

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Education in general means a life process in developing each individual to be able to live and continue life. So being an educated person is very important. Humans are educated to become useful people for the State, Nusa and Nation. Education is the most important thing in human life, this means that every Indonesian human being has the right to get it and is expected to always develop in it, education will never end.¹

Education is the path taken to achieve educational goals. This path plays a crucial role in determining whether the objectives will be successfully reached or lead to failure. The primary goal of education is to prepare individuals to possess noble character, be able to live in society, and be ready to compete in facing global challenges.²

As the purpose of national education has been stated in the opening of the 1945 Constitution, the 4th paragraph is to educate the nation's life.³ Intelligence is often a reference for every agency in the world of education. Thus, education is a planned effort made by the government to make its citizens intelligent and noble by creating an active learning atmosphere.

The definition of education according to Islam is the main education in shaping the human person to have a more directed nature. Islamic education is very instrumental in shaping human personality in relating, behaving, acting, and thinking. Education is taught initially at home, then continued to schools, madrasas, and boarding schools.⁴

¹ Yayan Alpian et al., "Pentingnya Pendidikan Bagi Manusia," *Jurnal Buana Pengabdian* 1, no. 1 (August 15, 2019): 66–72, <https://doi.org/10.36805/jurnalbuanapengabdian.v1i1.581>.

² Cecep Sobar Rochmat et al., "Pendampingan Proyek Pohon Literasi Al-Qur'an Integratif untuk Meningkatkan Kompetensi, Literasi, dan Karakter Siswa SDN Ngrayudan" 3 (2024).

³ Cecep Sobar Rochmat, Syifa Rizki Sholihah, and Shofia Niswah Qonita, "Forming Critical Character With Higher Order Thinking Skill (HOTS) Based Learning Assessment in Islamic Religious Education Subjects," *Educan : Jurnal Pendidikan Islam* 6, no. 2 (August 2, 2022): hlm.237,

⁴ Wawan Wahyudin, Eneng Muslihah, and Nana Suryapermana, "Pengertian, Ruang Lingkup Manajemen, dan Kepemimpinan Pendidikan Islam," n.d., hlm.112.

A conscious effort to improve problems in the world of education by re-realizing cultural values and Islamic history through schools in the subject of Islamic Cultural History (SKI). However, learning Islamic Cultural History in Madrasahs properly must be oriented, meaningful and relevant to the times. Teachers make programmed activities in instructional design, thus making students learn actively which emphasizes the provision of learning resources. Apart from that, it is also necessary to understand that learning does not work well without using methods in accordance with the material being taught. Islamic cultural history learning is currently not running as it should, this is evidenced by the learning outcomes of students in Islamic cultural history subjects, most of which are still at the Minimum Mastery Criteria (KKM) limit.⁵

Learning media can serve as a learning tool. The snakes and ladders game can be used as a fun learning media for students. Students will tend to be interested in following the learning process. In this case, the teacher acts as a facilitator for students. Students who are active in the snakes and ladders game can find their own concept of the material being studied, because the method in the snakes and ladders game is combined with group discussions.⁶

On August 8, 2024, researchers made observations at MIN 14 Ngawi via WhatsApp and interviewed Danang Francisca Yudhi Kosala, S.Pd.I, a fifth grade teacher because he is the longest-serving teacher who teaches Islamic cultural history. the following are some of the factors that cause low learning outcomes in Islamic Cultural History subjects for grade VI students:

1. Teaching methods are monotonous and uninteresting, as only lecture-based methods are used
2. Lack of facilities for students to study the learning Islamic Cultural History subject.

⁵ Abdul Haris Hasmar, "Problematika Pembelajaran Sejarah Kebudayaan Islam Di Madrasah," *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 10, no. 1 (May 3, 2020): hlm.17,

⁶ Rifqi Fatihatul Karimah and Daru Wahyuningsih, "Pengembangan Media Pembelajaran Ular Tangga Fisika Untuk Siswa Smp/Mts Kelas Viii 1)," n.d., hlm.7.

3. Decrease in student grades compared to improve results.

The results of researchers' observations at MIN 14 Ngawi in the subject of Islamic cultural history show that student scores are still below school goals. This is evident from the average student score in the SKI subject in the 2023-2024 school year, where of the 18 students the majority of them get a score of 40 or <60, which is 75% of students. This proves that children's understanding of Islamic cultural history lessons, history because they get the minimum criteria (KKM), which is > 78. So it really needs to be improved and interesting media is needed, one of the media that researchers offer is historical snakes and ladders media.⁷

The researcher chose the subject of Islamic cultural history because it encompasses the development of values, traditions, and cultural practices that have emerged from Islamic teachings. Studying Islamic cultural history is important as it provides a deeper understanding of Islam's contributions to world civilization, including in fields such as art, science, and philosophy. Sources for exploring this topic include history books and academic articles that discuss the evolution of Islamic culture.

Additionally, the researcher selected the snake and ladder game as a teaching tool for history. This media was chosen because previous research has shown that the snake and ladder game can significantly improve student learning outcomes. By using this media, students can learn history in an interactive and enjoyable way, which can enhance their motivation and understanding of the material. Further information on the effectiveness of snake and ladder media in education can be found in educational journals that explore various active learning techniques.

Thus, the choice of Islamic cultural history and the snake and ladder game aims to enhance students' understanding and engagement in learning.

Therefore, the researcher suggests using creative and interesting learning

⁷ francisca kosala, latar belakang pembelajaran sejarah kebudayaan islam di MIN 14 Ngawi, July 8, 2024, Observation 1.

media to improve students' understanding in Islamic Cultural History lessons. One of the proposed media is a history-based snakes and ladders game.

Based on the above description, the researcher is interested in conducting a study titled **THE APPLICATION OF HISTORY SNACKS AND LADDERS MEDIA IN IMPROVING STUDENT ACTIVENESS AND LEARNING RESULT OF SIXTH- GRADE STUDENTS MIN 14 NGAWI ON SUBJECT ISLAMIC CULTURAL HISTORY IN THE ACADEMIC YEAR 2024 - 2025.**" With the use of instructional history snakes and ladders media, it is hoped that students can easily learn the Learning Islamic Cultural History subject and actively participate in the learning process.

B. PROBLEM FORMULATION

1. How does the application of history snakes and ladders media improve student activeness in the Learning Islamic Cultural History subject for sixth-grade students at MIN 14 Ngawi?
2. How does the application of history snakes and ladders media improve learning results in the Learning Islamic Cultural History subject for sixth-grade students at MI MIN 14 Ngawi?

C. PURPOSE OF THE STUDY

1. Improving student activeness in the Islamic Cultural History subject with the application of history snakes and ladders media Media.
2. Improving student Learning Result in the Islamic Cultural History subject with the application of history snakes and ladders 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 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 history snacks and ladders 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. SYSTEMATIZATION OF THE WRITING

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

- a) Chapter One is the introduction, which provides an overview of the research content consisting of background of the study, problem statements, puporse of the study, significance of the study and writing systematic.
- b) Chapter Two is the Theoretical Framework and review of previous related research findings, which contains theories related to the research, and hypothesis research.
- c) Chapter Three is the research methodology consisting of research, place and time of research, research subject, research procedures, data sources, data collection Techniques and data analysis, and aspect of learning result.
- d) Chapter Four is the research results, which include a description of the area, description of result and discussion of research result.

- e) Chapter Five is the conclusion, which contains closing, conclusions and suggestion.

