

ACTIVE LEARNING METHODS IN THE SUBJECT OF ISLAMIC CULTURAL HISTORY (SKI) FOR GRADE VII AT MA'ARIF NU 1 KEMRANJEN ISLAMIC JUNIOR HIGH SCHOOL (MTS)

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Abstract

Enhancing the effectiveness of Islamic Cultural History (SKI) learning in Madrasah Tsanawiyah (MTs) requires the application of appropriate teaching methods. This research aims to identify and analyze the implementation of active learning methods in the seventh-grade SKI subject at MTs Ma'arif NU 1 Kemranjen. The research method employed is qualitative descriptive with a case study approach. Data were obtained through direct observation, interviews, and analysis of curriculum-related documents and SKI learning processes. The results show that MTs Ma'arif NU 1 Kemranjen applies various active learning methods in teaching the SKI subject for seventh graders. Methods employed include cooperative learning, group discussions, simulations, and role-playing games. SKI teachers at MTs Ma'arif NU 1 Kemranjen demonstrate a strong understanding of active learning method concepts and implementation. They are capable of creating interactive, participative learning environments that motivate students to engage actively. Implementing active learning methods in the seventh-grade SKI subject at MTs Ma'arif NU 1 Kemranjen positively impacts students' understanding of SKI materials and their engagement in the learning process. Students are more involved in discussions, feel confident expressing opinions, and exhibit high motivation to learn. Furthermore, active learning methods aid students in developing social, collaborative, and problem-solving skills necessary for everyday life. In conclusion, the application of active learning methods in the seventh-grade SKI subject at MTs Ma'arif NU 1 Kemranjen effectively enhances student engagement and understanding of the material. Recommendations for further research include conducting in-depth studies on the long-term effects of active learning methods on student learning outcomes and involving a larger sample size.

Keywords: *Active Learning, SKI, MTs Ma'arif NU 1 Kemranjen*



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INTRODUCTION

Education is one of the main pillars in shaping character and understanding of society towards the history and culture of a nation (Suyitno, 2012). In the context of education in Indonesia, the subject of Islamic Cultural History (SKI) plays a very important role in shaping students' understanding of the history of Islamic civilization and the diversity of culture inherent within it (Fauzi, 2023). At the level of Madrasah Tsanawiyah (MTs), especially at Madrasah Tsanawiyah Ma'arif NU 1 Kemranjen, SKI becomes a core subject that must be mastered by seventh-grade students.

The importance of understanding SKI material lies not only in factual knowledge, but also in deep conceptual understanding (Widiyatmoko & Shimizu, 2018). Therefore, the use of appropriate teaching methods is crucial in facilitating the SKI learning process (Fachrudin, 2023). One increasingly applied teaching method is active learning (Roza et al., 2023). This method places students as the main subjects in the learning process, where they are not only receivers of information (Sumarni, 2022), but also actively involved in exploration, discussion, and problem-solving (Rofik, 2015).

Previous studies have shown that the implementation of active learning methods in the context of SKI has a positive impact on students' understanding and learning interest (Shofiyah et al., 2023). However, research specifically addressing the application of active learning methods in SKI at MTs Ma'arif NU 1 Kemranjen is still limited (Ihdiana, 2019). Therefore, this study aims to fill this gap by conducting an in-depth analysis of the effectiveness of active learning methods in the SKI subject at MTs Ma'arif NU 1 Kemranjen.

In the context of this research, active learning methods will be evaluated from various aspects, including effectiveness in improving material understanding, student response to learning, and its impact on students' learning interest in the SKI subject (Mustofa et al., 2023). This research is expected to make a significant contribution to the development of curriculum and teaching methods at MTs Ma'arif NU 1 Kemranjen specifically, and at the madrasah level in general.

Thus, this introduction will discuss the background of the importance of SKI learning, the role of active learning methods in enhancing learning effectiveness, and the need for research examining the application of active learning methods in SKI in the context of MTs Ma'arif NU 1 Kemranjen. The overall introduction will provide a clear overview of the foundation and objectives of this research and its relevance in the context of education in Indonesia.

RESEARCH METHODOLOGY

Research on the active learning method in the subject of Islamic Cultural History (SKI) for grade VII at Madrasah Tsanawiyah (MTs) Ma'arif NU 1 Kemranjen aims to delve into the effectiveness and relevance of applying this method in the context of Islamic education. This research has a detailed focus on exploring the potential improvement of students' understanding of Islamic history and culture through active learning approaches (Soehadha, 2012).

The research method used is qualitative with a case study approach. The selection of this method is made to allow in-depth data collection regarding students' and teachers' experiences and perceptions of using active learning methods in the specific context of SKI learning at MTs Ma'arif NU 1 Kemranjen. The research will involve direct observation of the learning process, interviews with teachers, and examination of student learning outcomes.

The population in this study consists of grade VII students at MTs Ma'arif NU 1 Kemranjen and SKI subject teachers. Sampling is done through purposive sampling, considering the characteristics of grade VII classes and SKI subject teachers who have experience in using active learning methods.

The research instruments used include observation guidelines, interview guides, and tests of understanding of Islamic cultural history material (Creswell, 2012). The collected data will be analyzed qualitatively using data analysis techniques such as data reduction, data display, and data verification (Moleong, 2006). The results of the analysis will be interpreted to identify patterns and findings relevant to the research objectives (Moleong, 2006).

This research is expected to contribute to understanding the effectiveness of active learning methods in improving students' understanding of Islamic cultural history material (Fadli, 2021). The practical implications of this research can assist teachers in designing and implementing more effective and engaging learning in the context of Islamic education at MTs. Additionally, this research can provide input for curriculum development and learning strategies that are more adaptive to the needs and characteristics of students as well as the development of Islamic education in general.

RESULTS AND DISCUSSION

Profile of MTs Ma'arif NU 1 Kemranjen Banyumas

MTs Ma'arif NU 1 Kemranjen is a first-level middle school located in Banyumas Regency, Central Java Province. The school has a National School Identification Number (NPSN) of 20363428 and operates as a private institution. The complete

address of MTs Ma'arif NU 1 Kemranjen is situated at K.H. Moh. Muqri Street, RT. 02 RW. 02, Sirau Village, Kemranjen District, Banyumas Regency, Central Java Province. As a madrasah tsanawiyah (MTs), this institution prioritizes middle-level education for students aged 7 to 9 (Furoidah, n.d.).

Sirau Village, the location of MTs Ma'arif NU 1 Kemranjen, is situated within Kemranjen District, Banyumas Regency, Central Java. Kemranjen District itself is one of the districts in Banyumas Regency located in the central part of the regency. Geographically, Banyumas Regency is located in the southern part of Central Java Province, characterized by diverse cultural and economic potentials (Albar, 2023).

As a private educational institution, MTs Ma'arif NU 1 Kemranjen has autonomy in its administrative management and curriculum. However, as part of the Ma'arif NU network, the school also incorporates Islamic values, which are distinctive features of educational institutions under the auspices of Nahdlatul Ulama (NU). The educational approach adopted by MTs Ma'arif NU 1 Kemranjen is influenced by Islamic teachings that emphasize noble character, religious knowledge, and mastery of general knowledge.

In fulfilling its mission, MTs Ma'arif NU 1 Kemranjen endeavors to educate young generations who are of high quality, faithful, morally upright, and knowledgeable. The school's vision is to excel in producing Muslim generations who are accomplished and morally upright, capable of competing in the era of globalization. Efforts to achieve this vision and mission are carried out through various learning programs and extracurricular activities designed to develop students' character and competencies.

As an MTs, the curriculum implemented at MTs Ma'arif NU 1 Kemranjen adheres to the national curriculum established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). Nevertheless, the school may also develop additional curricula tailored to the needs and characteristics of students, as well as the Islamic values professed. In the learning process, MTs Ma'arif NU 1 Kemranjen also emphasizes the use of information technology as a means to enhance the effectiveness and efficiency of teaching and learning processes.

Furthermore, MTs Ma'arif NU 1 Kemranjen actively develops students' potentials through various extracurricular activities such as scouting, sports, cultural arts, and religious activities. Through these activities, it is hoped that students can develop their potentials, creativity, as well as social and leadership skills, which will be essential assets in facing future challenges. Thus, MTs Ma'arif NU 1 Kemranjen not only serves as a formal educational institution but also as a platform for shaping students' characters and fostering their holistic development.

Active Learning Method: An Epistemological Review

Active learning method is an approach in the learning process that positions students as the primary subjects in acquiring knowledge and skills (Syaparuddin et al., 2020). This approach emphasizes the active involvement of students in the learning process, involving interactions among students, teachers, and learning materials (Rosida & Suprihatin, 2024). The main objective of active learning method is to enhance students' understanding, retention, and application of knowledge through direct experiences, reflection, and collaboration (Suchayono, n.d.).

One of the main characteristics of active learning method is the active role of students in the learning process (Nur Jannah, 2019). Students are not merely passive receivers of information from teachers, but they are also actively engaged in discussions, experiments, and other learning activities. Thus, students have the opportunity to develop critical thinking, creativity, and problem-solving abilities through interaction with learning materials (Mahmudin, 2023).

Active learning method also emphasizes the use of various diverse learning strategies, such as group discussions, simulations, role-playing games, and learning projects. These strategies are designed to stimulate students' interest and motivation and facilitate deep understanding of the learning materials. Through the use of these strategies, students have the opportunity to learn actively and enjoyably, thereby enhancing the effectiveness of learning (Raehang, 2014).

Furthermore, active learning method also encourages collaboration among students in the learning process. Collaboration can occur through group discussions, collaborative projects, or other team activities. By working together in groups, students have the opportunity to exchange ideas, discuss concepts, and solve problems together. This not only enriches students' learning experiences but also fosters cooperation and interpersonal communication skills (Hidayat, 2012).

The use of technology is also an integral part of active learning method. Teachers can utilize various technologies, such as multimedia, the internet, and interactive learning software, to enhance students' engagement in the learning process. This technology can be used to present learning materials visually, conduct online discussions, or provide simulations that support understanding of concepts (Noviana et al., 2021).

It is important to note that the effectiveness of active learning method depends on the role of the teacher as a learning facilitator. Teachers play a crucial role in designing engaging and relevant learning activities, providing clear guidance, giving constructive feedback, and facilitating discussions and reflections. Additionally, teachers also need to understand students' learning needs and styles in order to adapt appropriate learning methods (Dzulfikri, n.d.).

Although active learning method has many advantages, it also presents its own

challenges. One of them is requiring more intensive time and preparation from teachers in designing and implementing interactive and diverse learning activities. Additionally, adjustments in classroom management and learning evaluation are needed to align with this approach (Amran, 2019).

Overall, active learning method is an effective approach in enhancing student engagement, understanding of concepts, and critical thinking skills. By placing students as active subjects in the learning process and adopting various innovative learning strategies, this method is able to create a motivating, interactive, and relevant learning environment for holistic student development. Therefore, it is important for teachers and educational institutions to continue developing and implementing active learning methods in efforts to improve the quality of education.

The subject of Islamic Cultural History (SKI) Grade VII

The subject of Islamic Civilization History (SKI) is one of the subjects that plays a crucial role in the curriculum of Madrasah Tsanawiyah (MTs). This subject aims to introduce students to the history of Islamic civilization and the culture that emerged and developed within it. In the context of teaching for 7th grade MTs, SKI instruction possesses specific characteristics that emphasize conceptual and applicative understanding of the taught material. An essential aspect of SKI learning for 7th grade MTs is the introduction to the beginnings of Islamic civilization and significant periods in early Islamic history. Students are introduced to the period of the life of Prophet Muhammad SAW, the Hijrah, the formation of early Muslim society, and other significant events that formed the foundations of Islamic civilization. Understanding this period is crucial for grasping the roots of values and principles in the lives of Muslims (Roza et al., 2023).

Moreover, in SKI learning for 7th grade MTs, students are also introduced to Islamic civilization during the time of the Rightly Guided Caliphs and the peak periods of the Umayyad and Abbasid Dynasties. The taught material includes significant contributions in the fields of science, arts, and culture made by Islamic civilization during those periods. Students are expected to understand how Islam had a significant impact on the development of knowledge and culture in the world in the past (Busahdiar et al., 2023).

Furthermore, in the SKI curriculum for 7th grade MTs, learning also encompasses understanding the role and contributions of Islam in the dissemination of knowledge, trade, and technological advancements during the golden age of Islam. Students are encouraged to understand the importance of Islam's role in spreading knowledge from the Middle East to Europe and North Africa. This understanding is expected to provide a deeper appreciation for the intellectual heritage of Islamic civilization (Mustofa et al., 2023).

Additionally, the SKI subject for 7th grade MTs also emphasizes understanding of moral values and ethics in religious life. Students are guided to understand how values such as justice, tolerance, and solidarity form the main foundation of Islamic civilization. Through this understanding, it is hoped that students can internalize and apply these values in their daily lives (Hidayah et al., 2022).

Furthermore, in SKI learning for 7th grade MTs, students are also introduced to the basic concepts of Islam, such as faith, worship, and noble character. This material is designed to provide a solid understanding of the fundamentals of faith and worship in Islam (Pitria & Harfiani, 2023).

In the context of SKI teaching for 7th grade MTs, the learning approach used includes various methods such as lectures, discussions, assignments, and practical activities. This approach aims to provide comprehensive and in-depth learning experiences for students so that they can develop a deep understanding of the material taught (Khaira & Zulfatmi, 2022).

Finally, the evaluation of SKI learning for 7th grade MTs is conducted through various evaluation methods such as written exams, individual or group assignments, and projects. This evaluation aims to measure students' understanding of the material taught and their ability to apply the concepts learned in real-life contexts (Hasanah, 2020).

Thus, the learning of Islamic Civilization History (SKI) for 7th grade MTs plays a crucial role in shaping students' understanding of the history of Islamic civilization, moral values and ethics in Islam, and the contributions of Islam to the development of knowledge and world culture. Through comprehensive and in-depth learning, it is hoped that students can develop a strong understanding and deep appreciation for the intellectual and cultural heritage of Islamic civilization (Jayanti, 2020).

The Implementation of Active Learning in the Subject of Islamic Cultural History (SKI) for Seventh Grade at Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs)

Discussion of the active learning process in the Islamic Cultural History (SKI) subject in the seventh grade of Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs) depicts the school's efforts in implementing student-centered learning methods to enhance their understanding and skills in comprehending Islamic history and culture. Active learning methods position students as active learning subjects in constructing knowledge through direct experiences, discussions, and reflections. The SKI subject plays a crucial role in shaping students' understanding of Islamic history and cultural richness and its relevance to contemporary life (Furoidah, n.d.).

The active learning process in the SKI subject at MTs Ma'arif NU 1 Kemranjen

encompasses several stages designed to stimulate active student participation. These stages include presenting materials in an interesting and relevant manner to students' lives, using various diverse learning resources such as textbooks, articles, videos, and digital sources, as well as arranging learning activities that allow students to discuss, collaborate, and explore independently.

One frequently used method in the SKI learning process is the lecture-discussion method. In this method, the teacher presents material briefly and engagingly, then invites students to discuss the material. Discussions are conducted openly so that each student has the opportunity to express opinions, ask questions, and share knowledge with classmates. Discussions also enable students to practice critical and analytical thinking skills in understanding the context of Islamic history and culture.

Moreover, project-based learning approaches are also applied in the SKI learning process. In this approach, students are given project tasks that require them to conduct research, analysis, and presentations on specific topics in Islamic history and culture. These projects can take the form of paper writing, poster making, drama performances, or creating digital media that allow students to explore various aspects of Islamic history and culture more deeply.

In addition to lecture-discussion and project-based learning methods, the use of interactive learning media is also an integral part of the SKI learning process. Interactive learning media such as multimedia, simulations, and educational games are used to enrich students' learning experiences and facilitate their understanding of concepts in Islamic history and culture. The use of information technology also serves as a means to broaden students' access to relevant information and learning resources.

Throughout the learning process, teachers play an active role as facilitators and guides for students. They not only deliver material but also guide students in the learning process, provide feedback, and stimulate constructive discussions. Teachers also play a role in motivating students to actively participate in learning and develop a positive attitude towards learning Islamic history and culture.

By implementing an active learning process in the SKI subject, MTs Ma'arif NU 1 Kemranjen strives to create a learning environment that stimulates students' creativity, innovation, and critical thinking abilities. Through this approach, it is hoped that students can develop a deep understanding of Islamic history and culture and comprehend the values and principles contained within them. Moreover, the active learning process also prepares students to become independent, critical, and competitive individuals in facing global challenges in the future.

The Effectiveness of Active Learning Implementation in the Subject of Islamic Cultural History (SKI) for Seventh Grade Students at Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs)

Discussion on the effectiveness of active learning processes in the subject of Islamic Cultural History (SKI) for seventh-grade students at Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs) highlights teaching strategies implemented to enhance students' understanding of Islamic history and culture. At the MTs level, SKI learning plays a crucial role in shaping students' understanding of the development of Islam as well as its impact on culture and civilization. Active learning processes encompass various methods and techniques that enable students to engage directly in the teaching and learning process.

One important aspect of active learning processes in the SKI subject is the application of contextual approaches. SKI teachers at MTs Ma'arif NU 1 Kemranjen can select relevant contexts of Islamic history and culture familiar to students' daily lives to facilitate better understanding. By linking learning materials with familiar contexts, the learning process becomes more engaging and relevant to students.

Moreover, the use of collaborative learning methods is also key to the effectiveness of the SKI learning process. Through group discussions, collaborative projects, or role-playing games, students are given the opportunity to interact with classmates in understanding concepts of Islamic history and culture. This collaboration not only enriches students' understanding but also develops their social and teamwork skills.

Emphasizing problem-based learning is also an effective strategy in SKI learning at MTs Ma'arif NU 1 Kemranjen. By presenting problems relevant to the context of Islamic history and culture, teachers can stimulate students' interest and encourage them to actively seek solutions. This problem-solving process not only sharpens students' problem-solving skills but also deepens their understanding of the learning material.

The use of technology in the learning process also enriches the effectiveness of SKI learning. By utilizing interactive learning media, documentary videos, or educational applications, teachers can expand students' access to information sources and enrich their learning experiences. Technology also allows learning to become more visual and engaging for students, thereby accelerating their understanding of complex concepts.

In the context of learning evaluation, a formative approach remains relevant in enhancing the effectiveness of SKI learning. Through continuous formative assessment, teachers can identify students' difficulties in understanding learning materials and provide appropriate feedback to help them overcome these obstacles. Thus, the learning process focuses not only on achieving final results but also on

continuous learning processes.

Furthermore, SKI learning can also be enriched through the use of diverse learning resources, including textbooks, articles, journals, and digital sources. By presenting various sources of information, teachers can broaden students' insights into Islamic history and culture and build their literacy skills. Additionally, visits to historical sites or meetings with Islamic history and culture experts can also provide valuable learning experiences for students.

The importance of student engagement in the SKI learning process is also reflected through the use of various creative techniques such as dramatization, role-play, or historical simulations. Through these techniques, students can experience firsthand various events in Islamic history and culture, thereby deepening their understanding and increasing their engagement in learning.

Parental involvement in supporting the SKI learning process is also a crucial factor in enhancing learning effectiveness. By involving parents in discussions about learning materials, teachers can create a holistic learning environment that integrates school and home. Open communication among the school, teachers, and parents can strengthen support for student learning and motivate them to achieve better results.

Overall, the effectiveness of active learning processes in the subject of Islamic Cultural History (SKI) for seventh-grade students at Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs) is reflected through a variety of integrated and student-oriented learning strategies. By combining contextual, collaborative, problem-based, technological, formative evaluation, diverse learning resources, creative techniques, and parental involvement, the SKI learning process becomes more engaging, relevant, and effective in building students' understanding of Islamic history and culture.

CONCLUSION

This article presents an in-depth discussion regarding the implementation of active learning methods in the subject of Islamic Cultural History (SKI) at the seventh-grade level of Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs). This discussion focuses on how active learning methods can be effectively applied in the context of SKI education at the MTs.

Firstly, the article outlines the importance of implementing active learning methods to enhance the quality of education, especially in subjects like SKI, which entail complexities in understanding Islamic history and culture. The application of active learning methods is expected to increase students' active engagement in the teaching and learning process, thereby strengthening their understanding of the historical and cultural concepts of Islam being taught.

Furthermore, the article presents various active learning methods that can be

applied in SKI education at MTs Ma'arif NU 1 Kemranjen. Some of the methods discussed include cooperative learning, group discussions, simulations, role-playing games, and the integration of technology in education. By utilizing these diverse methods, it is hoped that students can actively engage in comprehending SKI content and gain a deeper understanding.

Additionally, the article also discusses the benefits and challenges of implementing active learning methods in SKI education. The benefits include increased student motivation, the development of social skills, and the reinforcement of conceptual understanding. However, on the flip side, challenges such as adequate preparation of materials and methods, as well as effective time management during lessons, are noted.

In conclusion, the article suggests that the implementation of active learning methods in SKI education at MTs Ma'arif NU 1 Kemranjen has the potential to enhance the quality of education and students' understanding of Islamic history and culture. However, achieving this requires the commitment and skills of teachers in designing and implementing student-engaging learning experiences. Thus, the article provides valuable contributions to the efforts aimed at improving the quality of SKI education at the MTs level.

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