect two types of data: quantitative data from non-tests and qualitative data from observations, interviews, and documentation. This research utilizes both quantitative and qualitative data analysis.

During Cycle I, researchers carry out initial stages in the preparation stage. This includes analyzing problems that arise in the learning process and looking for solutions to these problems so that researchers can continue their research work. In this cycle, the on-board stories strategy was applied in the subject of History of Islamic Culture, specifically the Walisongo Sunan Bonang material for class VI A MI Darwata Padangsari students. In the first cycle, the researcher implemented the learning scenario, which resulted in enthusiastic student engagement due to the incorporation of active learning with an element of play. However, the implementation was suboptimal because :

- 1) When dividing into groups, individuals often turn to their close friends for assistance, even though it is important for each group to have an equal distribution of reliable members.
- 2) When gluing pictures, students may struggle to understand their assigned tasks, resulting in a longer completion time and increased need for teacher assistance.
- 3) During the presentation, some groups lacked detail and were hesitant in conveying their story.

According to research and discussions with class teachers, the on-board picture stories strategy is effective for learning, but there is room for innovation in the process. The data from discussions between researchers and class teachers showed that student learning outcomes improved in the first cycle, although not all 20 students completed their studies.

During Cycle II, the researcher restructured the lesson plan preparation process by identifying and addressing the problems encountered in Cycle I. Solutions were sought for the identified issues, and the researcher reflected on the implementation of this cycle. During Cycles I and II, the teacher and students discuss, evaluate, and draw conclusions about the history of Islamic culture, specifically the material related to Walisongo Sunan Bonang. The on-board picture stories strategy is applied to improve storytelling skills. In Cycle II, all 20 students who completed the study, or 100% of the students, met the standard score in the assessment. Based on the researcher's observations in the classroom, it was found that 16 out of 20 students in

class VI A were able to tell stories. The data was obtained from tests, observations, and assessments during learning. The data obtained by researchers proves that the On Board Picture Stories strategy can improve the storytelling skills of class VI A MI Darwata Padangsari Majenang students.

In Cycle I, the researcher observed that learning using the on-board picture stories strategy was effective. However, there is still room for improvement in the learning process. Based on data from discussions between researchers and class teachers, it was concluded that student learning outcomes in this first cycle had improved. However, only 16 out of 20 students, or 80% of the students who had completed the learning assessment, had met the standard grades. Additionally, their storytelling ability was noted. According to the researcher's observations, only 8 out of 20 students in class VI A were able to tell stories confidently. The remaining students appeared embarrassed and struggled with stuttering while telling stories.

In Cycle II, the researcher found that learning using the on-board picture stories strategy was effective. However, there is still room for improvement in the learning process. Based on data from discussions between researchers and class teachers, it was concluded that student learning outcomes in the first cycle had improved, although not optimally. All 20 students who completed learning in the second cycle, or 100% of the students in the test assessment, had met the standard grades. According to the researcher's observations in class, 16 out of 20 students in class VI A were able to tell stories. The data was obtained from tests, observations, and assessments during learning. The graph below shows the students' learning outcomes.

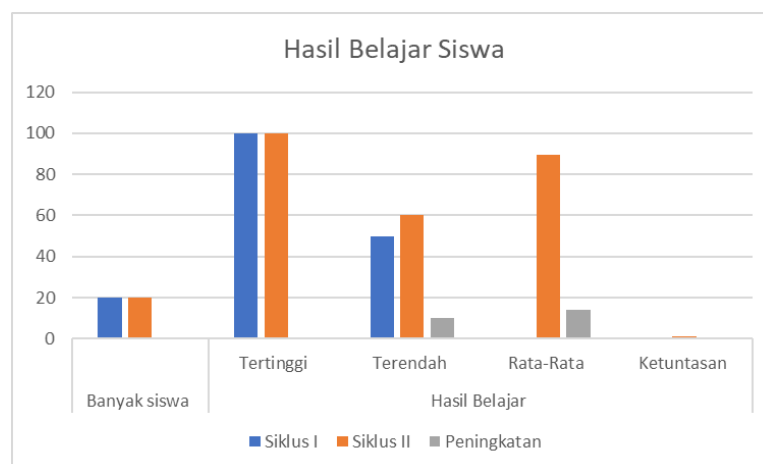


Figure 2 shows the learning outcomes graph for Class VI A MI Darwata Padangsari students.

According to the data obtained by researchers, it has been proven that using the On Board Picture Stories strategy can enhance the storytelling skills of students in class VI A MI Darwata Padangsari Majenang.

The researcher's results were consistent with those of previous studies, including the one referenced by (Silvia Lady Beauty Virdausillah et al., 2018) It was reported that the use of the on-board picture story strategy by Class VI A MI Hidayatun Najah Tuban students resulted in a 75% improvement in their storytelling skills related to the history of Islamic culture in the Ali Bin Abi Talib Caliphate, meeting the specified goals and being declared successful. Based on the results of the data described above, it has been demonstrated that the On Board Picture Stories strategy can enhance the storytelling skills of VI A MI MI Hidayatun Najah Tuba students. Additionally, it can be used to compare student performance improvements with teacher actions and classic values of Islamic historical storytelling skills.

Also, in the research that was conducted by (Setyastuti, 2017) The research shows that using the On Board Picture Stories strategy in class can improve students' storytelling skills and learning outcomes. This conclusion is based on the results of previous research and the findings of the researchers. It is important to note that the language used in the text is clear, objective,

and value-neutral, and the sentence structure is simple and logical. The text also adheres to conventional academic structure and formatting, including consistent citation and footnote style. No changes were made to the content of the original text.

CONCLUSION

Based on the research results, it can be concluded that the use of the on-board picture stories strategy in the subject of the history of Islamic culture, specifically Sunan Bonang and Sunan Kudus material, can improve children's storytelling abilities. This is evident from the students' learning outcomes in this subject and their level of engagement during the learning process.

The use of the on-board picture stories strategy enhances students' enthusiasm for learning, making it more creative and engaging. This is achieved by allowing all students to express their opinions and be more active in the learning process. Therefore, the on-board picture stories strategy makes learning more enjoyable, active, and creative, ultimately leading to improved student learning outcomes.

In cycle I, students in class VI A MI Darwata Padangsari achieved an average score of 75.5, with 80% completing the test assessment. However, based on the researcher's observations in the classroom, only 8 out of 20 students in class VI A were able to tell stories confidently, while the rest struggled with embarrassment and stuttering. In cycle II, the students of class VI A MI Darwata Padangsari Majenang achieved an average score of 89.5, with a perfect score of 100% in the assessment. All 20 students who took the test met the standard score. According to the researcher's observations in class, 16 out of 20 students in class VI A were able to tell stories based on the data obtained from tests and classroom assessments during learning.

Limitations in this research include the short time frame for conducting the study, limited scientific discipline, a small sample size, and inadequate knowledge of the researchers. However, the researchers made every effort to complete the study despite encountering several challenges. However, in the research process, this Classroom Action Research indirectly provides additional knowledge for researchers as well as for the residents of MI Darwata Padangsari.

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