

# CHAPTER I

## INTRODUCTION

### A. Background of Study

The Law Number 20 of 2003 concerning the National Education System, Article 1, Paragraph 1, states, "Education is a conscious and planned effort to create a learning atmosphere and process so that learners actively develop their potential to have spiritual strength, control over themselves, personalities, intelligence, noble character, and skills needed for themselves, society, nation, and state." <sup>1</sup> Thus, education is planned effort conducted by the government to make its citizens intelligent and morally upright by creating an active learning environment.

The purpose of national education is to enhance the faith and noble moral of learners. Simply put, in education, learners as input undergo interactions with the curriculum, educational personal, teaching materials, and adequate facilities in the learning process.

The world today is inseparable from technology, including in education, which is undergoing a transformation toward Society 5.0. School digitalization has become a priority for the Ministry of Education and Culture, although there are challenges in understanding digital education transformation. It is important for teachers to have the skills to use technology to enhance learning efficiency.<sup>2</sup>

Education itself has a very long process and will take place continuously at the same time with social and cultural changes in society from time to time, so it can be

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<sup>1</sup> Undang Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (2003).

<sup>2</sup> Cecep Sobar rochmat, *AIED (Artificial Intelligence in Education): Opportunities and Challenges in Improving Learning Efficiency in the Era of Society 5.0*, (PROGRESIVA: jurnal pemikiran dan pendidikan islam 3 no 1 2024) p. 92

said that education occupies a high position very important in life social. Remembering the meaning and importance of internal education in human life.<sup>3</sup>

One proof of education is teaching, where teaching refers to the effort of interaction between a teacher and a student or between individuals. Teaching can take place anywhere, both in and outside of school. It is one of the efforts to educate the nation. Teaching in schools is an effective alternative to conveying cultural and religious values. With the rapid advancement of technology and the vulnerability of information flow, which may not always be accurate, religious values can be overlooked in societal life. This is why teaching in schools is crucial, with schools expected to act as facilitators in assisting the government in realizing the national education as intended.<sup>4</sup>

Islamic education aims to create well-rounded individuals from various aspects. Thus, education in Islam is considered comprehensive as it encompasses the intellectual, spiritual, and physical dimensions of a person. The outcomes of Islamic education include individuals who possess emotional and intellectual intelligence, have skills relevant to modern demands, and uphold morals based on Islamic values.<sup>5</sup>

Efforts to realize cultural and historical values in schools can be achieved through the study of the subject Islamic Cultural History (SKI). SKI can be considered a challenge in learning because it is often perceived as a boring and less popular subject. Therefore, in SKI teaching, it is the duty of teachers to increase student engagement. This can be done by selecting appropriate and engaging teaching methods, models, or media to prevent students from feeling bored and disinterested.

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<sup>3</sup> Cecep Sobar Rohmat dkk, *Analisis Penunjang Materi Agama Islam Menggunakan pengantar Bahasa Arab dan Inggris (Studi Kasus Pengalaman di Pondok Modern Baitussalam)*, (FORDETAK: Seminar Nasional Pendidikan: Inovasi Pendidikan di Era Society 5.0 E-ISSN: 2828-7312) p. 317.

<sup>4</sup> Denny Kodrat, *Urgensi Perubahan Pola Pikir Dalam Membangun Pendidikan Bermutu*, (Jurnal Kajian Peradaban Islam 2, No. 1 2019), p. 5.

<sup>5</sup> Cecep Sobar Rochmat dkk, *The Quality of Education from Islamic Perspective Analysis of The Merdeka Belajar Curriculum in Facing The Society 5.0 Era*, (jurnal tarbiyatuna 14, 1 2023) p. 78

The use of instructional media is one teaching method to create a more fluid lively classroom environment and to facilitate teaching processes to make the conveyed messages clearer. Instructional media serve as tools that bridge or mediate information from teachers to students, aiming to stimulate students to fully and meaningfully engage in learning.<sup>6</sup> One media that can be used as a tool for studying Islamic cultural history is visual media in the form of a lapbook.

Lapbook instructional media presents simplified and systematic material, which is expected to encourage students to deepen their understanding. In a lapbook, there are interactive spaces for images, stories, graphics, timelines, and anything that can be creatively attached to a colored folder.<sup>7</sup>

On 15 May, 2024, researchers conducted observations at MI PSM Gedoro and interviewed Mr. Khoirul Anwar S.Pd., the sixth-grade teacher. Several factors contributing to the low learning results in the Learning Islamic Cultural History subject for sixth grade were identified:

1. Learning the Islamic Cultural History subject is mostly composed of stories and numerous names of figures, which makes students less enthusiastic about learning because remembering the names of figures is perceived as difficult
2. Teaching methods are monotonous and uninteresting, as only lecture-based methods are used
3. Lack of facilities for students to study the Learning Islamic Cultural History subject.
4. Decrease in student grades compared to previous results.

The researcher observed the learning results of sixth-grade students at MI PSM Gedoro in the subject of Islamic Education (SKI). The results showed that students'

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<sup>6</sup> Muhammad Hasan, dkk, *Media Pembelajaran*, (klaten:Tahta Media Group, 2021), p. 34.

<sup>7</sup> Lilis Suryani, *Menumbuhkan Jiwa Nasionalisme Anak Usia Dini Melalui Kegiatan Bermain Dengan Media Lapbook*, (Jurnal Ilmiah Potensia, No 9 2024) p. 89

grades were far below the school's expected goals. This can be seen from the average scores of students in SKI for the academic year 2023-2024, where the majority of sixth-grade students received scores of 60 or < 75, amounting to 78% of the total students. This indicates that the scores did not reach the Minimum Mastery Criteria (KKM), which is >75. Therefore, an innovation is needed for teaching SKI. One such innovation is the use of lapbook learning media.

Therefore, the researcher proposes a solution in the form of using innovative and engaging instructional media to teach Islamic Cultural History. One of the suggested Media is lapbook instructional media.

Based on the above description, the researcher is interested in conducting study titled **Application of the Lapbook Media in Improving Student's Activeness and Learning Result of Sixth-Grade Students of MI PSM Gedoro on Subject of Islamic Cultural History in the School Year 2024 - 2025**. With the use of lapbook instructional media, it is hoped that students can easily learn the Learning Islamic Cultural History subject and actively participate in the learning process.

### **B. Problem Statement**

1. How does the application of Lapbook media improve the student's activeness in learning the Islamic Cultural History subject for sixth-grade students at MI PSM Gedoro?
2. How does the application of Lapbook media improve the learning results in learning the Islamic Cultural History subject for sixth-grade students at MI PSM Gedoro?

### **C. Purpose of Study**

To explore the application lapbook:

1. Improving student's activeness in Islamic Cultural History subject with the application of Lapbook Media.
2. Improving student's learning result in Islamic Cultural History subject with the application of Lapbook Media.

#### **D. Significance of Study**

##### 1. Theoretical Benefits

Theoretically, the results of this research are expected to enhance understanding and enrich the scholarly knowledge regarding the implementation of Lapbook instructional media in the Learning Islamic Cultural History subject at the elementary school level.

##### 2. Practical Benefits

###### a. For Teachers

This research is expected to serve as a means to evaluate ongoing programs and provide feedback on the use of Lapbook instructional media in the Learning Islamic Cultural History subject at the elementary school level.

###### b. For School

Through this research, contributions are anticipated towards improving the learning process and enhancing students' achievements in the Learning Islamic Cultural History subject, thereby benefiting the school.

###### c. For Researchers as Prospective Educators

This research is expected to broaden the researchers' insights, knowledge, and experiences, benefiting both the researchers themselves and interested readers.

#### **E. Writing Systematic**

This research is structured into five discussion chapters as a reference for systematic thinking. The systematic discussion framework is as follows:

CHAPTER I: Introduction, which contains the background, problem limitation, problem formulation, objectives, and uses of research and systematic discussion.

CHAPTER II: The theoretical foundation consists of the concept of Lapbook media learning, learning results, students' activeness, and the concept of Islamic Cultural History Subject, as well as the research hypothesis.

CHAPTER III: Research methodology, which consists of the type of research, place and time of study, research subjects, research procedures, data sources, data collection techniques and data analysis, and aspects of learning result.

CHAPTER IV: Research results and discussion, description of the area, description of results, and discussion of research results.

CHAPTER V: Clousure, conclusions, and suggestions.

