



THE EFFECT OF STRIP STORY LEARNING MEDIA ON LEARNING OUTCOMES IN THE HISTORY OF ISLAMIC CULTURE SUBJECT

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Abstract: The purpose of this study was to see and test the extent of the influence of the use of strip story learning media on learning the history of Islamic culture in class V MI Al-Islamiyah Kotabumi. The method used in this research is a quantitative quasi-experimental method. The data were collected through the pre-test, post-test, and questionnaire. Data analysis used descriptive statistics and inferential statistics. The results showed that The incorporation of strip story media has yielded a positive impact on the learning of Islamic cultural history at MI Al-Islamiyah Kotabumi. This is evident through the substantial improvement in students' average scores from the pre-test to the post-test phase. Specifically, the average score for the pre-test in the experimental class was 63.33, while in the post-test, it soared to 86.67, denoting a noteworthy average score increase of 23.34 points. Moreover, the results of hypothesis testing reinforce the effectiveness of employing strip story media in History of Islamic Culture learning, as indicated by the significance value (sig.) of 0.001, which is lower than the 0.05 threshold. Consequently, it can be confidently concluded that the utilization of strip story media significantly enhances students' learning outcomes. The use of strip story media contributes to improving student learning outcomes in Islamic cultural history subjects so that it can be applied in madrasah.

INTRODUCTION

In the madrasah curriculum, the subject of Islamic cultural history has the main objective to prepare students to be able to recognize, understand, and internalize the history of Islamic culture. This is the foundation that will shape their outlook on life (way of life) through a series of activities, such as guidance, teaching, training, application of knowledge, and the formation of habits (Hasmar, 2020). The main focus of the subject of Islamic cultural history is the ability to explore the values, wisdom, meaning, postulates, axioms, and theories of existing historical facts (Anshory et al., 2020). Therefore, in some specific themes, indicators of learning success will include achievements in the affective

domain. Thus, Islamic cultural history material does not only function as a transfer of knowledge, but also as a means of value education (Rizal et al., 2022).

However, in the process of learning the history of Islamic culture at the madrasah level, problems are often encountered. According to Yudhi Fachrudin, these problems are caused by the views of students and educators who think that history is a complementary subject (Fachrudin, 2023). Furthermore, Dwi Muthia Ridha Lubis added that another problem encountered in learning the history of Islamic culture is the monotonous presentation of teaching materials so that some students find it difficult to accept, digest and understand the materials presented, as well as the less pleasant learning process and the lack of creativity of educators (Lubis et al., 2021). This is in line with Zulkarnain's research that the lecture learning model used by educators makes students bored and less attentive to the material presented (Zulkarnain & Kistoro, 2021).

Similar problems were also encountered in the learning process in class V MI Al-Islamiyah Kotabumi. Based on the results of initial observations made by researchers of fifth grade students at MI Al-Islamiyah Kotabumi, it was found that the learning approach used for the history of Islamic culture was still fairly monotonous and ineffective, so that the material was difficult for students to understand. Therefore, to unravel the problems faced in learning the history of Islamic culture at MI Al-Islamiyah Kotabumi, a learning model is needed that can attract the attention of students. The learning media is very important in the learning process, because media is a tool that facilitates the teaching and learning process in the classroom (Ibrahim et al., 2022). The role of educators in determining learning approaches and models is very significant to the success and achievement of learning (Rahma et al., 2022). Educators need to design various ways to convey learning material, with the right change of method, students will not be bored with the learning material delivered by educators or teachers, so that learning objectives can be achieved correctly (Syurgawi & Yusuf, 2020).

One of the interactive learning models that can be applied in the learning process of Islamic cultural history is the strip story learning media. Strip story learning media is a teaching tool made of pieces of paper in which the paper contains discourse or stories that are deliberately cut into pieces (Apriliyan & Gazal, 2019). The use of this media is considered capable of helping students in improving their reading and memorization skills, especially memorizing History of Islamic Culture material quickly (Imronudin & Arrasyid, 2022). In addition, strip story media is also able to provide learning motivation and attract the attention of students so that it can improve learning outcomes (Nurlailiyah, 2020).

Previously there were several studies that discussed the effectiveness of using strip story media in learning. First, research written by Athhiquir Rohaniatun with the theme of the application of strip story media to improve learning outcomes in Islamic religious education and Budi Pekerti Class VI. (Rokhaniatun, 2023). The results showed that there was an increase in learning

outcomes in students using strip story media. The increase was seen from the evaluation results in each cycle. In cycle 1, the completeness of students was 70.83% while in cycle II the number of learning completeness increased to 91.67%.

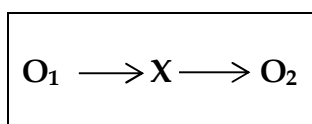
The second research was written by Fera Andriani and Nanda Siti with the title Effectiveness of Using Strip Story Media in Improving Reading Skills. (Musthafa & Maymunah, 2021). The results showed that Strip Story media is effective to improve reading skills in Arabic language learning for students of grade VIII Al-Ghozali Paserean Junior High School Buduran Arosbaya Bangkalan. Based on the results of the T-test formula analysis with the results: $t_{count} = 6.83 >$ from $t_{table} 5\% = 2.12$ and $1\% = 2.92$. The results show that H_0 is rejected and H_a is accepted (Pavlova et al., 2022).

The third research was written by Christina Maya and Laili Atika entitled Media Strip Story to Increase Activeness and Learning Results in Writing Fantasy Story Texts (Meilawati et al., 2022). The results showed that there was an increase in student activeness and learning outcomes by using strip story media. The three previous studies focused on the effectiveness of using strip story media in learning PAI, Arabic language, and fantasy story writing material. Meanwhile, the author's research focuses on the effect of strip story media on learning Islamic cultural history. This research is intended to see and test the extent of the influence of the use of the strip story learning media on learning Islamic cultural history in class V MI Al-Islamiyah Kotabumi.

RESEARCH METHOD

In this research, the method applied is the quantitative quasi-experimental method. Quantitative method is an approach that allows researchers to systematically investigate a phenomenon by collecting measurable data, which will later be analyzed using statistical, mathematical, or computational techniques (Priadana & Sunarsi, 2021). Meanwhile, the experimental method refers to a research method used to examine the impact of a specific treatment on other variables in an environment that can be regulated and controlled (Sugiyono, 2018).

This study begins with an initial test (pre-test) and the final test (post-test) to measure the ability of students before and after being given treatment. The fifth grade students served as the control group (before being introduced to the treatment) and the experimental group (after being introduced to the treatment). The quasi-experimental design pattern is as follows:



O_1 : Pre-test was conducted to determine the ability of students before treatment

X : Treatment using strip story media

O_2 : Post-test was conducted to determine the understanding of students after treatment.

The sample in this study consisted of two classes with a total of 48 students where each class consisted of 24 students. Data collected pre-test, post-test, and questionnaire. To test the validity of the data used, the authors used descriptive statistical analysis and inferential statistical analysis. The purpose of descriptive statistical analysis is to present an overview of the characteristics of students' achievement of History of Islamic Culture material in experimental and control groups. In contrast, inferential statistical analysis is used to test the research hypothesis that has been proposed (Rohana et al., 2022). The inferential statistics used to test the hypothesis is the t-test. Before conducting hypothesis testing, the initial stage involves prerequisite tests which include normality and homogeneity tests. The hypotheses of this study are:

Ho: The null hypothesis means that there is no effect of using strip story media on the learning outcomes of grade v students of MI Al-Islamiyah Kotabumi.

Ha: The alternative hypothesis means that there is an effect of using strip story media on the learning outcomes of grade v students of MI Al-Islamiyah Kotabumi.

RESULT AND DISCUSSION

This study was conducted with the aim of obtaining information about the effect of the strip story learning media on learning Islamic cultural history in class v MI Al-Islamiyah Kotabumi. The implementation of the research began with giving a pretest to students of class VA and VB to find out the initial condition of the students. After that, learning with strip story media was applied to class VA as a research class, while class VB as a comparison class with four meetings each. Then give a posttest on the final treatment. The number of samples in this study were 48 students from two classes consisting of 24 students each. From these samples, data on the results of the initial test (pre-test) and the final test (post-test) were obtained. The results of the initial test (pre-test) and the final test (post-test) can be seen in the table provided below.

The Pre-test data of the experimental class and control class

From the results of research conducted on fifth grade students of MI Al-Islamiyah Kotabumi in History of Islamic Culture learning, the pre-test data of the experimental class and control class were obtained as follows:

Table 1. Experimental Class Pre-test Results

No	Number Score	Letters	Categories	Number of Students	Percentage
1	80-100	A	Excellent	5	20%
2	66-79	B	Good	5	20%
3	56-65	C	Enough	7	30%
4	46-55	D	Poor	7	30%
5	0-45	E	Failed		
				24	100%

Table 2. Control Class Pre-test Results

No	Number Score	Letters	Categories	Number of Students	Percentage
1	80-100	A	Excellent	5	20%
2	66-79	B	Good	8	34%
3	56-65	C	Cukup	4	16%
4	46-55	D	Enough	7	30%
5	0-45	E	Failed		
				24	100%

The pre-test results of the experimental class and the control class, then presented in the form of descriptive statistical results to see the average and distribution of data on the results of 48 students. The pre-test results in the control class and the experimental class were presented in the following table:

Table 3. Descriptive Statistics of Experimental Class and Control Class Pre-test Results

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-testeks	24	50	80	63.33	11.293
Pre-tescon	24	40	80	64.17	12.129
Valid N (listwise)	24				

From the table above, it can be seen that the experimental class pre-test results ranged from 50 to 80, with an average of 63.33 and a standard deviation of 11.293. While the control class has pre-test results that range from 40 to 80, with an average of 64.17 and a standard deviation of 12.129. Thus, it can be concluded that the control class has a slightly higher average score than the experimental class, with a difference in the average acquisition of 0.84.

The Post-test Data of Experimental Class and Control Class

After conducting an initial assessment in the experimental class and control class, the authors then conducted a post-test assessment. The results obtained by class v students of MI Al-Islamiyah Kotabumi in History of Islamic Culture learning were as follows:

Table 4. Experimental Class Post-test Results

No	Number Score	Letters	Categories	Number of Students	Percentage
1	80-100	A	Excellent	22	88%
2	66-79	B	Good	2	12%
3	56-65	C	Enough		0%
4	46-55	D	Poor		0%
5	0-45	E	Failed		0%
				24	100%

Table 5. Control Class Post-test Results

No	Number Score	Letters	Categories	Number of Students	Percentage
1	80-100	A	Excellent	15	62%
2	66-79	B	Good	9	38%
3	56-65	C	Enough		0%
4	46-55	D	Poor		0%
5	0-45	E	Failed		0%
				24	100%

The data presented above clearly showed that the post-test results in both the experimental and control classes showed improvement. Notably, the experimental class achieved a greater increase in average score compared to the control class. To gain a deeper insight into these post-test results, here were the mean score results of both groups in more detail.

Table 6. Descriptive Statistics of Post-test Results of the Experimental Classes and Control Classes

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-testeks	24	70	100	86.67	8.681
Pre-tescon	24	70	90	77.92	7.211
Valid N (listwise)	24				

The table provided above clearly illustrated that the post-test results for the experimental class spanned from 70 to 100, yielding an average score of 86.67 and a standard deviation of 8.681. In contrast, the control class post-test results ranged from 70 to 90, resulting in an average score of 77.92 and a standard deviation of 7.211. Consequently, it can be firmly concluded that the experimental class attained a notably higher average score than the control class, with a difference in averages amounting to 8.75 points.

Normality Test

The purpose of the normality test is to assess whether the data obtained from the research in both the experimental and control classes adhere to a normal distribution pattern or not (Firdausy & Shobirin, 2022). The outcomes of the normality test were displayed below:

Table 7. Normality Test of Pre-test and Post-test of the Experimental and Control Classes

Class	Kolmogrov-Smirnov	
	statistic	Sig.
Pre-test of the experimental class and control class	0.162	0.103
Post-test of the experimental class and control class	0.151	0.162

Based on the results of the normality test, it was evident that the significance value (sig) for both the experimental and control class pre-tests is 0.103, exceeding the predefined significance level of 0.05. Hence, it can be confidently stated that the pre-test data for both the experimental and control classes follow a normal distribution. Additionally, the outcomes of the normality test conducted on the post-tests of the experimental and control classes yielded a significance value (sig) of 0.162, which likewise surpasses the 0.05 significance threshold. Consequently, it can be deduced that the post-test data for both the experimental and control classes also adhere to a normal distribution pattern.

Homogeneity Test

The homogeneity test serves the purpose of ascertaining whether the two groups exhibit similar or differing variances (Harahap & Ritonga, 2023). In this study, the homogeneity test employed the Lavene Statistic for its calculation. Below were the results of the homogeneity test calculation:

Table 8. Test Homogeneity of pre-test and post-test of the experimental group and control class

		Levene Statistic	Df1	Df2	Sig.
Pre-test of the experimental class and control class	Based Trimmed on Mean	0.223	1	46	0.639
Post-test of the experimental class and control class	Based on Trimmed Mean	2.618	1	46	0.112

In accordance with the decision criteria, if $t_{count} > t_{table}$, the data is considered to show the same variance or homogeneous. Conversely, if $t_{count} < t_{table}$, the data are considered to have different variances or are not homogeneous. In the context of the given data, the significance value obtained from the pre-test homogeneity test for the experimental and control classes is 0.639. This significance value leads to the conclusion that $0.639 > 0.05$, which indicates that the variance among two or more sets of data in the population is homogeneous. Furthermore, the results of the homogeneity test for the post-test in the experimental and control classes showed a significance value of 0.112. Based on this result, it can be concluded that $0.112 > 0.05$, which indicates that the variance among data or population groups is homogeneous.

Hypothesis Test

Hypothesis testing is done to test whether or not there is a difference in effect of several treatments (strip story learning method) on the learning outcomes of fifth grade students of MI Al-Islamiyah Kotabumi. The results of the hypothesis test carried out were as follows:

Table 9. Hypothesis Test

	F	Sig.	T	df	Sig, (2-tailed)
Student Learning Results	2.676	0.109	3.484	46	0.001

Based on the results of hypothesis testing, a significance value (2-tailed) of 0.001 was obtained. The number 0.001 was smaller than the significance level of 0.05, which indicates that there is a significant effect of the use of strip story media on student learning outcomes in History of Islamic Culture subjects in class V MI Al-Islamiyah Kotabumi.

Based on the findings of this study, it was observed that the mean score for the pre-test in the experimental class was 63.33. Following the post-test, the average score surged to 86.67, indicating a substantial increase of 23.34 points on average. Furthermore, the results of the hypothesis test yielded a significance value (sig.) of 0.001, which is lower than the predetermined significance level of 0.05. This unequivocally demonstrated a significant impact on the learning outcomes of students in the History of Islamic Culture subject in the fifth grade at MI Al-Islamiyah Kotabumi

Enhanced engagement in the learning process is a direct result of employing strip story media, subsequently boosting students' enthusiasm within the classroom. The pre-test data had unveiled that prior to the incorporation of strip story media, a significant number of students had not yet met the KKM (Minimum Passing Grade). This phenomenon can be attributed to the less captivating learning materials that led to a decline in students' interest and motivation. These findings aligned with the conclusions drawn from Yolanda Febrita's research, highlighting that the students' lack of motivation during the learning process can be attributed to the inadequacy of the learning media employed (Febrita & Ulfah, 2019). Nevertheless, following the implementation of strip story media, classroom learning activities have experienced a notable surge in student enthusiasm. This surge can be attributed to the utilization of engaging media, which in turn sparks curiosity, captures interest, and boosts motivation among students throughout the teaching and learning process (Dakir et al., 2021). These outcomes are consistent with the findings research, underscoring that the incorporation of strip story media in the learning process aids students in comprehending the material in an enjoyable and non-monotonous manner (Musthafa & Maymunah, 2021). Thus the strip story media can be applied in History of Islamic Culture learning.

By using strip story media, students can learn while playing by sticking the strip story pieces to the cardboard or blackboard in accordance with the right arrangement to become a correct sentence. This can increase children's memory of the history of Islamic culture can last a long time. As revealed by Dwilusiayana that using learning media can help students remember historical events (Nurulanjani, 2018). It is inversely proportional to the use of learning media that

is still conventional in nature which forces students to capture the content of the material without the help of reminders as contained in the strip story media. This causes less effective learning of history which involves a lot of memorization of events (Rahadian, 2019).

CONCLUSION

The incorporation of strip story media has yielded a positive impact on the learning of Islamic cultural history at MI Al-Islamiyah Kotabumi. This was evident through the substantial improvement in students' average scores from the pre-test to the post-test phase. Specifically, the average score for the pre-test in the experimental class was 63.33, while in the post-test, it soared to 86.67, denoting a noteworthy average score increase of 23.34 points. Moreover, the results of hypothesis testing reinforce the effectiveness of employing strip story media in History of Islamic Culture learning, as indicated by the significance value (sig.) of 0.001, which is lower than the 0.05 threshold. Consequently, it can be confidently concluded that the utilization of strip story media significantly enhances students' learning outcomes. Thus H_0 was rejected and H_a was accepted.

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