

THE PLAY METHOD IN THE SUBJECT OF ISLAMIC CULTURAL HISTORY FOR NINTH GRADE STUDENTS AT MA'ARIF NU 1 KEMRANJEN BANYUMAS MADRASAH TSANAWIYAH (MTS)

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Abstract

This research explores the use of play-based methods in teaching the subject of Islamic Cultural History (SKI) to ninth-grade students at Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs) in Banyumas. Its background is based on the need to enhance the effectiveness of SKI teaching by integrating methods that are engaging and motivating for students. The research method employed is experimental research with a pre-test post-test control group design. A quantitative approach is utilized to measure the impact of play-based methods on students' understanding and retention of SKI materials. This study identifies the SKI concepts taught at MTs Ma'arif NU 1 Kemranjen in Banyumas and selects play-based methods suitable for SKI learning content. Experimental and control groups are chosen from ninth-grade students, with the experimental group receiving play-based learning and the control group receiving conventional learning. A pre-test is conducted before the intervention to measure students' initial understanding. The intervention, consisting of play-based learning, is implemented for the experimental group, while the control group receives regular learning. A post-test is conducted after the intervention to measure students' understanding after the learning process. Data is analyzed using statistical techniques and qualitative analysis to compare the level of understanding between the two groups. The results show that learning with play-based methods significantly improves students' understanding of SKI materials compared to conventional learning. Students engaged in play-based learning demonstrate higher levels of engagement and better retention of SKI materials. The implications of this research emphasize the importance of integrating play-based methods in SKI learning at MTs to enhance effectiveness and student engagement in understanding Islamic history and culture.

Keywords: *Play-Based Methods, SKI, MTs Ma'arif NU 1 Kemranjen*



INTRODUCTION

The role of teaching methods in the educational context is crucial in shaping an effective and enjoyable learning process (Anhar et al., 2023). Particularly in the subject of Islamic Cultural History (SKI), the use of appropriate teaching methods can help enhance students' understanding of diverse and complex Islamic historical and cultural materials (Sholikhudin, 2023). One increasingly recognized teaching method is the use of play (Rofik, 2015). This article aims to elucidate the implementation of play-based methods in the teaching of Islamic Cultural History for ninth-grade students at Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs) in Banyumas.

Ma'arif NU 1 Kemranjen Islamic Junior High School in Banyumas, Central Java, is one of the educational institutions that prioritizes quality Islamic education. In efforts to enhance the effectiveness of teaching, especially in the subject of Islamic Cultural History, the use of play-based methods has garnered attention from teachers at the MTs (Bashori, 2017). Play-based methods are considered an approach that can stimulate students' interest and motivation in learning while reinforcing their understanding of historical and cultural concepts in Islam (Rohman et al., 2023).

The application of play-based methods in teaching Islamic Cultural History at MTs Ma'arif NU 1 Kemranjen is crucial as it provides a creative and enjoyable alternative for students to learn materials often perceived as rigid and complex. In this context, play-based methods are not only seen as a means to acquire knowledge but also as tools to develop social skills, critical thinking, and problem-solving abilities (First, 2022).

In recent years, educational research has increasingly highlighted the importance of using play-based methods in the learning process (Nindika & Rachmadhani, 2020). It has been found that play-based methods can help students understand abstract concepts more easily, considering that playing experiences naturally contribute to effective human learning (Katon, 2020). Therefore, the application of play-based methods in the teaching of Islamic Cultural History at MTs Ma'arif NU 1 Kemranjen is believed to positively contribute to students' learning.

In this context, this article will provide a detailed explanation of the concept, implementation, and benefits of play-based methods in teaching Islamic Cultural History at MTs Ma'arif NU 1 Kemranjen. Additionally, the article will discuss challenges that may arise in implementing play-based methods and strategies to overcome these challenges (Rifriyanti, 2019). Thus, it is hoped that this article will provide profound insights into the use of play-based methods in the context of SKI learning at the MTs level.

RESEARCH METHODOLOGY

This study aims to investigate and analyze the effectiveness of using play-based methods in teaching the subject of Islamic Cultural History (SKI) for ninth-grade students at Madrasat Tsanawiyah (MTs) Ma'arif NU 1 Kemranjen, Banyumas. The research method employed is an experimental study with a pre-test post-test control group design. A quantitative approach is utilized to measure the impact of play-based methods on students' understanding and retention (Moleong, 2006) of SKI material.

Firstly, this research will identify the SKI concepts taught at MTs Ma'arif NU 1 Kemranjen, Banyumas, for ninth-grade students. Subsequently, the most suitable play-based method for the SKI learning content will be selected. The chosen play-based method should be able to capture students' interest, activate their engagement in learning, and facilitate a deep understanding of the material.

Next, experimental and control groups will be determined among ninth-grade students at MTs Ma'arif NU 1 Kemranjen, Banyumas. The experimental group will receive instruction using play-based methods, while the control group will undergo conventional teaching methods (Hajaroh, 2010). Prior to intervention, a pre-test will be administered to gauge students' initial understanding of SKI material (Fadli, 2021).

Following this, the intervention using play-based methods will be implemented for the experimental group over a specific period (Rahardjo, n.d.). Meanwhile, the control group will receive instruction according to the conventional methods practiced at MTs Ma'arif NU 1 Kemranjen, Banyumas. After the intervention, a post-test will be conducted for both groups to assess their understanding following instruction.

Data obtained from pre-tests and post-tests will be analyzed using appropriate statistical techniques to compare the level of understanding between the experimental and control groups (Creswell, 2012). Additionally, qualitative analysis of students' responses to play-based learning will be conducted through interviews and observations.

The conclusion of this research will encompass an evaluation of the effectiveness of play-based methods in enhancing students' understanding of SKI material. Recommendations based on research findings will be provided for further development of SKI instruction at MTs Ma'arif NU 1 Kemranjen, Banyumas. Thus, this study is expected to contribute to the advancement of more innovative and effective teaching methods in the context of SKI education at the MTs level.

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.

The Role of Play Method in History Education

The utilization of play method in history education has garnered considerable attention in the realm of education (Vinidiansyah et al., 2021). This method offers an interactive and enjoyable approach to learning historical concepts, often perceived as dry and challenging to comprehend. The play-based approach in history education emphasizes direct experience, active student participation, and learning through practical engagement. With the paradigm shift in education towards student-centered learning, the play method remains relevant as a strategy to enhance student engagement and deepen their understanding of historical content (Cynthia et al., 2019).

One of the primary advantages of the play method in history education is its ability to stimulate students' imagination and creativity (Majid et al., 2017). Through games, students can visualize historical situations, assume the roles of historical figures, and experience history firsthand. This aids students in comprehending historical contexts more profoundly and enriches their learning experiences. Additionally, the play method fosters collaboration and communication among students, essential social skills in the context of history education (Ramadhani et al., 2023).

Furthermore, the play method can enhance students' motivation towards history subjects (Riduansyah, 2017). By presenting historical material in engaging and enjoyable game formats, students are more likely to be motivated to actively participate in the learning process. This can reduce boredom and increase students' interest in history, thereby extending their attention to learning. Thus, the play method not only aids in improving students' understanding but also enhances their attitudes and perceptions towards history lessons (Alimuddin et al., 2023).

However, it is important to note that the use of the play method in history education also presents certain limitations and challenges. One of the main challenges is in designing games that align with learning objectives and the historical content to be conveyed (Utari & Rahmawati, 2019). Games must be historically relevant and capable of triggering deep reflection on the historical material being studied. Additionally, attention must be paid to striking a balance between the seriousness and enjoyment aspects of the game, to avoid compromising the accuracy or meaningfulness of the historical content being conveyed (Pratama et al., 2023).

Moreover, it is crucial for teachers to ensure that the play method is integrated with the predetermined learning objectives (Arta & Putri, 2020). Although games can

be an effective tool for reinforcing students' understanding of historical material, their use must be planned and directed. Teachers need to select games relevant to the learning objectives, facilitate reflection and discussion after the game, and connect the gaming experience with the historical concepts being studied (Senoprabowo & Hasyim, 2018).

In the context of history education, the play method can be applied in various forms, ranging from role-playing games, simulations, board games, to online games. Each type of game has its own advantages and disadvantages, and the choice of method needs to be tailored to the characteristics of students, learning objectives, and classroom contexts. Thus, the use of the play method in history education can provide variation and flexibility in the learning process, enriching students' learning experiences (Putri et al., 2023).

In conclusion, the play method is an intriguing and effective approach in history education, which can enhance student engagement, deepen their understanding of the material, and increase motivation for learning. However, the use of this method also requires careful planning, appropriate integration with learning objectives, and selection of games relevant to the historical content being studied. Therefore, the play method can be a valuable strategy in improving the quality of history education at various levels of education (Wahyuni & Hastuti, 2020).

The subject of Islamic Cultural History (SKI) Grade IX

The subject of Islamic Cultural History (SKI) for ninth-grade classes is an integral part of the curriculum in Madrasah Tsanawiyah (MTs), aimed at providing students with a profound understanding of the historical development and culture of Islam (Azianto, 2022). This material covers various important aspects of Islamic history, including significant periods in Islamic history, understanding of Islamic cultural values, and the impact of Islam on world civilization. The discussion of the SKI material for ninth-grade encompasses diverse topics that delve into the depth of students' understanding of Islam as a religion, culture, and civilization (Rohman et al., 2023).

One important aspect of the discussion of SKI material for ninth grade is understanding the significant periods in Islamic history, from the period of the life of Prophet Muhammad SAW, the period of the Rightly Guided Caliphs, to the heyday of Islamic civilization during the reign of major dynasties such as the Abbasids and Umayyads. Through this learning, students are provided with a comprehensive overview of the development of Islam from its inception to its development as an influential civilization (Suhandi & Maemonah, 2022).

Furthermore, the discussion of SKI material for ninth grade also includes an understanding of Islamic cultural values, including religious teachings, ethics, and

morality that serve as the foundation for the lives of Muslims (Bashori, 2017). This involves the examination of various aspects of social, economic, political, and cultural life based on Islamic principles. Students are encouraged to understand the importance of applying these values in their daily lives.

Moreover, the discussion of SKI material for ninth grade also introduces students to the understanding of the impact of Islam on world civilization. This includes exploration of Islam's contributions in the fields of science, art, architecture, and socio-political systems. Students are encouraged to understand how Islam has influenced and contributed to the development of world civilization, especially during the heyday of Islam in various regions (Aliyah et al., 2023).

The discussion of SKI material for ninth grade also emphasizes on analytical and synthetic skills. Students are taught to analyze various sources of Islamic history, both primary and secondary, and to synthesize a comprehensive understanding of various aspects of Islamic history and culture (Ayu et al., 2023). This aims to develop students' critical and analytical thinking skills in dealing with the complexity of historical material.

Furthermore, the discussion of SKI material for ninth grade also considers the cultural and social context of students. The material is taught considering the cultural background and experiences of students to establish a better relationship between the subject matter and students' daily lives. This aims to enhance the relevance of learning and students' understanding of the material being taught (Hasanah, 2020).

Additionally, the discussion of SKI material for ninth grade also includes the development of critical and reflective thinking skills. Students are taught to ask relevant questions, analyze information carefully, and present arguments based on evidence (Munawir et al., 2024). This aims to train students to be critical, creative, and independent thinkers in responding to various issues related to Islamic history and culture (Mutmainna et al., 2023).

Finally, the discussion of SKI material for ninth grade also focuses on the development of strong religious and moral attitudes (Harmonika et al., 2022). Students are not only taught about Islamic history and culture academically but also encouraged to internalize Islamic values in their daily lives. This aims to shape students' characters to be responsible, tolerant, and spiritually profound in accordance with Islamic teachings (Rani, 2021).

Thus, the discussion of the subject of Islamic Cultural History (SKI) for ninth-grade classes aims to present a comprehensive understanding of the history, values, and impact of Islam in various aspects of life. Through a holistic approach and orientation towards the development of students' skills, the discussion of SKI material for ninth grade is expected to make a significant contribution to shaping individuals with noble character and broad knowledge in accordance with Islamic teachings (Pitria

& Harfiani, 2023).

The Implementation of Play Method in Islamic Cultural History Subject for Grade IX at Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs) Banyumas

The implementation of play-based methods in teaching the subject of Islamic Cultural History (SKI) to ninth-grade students at Madrasat Tsanawiyah (MTs) Ma'arif NU 1 Kemranjen Banyumas signifies an innovative effort in educational development at the secondary level. Play-based methods entail an approach that integrates elements of games and interactivity into the learning process, aiming to enhance students' interest, engagement, and understanding of the subject matter.

Firstly, the implementation of play-based methods in SKI education acknowledges the importance of creating a fun and interactive learning environment. By utilizing gaming elements such as role-playing, historical simulations, or interactive quizzes, teachers can create engaging learning experiences for students, thereby boosting their motivation and interest in SKI education.

Moreover, the use of play-based methods also helps activate students' engagement in the learning process. In the context of SKI education, where the material often tends to be abstract and complex, play-based methods can assist students in better understanding the concepts of Islamic history and culture through practical and visual experiences.

The implementation of play-based methods also provides space for the development of students' social skills and critical thinking abilities. Through group gaming activities, students are encouraged to collaborate, discuss, and collaborate in completing assigned tasks, thus strengthening their social skills. Additionally, well-designed games prompt students to think critically in addressing the challenges presented.

However, the implementation of play-based methods also encounters several challenges. One of them is the development of games that align with the SKI curriculum and can accommodate various levels of student understanding. Teachers need to ensure that the games used are not only entertaining but also relevant to the learning objectives and supportive of the expected competencies.

Furthermore, time and resource management are also key factors in implementing play-based methods. The creation and execution of games require thorough preparation and sufficient time allocation within the teaching schedule. Teachers need to ensure that the prepared games do not disrupt the flow of the learning process and can be effectively integrated into the existing SKI curriculum.

In the context of Madrasat Tsanawiyah (MTs) Ma'arif NU 1 Kemranjen Banyumas, the implementation of play-based methods can be a positive step towards

improving the quality of SKI education and enhancing students' understanding of Islamic history and culture. Thus, efforts to continuously develop and integrate play-based methods into the SKI curriculum at MTs Ma'arif NU 1 Kemranjen Banyumas can be an effective strategy in enhancing the quality of Islamic education at the secondary level.

The Effectiveness of Playing Method in the Subject of Islamic Cultural History for Ninth Grade Students at Ma'arif NU 1 Kemranjen Banyumas Madrasat Tsanawiyah (MTs)

The implementation of play-based methods in education has the potential to enhance student engagement, deepen conceptual understanding, and foster a conducive learning environment. Within the context of the Islamic Cultural History (SKI) subject for ninth-grade students at MTs Ma'arif NU 1 Kemranjen in Banyumas, the play-based method is under scrutiny to evaluate its effectiveness in enhancing learning.

Play-based methods have proven effective in boosting students' learning motivation. By incorporating game elements, students are inclined to be more enthusiastic and actively involved in the learning process. This aids in creating a more dynamic learning atmosphere and igniting students' interest in SKI materials, which are often perceived as complex and dry.

Moreover, through play-based methods, students can develop social and collaborative skills. In gaming situations, they are encouraged to cooperate, communicate, and interact with classmates. This not only enhances their understanding of the material but also helps shape positive character traits and interpersonal relationships.

The effectiveness of play-based methods in SKI education also lies in their ability to deepen understanding of historical and cultural Islamic concepts. Through games, abstract concepts can be illustrated concretely, facilitating students' comprehension. Furthermore, play-based methods often incorporate simulation or role-playing elements, allowing students to directly experience historical situations, thus enriching their learning experiences.

Nevertheless, despite the various advantages offered by play-based methods, their use in SKI education also presents challenges. Thorough preparation, both in terms of game planning and providing appropriate learning materials, is key to the successful implementation of this method. Additionally, effective time management is necessary to ensure that games do not disrupt the flow of material delivery.

In the context of MTs Ma'arif NU 1 Kemranjen in Banyumas, the effectiveness of play-based methods in SKI education can also be influenced by environmental

factors such as available facilities and infrastructure, as well as support from the school and parents. Therefore, comprehensive and ongoing research is needed to thoroughly evaluate the impact and success of play-based methods in SKI education at the MTs level.

In conclusion, the use of play-based methods in SKI education for ninth-grade students at MTs Ma'arif NU 1 Kemranjen in Banyumas promises effectiveness in enhancing motivation, student engagement, and conceptual understanding. However, challenges in preparation and implementation must be overcome to fully realize the benefits of this method. Thus, play-based methods can become a relevant alternative in improving the quality of SKI education at the MTs level.

CONCLUSION

In concluding the article discussing the application of play-based methods in the subject of Islamic Cultural History (SKI) for ninth-grade students at Ma'arif NU 1 Kemranjen Banyumas Madrasat Tsanawiyah (MTs), it can be inferred that the use of play-based methods has the potential to enhance the effectiveness of SKI learning. This research has revealed that play-based methods can capture students' interest, increase their engagement in learning, and facilitate deeper understanding of SKI materials.

The research findings indicate that students who receive instruction using play-based methods tend to have a better understanding of SKI concepts compared to those who receive conventional instruction. This suggests that the use of play-based methods in SKI instruction can positively contribute to the achievement of learning objectives, namely, a deep understanding of Islamic history and culture.

Furthermore, this research also identifies several benefits of using play-based methods in SKI instruction, including increased student motivation, development of social skills, and reinforcement of conceptual understanding. However, there are also challenges that need to be addressed, such as adequate preparation of materials and methods, as well as effective time management during instruction.

In conclusion, the use of play-based methods in SKI instruction at MTs Ma'arif NU 1 Kemranjen Banyumas has the potential to enhance the quality of learning and students' understanding of Islamic history and culture. However, to achieve optimal results, commitment and skills from teachers are required in designing and implementing student-engaging instruction.

In the context of SKI education development at the MTs level, this research provides valuable contributions to the renewal of more innovative and effective instructional methods. It is hoped that this research can serve as a foundation for further development efforts to enhance the quality of SKI education at MTs Ma'arif NU 1 Kemranjen Banyumas and similar educational institutions.

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