

## **The Effectiveness of Timeline Story Poster for Islamic History Subject**

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**Abstract:** Islamic History courses are often considered boring and uninteresting, which has an impact on student learning outcomes. Especially if the learning media used is considered monotonous and not creative. This research aims to test the effectiveness of the Timeline Story Poster learning media on student learning outcomes in Islamic history courses. The population is 235 students and the sample is 70 students. The results of the Mann-Whitney test using SPSS 16 show that there are differences in learning outcomes between the control class and the experimental class. In other words, the Timeline Story Poster media can be considered effective for use in Islamic history courses.

**Keywords:** *Islamic history, media, timeline story poster, learning outcomes*

### **Introduction**

Learning is one element of happiness in life. Law Number 20 of 2003 in Chapter I Article 1 concerning the Role of Education in Indonesia has emphasized that education is the effort and planning of teachers to create an atmosphere of teaching and learning so that students are in the best position effectively to acquire religious values, spiritual strength, self-control, character, intelligence, noble character and skills needed by oneself. For society, as well as for the nation and state. Education also means the reconstruction of experience and the organization of experience to increase the meaning of experience and the ability to deal with subsequent experiences.

According to Muhaimin, Islamic education is a series of educational activities organized or based on the desire and intention to teach Islamic teachings and values.<sup>1</sup> However, Islamic education is learning that is known as traditional learning and is considered religious learning. This expression is based on the fact that many Islamic education teachers still lack enthusiasm for teaching creatively and innovatively. Even though the use of media which contains illustrations to strengthen students' interest and motivation is still limited. Whereas, such media has a psychological impact on students and their learning achievement<sup>2</sup>.

In the educational process, the teacher is not only to convey information but also to take a role as a motivator in acquiring knowledge, especially for Islamic history which contains many facts such as dates, names of people, names of places, and details

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<sup>1</sup> Muhaimin, *Rekonstruksi Pendidikan Islam*, (Jakarta: Raja Grafindo, 2009), p. 14.

<sup>2</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Press, 2009), p. 15.

in events. Studying history is an important part of life. The people understand all the historical facts of the past.

In the University of Darussalam Gontor, especially in the third campus for women, aims to teach Islamic history subjects not limited to conveying historical facts, but also to promote student creativity. In other words, teaching Islamic history subject is not limited to delivering the materials, but rather developing students' skills in explaining or reconstructing historical events, so that Islamic history subject can become an interesting subject. Based on students' opinions, Islamic history is a monotonous, boring and uninteresting subject. This is because the subject tends to examine many convoluted theories and stories that lead to difficulties in understanding.

The difficulty of understanding has an impact on the low quality of the results. In addition, this third-semester student of Islamic history at The University of Darussalam, Gontor at the third campus for girls, obtained an average study result in the 2020-2021 school year of 2.62. In other words, the average graduation rate at the University of Darussalam, Gontor is still low. The number of students who succeeded in the third intensive semester in Islamic history subject was only 1%, and vice versa, the number of students who did not reach the appropriate level was 91%. These data show us that there is no attractive and effective performance in the educational process in the subject of Islamic history for intensive third-semester students at the University of Darussalam Gontor, the third campus for girls. Therefore, choosing appropriate and relevant media has the potential to boost student learning outcomes and their interest in studying Islamic history subject. Educational media consists of various types, such as print media, display media, audio media, visual media, video media, multimedia, and computers.<sup>3</sup> According to Chairul Anwar, the learning process will not be able to function optimally if it is not supported by learning media, because the media is a facility for teachers and students in teaching and learning activities.<sup>4</sup> Based on the background mentioned above, the researcher is interested in researching the effectiveness of using Timeline Story Poster toward learning outcomes in Islamic History Subject at the University of Darussalam Gontor in the third campus for girls.

## Method

This research used experimental methods. The research design used was the pre-test and post-test group design. The research population for this study were 235 intensive third-semester students from seven intensive classes at the University of Darussalam Gontor, the third campus for girls.

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<sup>3</sup> Yaumi Muhammad, *Buku Dasar Desain Pembelajaran Efektif*, (Makassar: Alauddin Universitas Press, 2012), p. 162-163.

<sup>4</sup> Chairul Anwar, *Hakikat Manusia dalam Pendidikan*, (Yogyakarta: SUKA Press, 2014), p. 174.

The sample is some or representatives of the selected community.<sup>5</sup> It was chosen using a random sampling technique with an amount of 10% for each class. The total number of samples is 70 female students. Then, the researcher divided the selected students into two parts, one being the experimental class and the second being the control class.

## Results and Discussion

Educational method is a word that comes from the Latin word meaning intermediary. According to Gerlach and Ely, a medium is a graphic, photographic or electronic tool for rearranging visual or verbal information.<sup>6</sup> Educational media is what is included in the various media that teachers use in educational situations to convey knowledge, facts, ideas, and meanings to be learned. In terms of education, educational methods are the tools and materials used in the educational process.<sup>7</sup>

The use of various educational facilities facilitates teachers or teachers in the educational process. According to Briggs and Cobley, educational media includes machines used in educational materials, including recorded books, moving images, films, television, and computers.<sup>8</sup> Teaching aids include machines, curricula, and techniques used to improve the quality of communication between teachers and students during the teaching process.<sup>9</sup> One of the media is posters.



Picture 1 a sample timeline story poster

<sup>5</sup> Hamid Darmadi, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2011), p. 14.

<sup>6</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Press, 2016), p. 3.

<sup>7</sup> Daryanto, *Media Pembelajaran*, (Bandung: CV Yrama Widya, 2013), p. 4

<sup>8</sup> Abdul Wahad Rosyidi dan Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, (Malang: UIN Malang Press, 2012,) p. 102.

<sup>9</sup> Oemar Hamalik, *Media Pendidikan*, (Bandung: Citra Aditrya Bakti, 1989), p. 12.

A Timeline Poster is a poster-based visual medium that combines strong design with eye-catching colour and design. The label is a medium used to convey information. A good poster is easy to remember and read and can be used anywhere<sup>10</sup>. In this research, the timeline story poster used was designed using the Corel Draw 2020 and printed with a size of 1 x 0.5 meters. The method designed by the researcher is based on an educational method known as the tabular map in the Golden Horn. Design props “schedule posters” and *Timeline Story Poster*”.

**Table 1 Descriptive Statistical Results**

	N	Min	Max	Means	Std. Dev.
Pretest Control Group	35	0,00	25,00	5,1429	5,21391
Posttest Control Group	35	0,00	25,00	9,7143	5,80857
Pretest Experimental Group	35	0,00	25,00	5,8571	6,24096
Posttest Experimental Group	35	15,00	95,00	54,0000	19,80790

Based on Table 1 above, the average score of the control group in the pre-test was 5.14 with the highest score of 25 and in the post-test 9.71 with the highest score of 25. Meanwhile, the average score of the experimental class on the pre-test was 5.85 with the highest score of 25 and on the post-test 54 with the highest score of 95.

Since the data is not normal, but homogenous, the researcher used Mann-Whitney Test to test the hypothesis.

**Table 2 Mann-Whitney Test Results**

	Group	N	Means	Rank
Learning Outcomes	Control Group	35	18,23	638,00
	Experimental Group	35	52,77	1847,00
	Total	70		

**Table 3 Statistic Test Results**

	Learning Outcomes
Mann-Whitney U	8,000
Wilcoxon W	638,000
WITTH	-7,154
Asymp.sig (2 squirrel)	,000

Based on the results above, it can be confirmed that there is a difference in learning outcomes between the control group and the experimental group. It can be

<sup>10</sup> Wina Sanjaya, *Perencanaan dan Desain Sistem Pembelajaran*, (Jakarta: Prenadamedia group, 2015), p. 215.

seen that learning outcomes from the experimental group are better than the control group. In other words, a Timeline Story Poster is effective for teaching and learning Islamic History subject.

Learning so far is still a lot done in person conventional learning media.<sup>11</sup> Many learning methods are carried out textually. Meanwhile, with the increasing conditions of world development, some changes need to be adjusted in learning. Contextually, the teacher also needs to provide a media-based learning model with a picture timeline story poster in Islamic history lessons that directs students to inquiry abilities based on previous experience. Thus, the teaching and learning process becomes interesting and attractive and the students can be more enthusiastic in receiving lessons and absorbing the learning material provided, especially in learning history such as Islamic history. The use of innovative media learning can foster student learning motivation because the delivery is interesting and easy.<sup>12</sup> But, it must be linked to the teacher's ability to design and implement learning media strategies.

## Conclusion

Based on the results and the analysis, it can be seen that the learning outcomes obtained by students in the experimental group were higher than the learning outcomes obtained by students in the control group. Thus, it can be concluded that the Timeline Story Poster was effective for teaching and learning Islamic history subject.

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<sup>11</sup> Abdul Wahad Rosyidi dan Mamlu'atul Ni'mah, *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, (Malang: UIN Malang Press, 2012,) p. 102.

<sup>12</sup> Edi Supratman and Fitri Purwaningtias, (2018). "Pengembangan Media Pembelajaran E-Learning Berbasis Schoology," *Jurnal Informatika: Jurnal Pengembangan IT* 3, no. 3 (October 22): 15, <https://doi.org/10.30591/jpit.v3i3.958>.

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