

CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

Humans are created with the inherent nature to learn and learn. Learning has evolved from before humans are born until they can breathe and live their current lives. The word education is no longer familiar to the ears, because all living humans certainly need education so that the direction of life is realized and can eliminate ignorance from someone who knows nothing to knowing everything, from the small to the large.

In the Qur'an, the existence of children is categorized into several types; this category is formed by several factors, starting with environmental care, educational patterns, and so on.¹ Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.²

We as the educator and teacher also obliged to teach them basic worship as well as various praiseworthy values, such as teaching prayer. As the basic and main worship, teaching them and providing knowledge about the history and the glorious times of Islam, as well as who the Prophet Muhammad SAW is, the main figure and beloved of Allah. The goal is for student to understand where they come from and where they really are.³ And the Education can called by learning successfull if the education can being meaning full for the student.

Learning success is influenced by various factors, including the teacher's factor in carrying out learning. For this reason, in carrying out learning, teachers must stand on certain principles. Dimiyati and Mudjiono (1994) suggest that there are seven principles of learning: attention and

¹ Azizah Hefni, *mendidik ala rasullalah*, (Jakarta Selatan: qultum media, 2018), p. 3

² Moh suardi, *pengantar Pendidikan teori dan aplikasi*, (Jakarta: PT Indeks, 2012). P.71.

³ *Ibid.*, p. 3

motivation, activeness, direct or experienced involvement, repetition, challenge, reversal and reinforcement, and individual differences.⁴ Thus can also be reviewed from the learning process and learning outcomes.⁵

So, it can be said that a good teacher is a teacher who can deliver students successfully in the learning process. Teachers can use various techniques, such as observing student activity in learning individually or in groups, to find out information about the success of one's learning process.

Learning activities involve more than one group or student. Teachers must also organise conditions that can activate students' learning because, according to Thomas M. Risk, teaching *guides the learning experience*.⁶ Teaching is the process of guiding the learning experience. Although this learning experience is only possible if the learner, with his activity, acts on his environment, a teacher remains a guide.

Researchers concluded that teachers must also succeed in teaching students to achieve the desired goals. In the teaching process, a good strategy or model is required so that the learning process is successful. The success of the learning process is determined by student activeness because learning is essentially a process where students must be active.⁷ So, reciprocally, a teacher must try to arouse student activeness with multiple approaches, strategies, and learning models.

Law Number 20 of 2003 concerning the National Education System in Article 12 paragraph (1) explains that every student in each educational unit has the right to receive religious education according to the religion he adheres to and is taught by educators of the same faith. The scope of Islamic Religious Education in Madrasah Ibtidaiyyah includes four subjects: Qur'an Hadith, Akidah Akhlak, Jurisprudence, and Islamic Culture and Histories.⁸

⁴ Zainal Arifin, Learning Evaluation, Cet III, (Bandung, PT Rosdakarya, 2009), page 294.

⁵ *Ibid...* p. 298.

⁶ *Ibid...* p. 6.

⁷ *Ibid...* p. 9.

⁸ Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 211 of 2011, Guidelines for the Development of National Standards for Islamic Education in Schools.

According to the results of the interviews and field observations conducted together with the guardians of 5th grade class B as the teacher who was able to teach them personally there were some shortcomings in the learning of the students of 5th grade MI in the PAS or Pesantren Anak Soleh Baitul Quran. Students in the PAS were very enthusiastic about learning and following learning, but there were many symptoms and challenges that were found when the process of some learning was one of subject of Islamic Culture and Histories, and the same applies to Arabic Language subjects. About the student activeness in this lesson, some students at 5th grade are still less active in learning process. One of them is that the student's creative thinking ability is still low due to the minimal media or tools used by teachers in the implementation of thematic learning.⁹

Activity is one of the promoters of the successful educational process. With the stable activity that students have, in the form of asking, paying attention, and listening, students are focused on the teacher's delivery, then this is proof that students can be focused and active throughout the learning process. It is very supportive and enhances the outcome or value of such lessons.

At the time of the learning process, teachers are assisted by textbooks, modules, and leaflets of students' activities, and the media used are media that have long existed, like jigsaws, short cards, or audiovisual media that is being watched. Plus, the students's low literacy in learning is because the Islamic Culture and Histories subjects are driven by theory. So it's easy for students to get bored reading and remembering. The Value issues in general comes from the instability of children's activity in class in this subject and the development of learning media. Meanwhile, problems in 5th grade Islamic Culture and Histories subject specifically arise because of differences in the procedures and teaching methods of each teacher.

According to a question answered by one of the teachers in PAS Baitul Quran too Al Ustadz Addin, S. Ikom as Aqidah Akhlak's teacher,

⁹ Result of Interviews and Field Observation with Al Ustadz Zuhri, S. Pd. on Friday, May 17, 2024, at 10.15 p.m.

some students often leave class and return to class when subject are finished. Or even the students chatting on their own while the teacher is teaching. The impact of the student's lack of activity in the classroom is because of the class condition, the seat arrangement, and also because of methods that may have to be further improved by the teacher. Teachers may still be inclined to use lecture methods in presenting material and media that may not yet be able to trigger an improvement in students understanding. But in fact, many new learning models and strategies can be developed and used in the subject of Islamic Culture Histories.¹⁰

This unstabilization outcomes result can be seen in the lack of attention of some students to the subject while the teacher is teaching. Of the 100 percent, only 55 percent actively want to ask the teacher or focus their attention on the teacher's learning. For a comparison of students, son and daughter may be compared to 11:12 in the learning activity. Less active students are demonstrated by a lack of curiosity or asking more during class, even with visual audio media. It also can be see from they easy bored and holes to remember and reading. And proved by the understanding and memory of the students of the order of stories and history that still belongs to low.¹¹

Student's activeness in the classroom during the learning process has a strong influence on the student learning outcome. From the result field observation, Student of 5th grade has a problem of easily bored and lacks concentration in class during lessons. So, Mr. Zuhri hope from himself during the learning times of the student is about he wants the activity of the students during teaching progress was better and increase . Teacher Zuhri hoped that the students would be easy to understand and remember with the subject delivered without objection and reduce irritation in learning. And the student will being active for asking some questions and the part of chapter that they've not understand it and take

¹⁰ Result of Interviews and Field Observation with Al Ustadz Addin, S.Ikom on Friday, May 17, 2024, at 10.15 p.m.

¹¹ *Ibid...* at 10.30 p.m.

more attention for their teacher by renewing learning progress application, media, or methods for teaching.

From the results of interviews with master of class mr.Zuhri and as this subject of Islamic Culture and Histories subject teacher of 5th grade in PAS, their learning results also belonged to quite a few because there are still a handful of those whose grades do not reach the Minimum Compliance Criteria (KKM). Totally of Students was 82 persons with the average value informed in General is result from 50,00 - 77,00 and final average an the end percent was 74,00 each year. As for the result of the years 2023–2024, that is, to have the same average of 68 – 77. And this value from year to year is the same and does not change its stabilization. Where the expectation of the teacher himself is high, the increase in the result is an average of 70,00 for all subjects as the Minimum Compliance Criteria (KKM) from schooling hopes.

The factors associated with the decline in class values are a lack of vigilance, student activity in class while learning, and a lack of good response to Islamic Cultural and Histories subject.¹² From the results of the average values below proves that there is no improvement and maybe just little improvement every year, because there are some factors of activity and also low literacy that students have. Following is the average year table for the year 2023-2024 :¹³

No	Class	Average Result
1	5A	72,75
2	5B	68,40
3	5C	77,20
4	5D	77,21
General Average Result		73,15

Table 1.1 Table of Average Result and The General Result of Class 5

¹² Result of Interviews and Field Observation with Al Ustadz Zuhri, S. Pd. on Friday, May 17, 2024, at 10.15 p.m.

¹³ Result Table from the PAS Secretary, at 21 may 2024.

Thus, we can see from the result for 82 persons in 5th grade student that divided to 4 class from class 5A-5D has the different average result and different teacher are teach the students in this subject. But, between this average of class, there's some of student that gets result from 62,00 till 71,00 or 73,00 that's under the average of class. This evidence can be obtained due to the presence of factors of the teaching and learning process of the teacher ranging from the delivery and mastery of material to the use of learning media as a promoter of student understanding. As for the influence of other factors is some of student's own activity and attention during learning of the lesson is less.

Subject of Islamic Culture and Histories is one of the lessons of the Islamic Education Lesson that teaches the values of Islam and good behavior through the story of the journey that the Prophet Muhammad SAW with his friends and his people. This includes the policy of the Prophet Muhammad SAW during his time as a Prophet, the stories of the struggles in Islam, and some stories of friends who fought with the Prophet Muhammad SAW. Most of these stories are implanted and taught to elementary school students. The theories presented include introducing these concepts through stories, illustrations, or short stories, and practical exercises to enable students to understand, record, and apply in everyday life what they learn.

From the above symptoms, the researcher concluded that the Student activity and learning outcomes of 5th grade in PAS school such situations may be influenced by the way teachers still use long past methods. It comes from the lack of development of learning models or strategies, and the useless of media application. This makes the student activeless and can affect the student's learning outcomes. So there is a need for improvement or renewal in the learning process. Then there are many strategies that a teacher can implement, one of which is to exploit the new media and use it in the learning and teaching process. This is the foundation and the basis of the story to continue learning and understanding at the next level of the class.

To help students understand the Islamic Culture and Histories subject, teachers can improve for applying media as use the Fun Thinkers Book media, which presents images and points in each histories description. Images and sentences conclusion are made as interesting as possible to conform to the subject title “ Prophet Muhammad SAW policy and officers towards Muslims and non Muslims” as subject in this 5th grade MI Subject of Islamic Culture and Histories. As information is delivered, the brain will take signals in various forms, ranging from images, sounds, smells, thoughts, and feelings.

From thus observations, the efforts made to increase students creative thinking skills, namely through the Fun Thinkers Book learning media in thematic learning. This can make it easier for students to develop innovative ideas through Fun Thinkers' Book media in learning. Media *Fun Thinker Books* aims to make students interested in the learning process Students learn in groups, making learning very fun.¹⁴ The Fun Thinkers Books media can build students' confidence by interacting with their group mates, creating conditions in the classroom that are controlled and fun.

One of the media used to present a more effective and efficient learning process in learning is in the form of a series of books called *Fun Thinkers Book Media*. This *Fun Thinkers Book* media is used with the concept of learning while playing with student worksheets containing questions and answers equipped with display frames tile boxes. This game is done by opening the student worksheet and then arranging other tools on top of the student worksheet according to the instructions. Students are asked to quickly open the tile box and answer the question with the answers provided on the right page. Then, flip the frame and check the answer by looking at the tile box pattern done with the answer pattern in the upper right corner.¹⁵

¹⁴ Riani, R.P, Development of Thematic Learning Media "Fun thinkers book" theme sharing work, Journal of Sinetik, <https://doi.org/10.33061/js.v2i2.3330>, p. 4.

¹⁵ *Ibid* 9...,p. 7.

This media will involve students so that learning will be exciting and grow student activeness. Active learning emphasises students' activities with themselves, who experience, practice, are engaging, fun, and not bored so that their emotions and skills in their thinking power can run well. With this, active learning will involve students with new experiences that imprint the lessons, making them easy to accept and understand.¹⁶

Therefore, from the problems and solutions above, researchers are interested in conducting classroom action research to increase student activeness and learning outcomes with the title: **Application of "*Fun Thinkers Book*" Media to Increase The Students Activeness and Learning Outcomes of the Subject of Islamic Culture and Histories of 5th grade Students of MI Pesantren Anak Sholeh (PAS) Baitul Quran, Gontor, Ponorogo, in the Academic Year 2024-2025.**

B. PROBLEM FORMULATION

From the background above, the problem formulation in this study is as follows:

1. How is the Application of *Fun Thinker Books* media in the subject of Islamic Culture and Histories able to increase the student activeness of 5th grade MI Pesantren Anak Soleh, Gontor, and Ponorogo students?
2. How is the Application of *Fun Thinker Books* media in the subject of Islamic Culture and Histories able to improve the student Learning Outcomes of 5th Grade MI Pesantren Anak Soleh Baitul Quran, Gontor, Ponorogo?

C. RESEARCH OBJECTIVES

In accordance with the formulation of the problem that has been set, the objectives of this study are as follows:

1. To increase student activeness in the subject of Islamic Culture and Histories through the media of "*fun thinker books*" for 5th

¹⁶ Sumardjan, *Elementary School Picture Card Media*, (Semarang: Percetakan Formaci, 2011), p. 10-11

grade students of MI Pesantren Anak Soleh, Gontor, Ponorogo in the Academic year 2024 – 2025.

2. To increase student Learning outcomes in the subject of Islamic Culture and Histories through the media of "fun thinker books" in 5th grade students of MI Pesantren Anak Soleh, Gontor, Ponorogo in Academic year 2024-2025.

D. SIGNIFICANCE OF RESEARCH

This research can be used as a theory to evaluate learning in institutions. Hopefully, it will be helpful as reference material for further research.

Practical Benefits

a. For students

- 1) Increase student activity in the class, especially in the subject of Islamic Culture and Histories.
- 2) Increase students' understanding in subject of Islamic Culture and Histories using *Fun Thinkers book* learning media.
- 3) Have students do appropriate and exciting learning activities. This will help them more easily understand the matter and subject of Islamic Culture and Histories are have fun.

b. For teachers

- 1) Developing Islamic education (PAI) learning strategies, especially in active learning.
- 2) It can be study material for overcoming the problems of the learning process in the subject of Islamic Culture and Histories.
- 3) Can be input as a reasonable and appropriate way of teaching.
- 4) Provide direct experience to teachers gaining new experiences to apply more innovative methods in learning process in the subject of Islamic Culture and Histories

c. For Researcher

- 1) Increase researcher's knowledge, especially in the foundation and formation of behaviour and students' attitudes in the subject of Islamic Culture and Histories.
- 2) Get information about the influence of learning media on the subject of Islamic Culture and Histories.

d. For School

- 1) Provide new experiences for other teachers by applying fun thinker books media to improve their cognitive learning achievement.
- 2) Providing new experiences for other teachers through creativity in making interesting images in *Fun thinker books* to explain story verses and stories in the subject of Islamic Culture and Histories.
- 3) Increase insight into learning media use and use it in subjects.

E. WRITING SYSTEMATICS

To get a clear picture of the direction of writing this research, the researcher will first describe the systematic of writing. The systematics of this writing will also make it easier to understand the author's way of thinking in resolving and solving existing problems. The writing of this research will also make it easier to understand the researcher's way of thinking about resolving and solving existing problems. The writing of this thesis is divided into five chapters, and each chapter is divided into subchapters:

Chapter 1: This chapter describes the introduction, which contains (a) Background of Study; (b) Problem Formulation; (c) Research Objectives; (d) the Urgencies of Research Results; and (e) Writing Systematics.

Chapter II: This chapter describes the theoretical study, which contains (a) the Theoretical Framework (b) Relevant Research Results; (c) Framework of Thinking; (d) Research Hypothesis.

Chapter III: This chapter describes the research methodology, which contains (a) Object of Research (b) Research Setting (c) Research Variables that componented from two variables, Dependent and Independent; (d) Data Collectives Techniques (e) Data Analysis Techniques (f) Research Procedur, and (g) Research Schedule.

Chapter IV: This chapter describes the presentation of data, analysis, and discussion, which contains (a) Research Picture Location (b) Cycles Explanation Research (c) Data Presentation (d) Data Analysis, and (e) Discussion.

Chapter V: This chapter presents a conclusion that contains (a) Conclution(b)Suggestion.

