History of Islamic Culture Learning In Schools and Madrasah

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Abstract

Learning in madrasas is a religious subject that every student must take. learning can be achieved through guidance, teaching, practice and habituation activities. In the process of achieving these goals, a teacher must prepare learning materials or materials called media teaching materials, methods and learning evaluation. systematically and integrated teaching materials will be easily accepted by students so that the meaning of the teaching materials will be understood by students. Apart from that, other supporting facilities are also needed, namely technology. In terms of using learning media, you must pay attention to 4 stages, including preparation, presentation, application and continuation. Knowledge about teaching methods is very necessary for educators, because whether students learn successfully or not really depends on whether or not the teaching methods used by the teacher are appropriate. There are various kinds of learning methods that can be used by teachers in all subjects, one of which is the subject of Islamic Cultural History. The methods that can be used in subjects are the lecture method, question and answer method, discussion method, scramble method, debate method, demonstration method, timeline method, concept map method, role playing method, active knowledge sharing method. Meanwhile, for media, one of the characteristics of learning media is that it contains and carries messages or information to recipients, in this case meaning students. Some media can process messages and student responses so that media are often called interactive media.

INTRODUCTION

Basically, every learning process carried out is directed towards achieving predetermined goals. In the learning process there is interaction between various components, these learning components can be grouped into 3 categories, namely: teacher, teaching material, and students. The role of the teacher is very important because it functions as a guide who conveys and transfers teaching materials in the form of knowledge as well as students who act as gainers of knowledge

while the teaching materials delivered by teachers are information or messages that must be learned by students to be understood, internalized and put into practice. as a provision to complete his studies in the future. Teachers should be able to use equipment that is more economical, efficient and capable of being owned by the school and not reject the use of relevant modern technological equipment (Zysman & Costinot, 2022).

Utilizing relevant media in the classroom can optimize the learning process. For teachers, learning media helps concretize concepts or ideas and helps motivate active learning participants. For students, media can be a bridge for critical thinking and action. In this way, the media can help teachers and students to achieve the basic competencies that have been determined. So that learning media can be used well, teachers need to know their learning needs and the problems students face regarding the material to be taught. Related to this, media needs to be developed based on relevance, basic competencies, material and student characteristics(Carr,, 2015). Teachers can act as creators, namely creating and utilizing appropriate, efficient and enjoyable media for students. However, when using it in the classroom, it needs to be emphasized that students are the ones who should utilize this learning media. According to the behavioristic paradigm, learning is the transfer of knowledge from expert to novice (Mustafa et al., 2019).

Based on the author's temporary observations (preliminary study) of State High School, it shows that there are several students who, after carrying out the learning evaluation process in Islamic education and character education subjects, in the form of daily tests, quizzes and mid-semester exams, it turns out there are still Some students do not understand Islamic education material well and optimally. Based on these symptoms, the author wants to know more deeply and prove through research whether or not there is an influence of the ability to read and write the Quran on Islamic education learning outcomes.

METHODS

This research uses *descriptive*. The data sources are PAI teachers, school principals, deputy principals for curriculum, and students. Data collection techniques through interviews, observation, and documentation. Testing Data analysis techniques are data reduction, *displaying* data, and drawing conclusions. Testing the validity of the data through credibility, *transferability*, *dependability*, as well confirmability (Suprihatin, 2023).

RESULT AND DISCUSSION
Islamic Cultural History Learning

Learning is a procedure that a person carries out so that the learning process can take place. According to the behaviorist school, learning is the teacher's effort to shape the desired behavior by providing an environment or stimulus. The cognitive school defines learning as the way teachers provide opportunities for students to think in order to know and understand something that is being studied. Humanistics describes learning as giving freedom to students to choose learning materials and how to study them according to their interests and abilities (Setyaningsih & Suchyadi, 2021).

National Education System Law Number 20 of 2003 states that learning is a process of interaction between students and educators and learning resources in a learning environment. In learning, teachers must understand the nature of the subject matter they teach and understand various learning models that can stimulate students' ability to learn with careful teaching planning by the teacher. One of the learning targets is to build scientific ideas after students interact with environmental events and information from their surroundings. So it can be concluded that learning is a

process carried out consciously by teachers towards students based on certain instructional instructions to form attitudes, skills and increase knowledge (Shaturaev, 2021).

History according to language means history or story. Meanwhile, according to the term, history is the process of human struggle to achieve a more perfect human life and as a science that seeks to pass on knowledge about the past of a particular society. Setymologically, history comes from the Arabic word, namely history which has the meaning of the tree of life (Afrina et al., 2021). The meaning of history has two concepts namely: a] A historical concept that provides an understanding of the objective meaning of the past. b] History shows its subjective meaning, because the past has become a story or narrative.

Culture does not conflict with Islam because there are quite a lot of verses from the Koran and hadith that encourage humans to learn and use their minds to produce something that is useful for people's lives. This means that Islam justifies rational reasoning and encourages the spirit of intellectualism. According to Koentjaraningrat, culture has at least three forms, including: a] Ideal form, namely the form of culture as a complex of ideas, thoughts, values, norms, regulations and so on. b] Form of Behavior, namely the form of culture as a complex of patterned behavioral activities of humans in society. c] Object form, namely the form of culture as objects created by work. Meanwhile, the term civilization is usually used for parts and elements of culture that are subtle and beautiful (Rachman, 2021).

The history of Islamic culture (civilization) is defined as the development or progress of Islamic culture in its historical perspective, and Islamic civilization has various other definitions including. a]The history of Islamic civilization is the progress and level of intellectual intelligence that was produced in one period of Islamic rule, starting from the period of the Prophet Muhammad SAW until the development of Islamic power today. b]The history of Islamic civilization is the result of the results achieved by the Islamic ummah in the fields of literature, science and art. c]The history of Islamic civilization is the progress of Islamic politics or power which plays a role in protecting the Islamic way of life, especially in relation to worship, use of language and habits of social life (Renima et al., 2016).

SKI is an abbreviation for History of Islamic Culture which is an Islamic religious education subject aimed at recognizing, understanding and appreciating Islamic history, which then becomes the basis for a view of life through guidance, teaching, training, example, use of experience and habituation. Kuntowijoyo in Saidah explains that historical science is an open science. The essence and independence of historical science is a force that can explain history, so it is necessary to differentiate the interpretation of natural sciences and social sciences from historical science. Because history is a science that stands alone. Independence means having your own philosophy of science, your own problems, and your own interpretations (Mokoagow et al., 2024). In schools (Madrasahs) SKI learning refers to Graduate Competency Standards (SKL) and Content Standards. SKL becomes a conceptual reference for learning targets that must be obtained. Content Standards become a reference for the conceptual framework for learning activities that are derived from the level of competency and scope of material.

In terms of using learning media, you must pay attention to 4 stages, including preparation, presentation, application and continuation. As for each of these stages, steps must be prepared first, namely : a] The Preparation Stage is the initial stage in using learning media. There are several steps that must be carried out by a teacher as a media user at this stage, such as creating lesson plans, studying learning objectives, preparing learning materials, choosing learning media and practicing using learning media, preparing and arranging learning media, and ensuring a learning place. b] The Presentation Stage means the process that leads to the

implementation stage of media use and activities that occur from the beginning of learning. So before using media there are various steps that must be taken into account, namely: delivering an introduction, attracting students' attention, explaining the purpose, explaining what students have to do, and maintaining a learning atmosphere. c] The Implementation Stage is the core stage, because it is at this stage that the teacher uses learning media.

The steps are as follows: using media after preparing various needs and leading to the third stage, then this is the time to use media. In using this media, teachers must try their best to use it to achieve satisfactory results. All preparation in the form of practice and preparing the media itself determines the quality of the teacher in using the learning media. Apart from that, also conducting learning evaluations, teachers must evaluate the use of the media. Evaluation can be done by testing students' abilities and can be done by discussing them with colleagues. Apart from that, it is also necessary to measure effectiveness, including goal achievement, timeliness, state of the learning process and the final results of the learning process. So that this evaluation results in a decision whether the media can continue to be used or there are things that need to be improved. d] Continuation Stage: This stage is the final stage, the steps that a teacher needs to take are: deepening the material. A teacher asks students to explore the material in ways such as discussing student test results and making summaries. As a follow-up, teachers are expected to continue using learning media so that they get used to using and mastering them. So that sustainable use of learning media will improve the quality of learning outcomes and maximize learning objectives (Laurillard, 2013).

A correct understanding of the nature of learning in all its aspects, forms and manifestations is absolutely necessary. Mistakes in interpreting and perceiving the nature of learning can result in errors and errors in the learning process which ultimately greatly affect the quality and results of learning. The benefits of studying the history of Islamic culture are: Taking lessons from every event in the past to increase your devotion to Allah. Take lessons from history as a basis for consideration when making a decision about something Look for anticipatory efforts so that mistakes in the past do not happen again in the future. a] Be able to understand and imitate the good stories of the past. b] Cultivating a sense of love for Islamic culture which is the work of the Muslims of the past. c] Understand the various thoughts and works of scholars to emulate in everyday life(Liam et al., 2023).

Knowledge about teaching methods is very necessary for educators, because whether students learn successfully or not really depends on whether or not the teaching methods used by the teacher are appropriate. There are various kinds of learning methods that can be used by teachers in all subjects, one of which is the subject of Islamic Cultural History (SKI). The methods that can be used in SKI subjects are the lecture method, question and answer method, discussion method, scramble method, debate method, demonstration method, timeline method, concept map method, role playing method, active knowledge sharing method (Hoerudin et al., 2023). A method is an orderly method used to carry out work so that it is achieved as desired. Learning methods can be interpreted as the methods used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives.

This Active Knowledge Sharing method is one that can bring students ready to learn effectively and involves affective elements. This method can be used to see students' level of ability as well as to form group work (Eid & Al-Jabri, 2016). The steps are as follows. a] Prepare a number of questions related to the subject matter to be taught. The questions could concern: 1) Definition of a term. 2) Questions are in Multiple Choice form. 3) Identify historical figures. 4) Ask about attitudes or actions that must be taken. 5) Complete sentences, etc. b] Ask students to answer as best

they can. c] Ask students to look for friends who can answer unknown questions. Emphasize on them to help each other. d] Ask students to return to their seats. e] Check students' answers, clarify if there are incorrect answers and answer unanswered questions.

One of the characteristics of learning media is that the media contains and carries messages or information to recipients, in this case meaning students. Some media can process messages and student responses so that media are often called interactive media. The messages and information carried by the media can be simple messages or complex messages. However, the most important thing is that the media is prepared to meet students' learning needs and abilities. The following will explain the principles of using and developing Learning media. The media that will be discussed is the media that follows the leshin taxonomy, and its friends, among others: a) Human Based Learning Media: Human-based learning media is the oldest media used to send and communicate messages or information. One famous example is the Socratic tutorial style. This system can certainly combine it with other visual media. The question that arises is "How can we use face-to-face communication between people to implement effective learning plans?". This media is especially useful if our goal is to change attitudes or want to be directly involved in monitoring student learning. For example, human media can direct and influence the learning process through guided exploration by analyzing from time to time what is happening in the learning environment.

Human-based media proposes two effective techniques, namely problem-centered design and Socratic questioning. Problem-centered learning designs are built based on problems that must be solved by students. a) Print-Based Learning Media: The most commonly known print-based learning materials are textbooks, guidebooks, journals, magazines and loose sheets. Print-based text requires six elements that need to be considered when designing, namely consistency, format, organization, attractiveness, font size and use of white space.

b) Visual Based Learning Media: Visual-based learning media (image or parable) plays a very important role in the learning process. Visual media can facilitate understanding (for example through elaboration of structure and organization) and strengthen memory. Visuals can also foster student interest and provide a connection between the content of the subject matter and the real world. To be effective, visuals should be placed in a meaningful context and students must interact with the visuals.(image) This is to ensure that the information process occurs. c) Audio-Visual Based Learning Media: Audio-visual based learning media is a combination of visual media using sound (audio). One of the important jobs required in audio-visual media is script writing andstoryboard which requires a lot of preparation, planning, and research. d) Computer Based Learning Media: Nowadays computers have different functions in the fields of education and training. Computers act as managers in the learning process known asComputer-Managed Instruction (CMI).

There is also the role of computers as additional aids in learning; Its use includes presenting information on lesson content, exercises, or both. This mode is known asComputer-Assisted Instruction (CAI). CAI supports learning and training but is not the main transmitter of learning material. Computers can present information and other learning stages delivered not by computer media. In general, learning media is divided into three, namely: Visual Media, Audio Media, Audio Visual Media. Basically, every child or student has different characteristics. These differences in characteristics cause the students' ways of capturing understanding to vary. One way to make it easier for students to understand the material taught by the teacher is to apply media according to the type or characteristics of the students.Thus, the use of media in classroom learning is a necessity that cannot be

ignored. This can be understood considering that the learning process experienced by students relies on various activities to increase knowledge and insight for life now and in the future.

One of the efforts that must be taken is how to create a learning atmosphere that allows students to experience learning processes in an effective and efficient way. In this case, the use of media in SKI learning is very necessary because it is an effective support in helping the learning process occur. Apart from arousing student motivation and interest, learning media can also help students improve understanding, present data in an interesting and reliable manner, facilitate data interpretation, and condense information. According to Hanafi, the characteristics of Islamic cultural history subjects are as follows: a] History is related to the past. The past contains events, and each historical event only occurs once. So history learning is learning about historical events and societal developments that have occurred. b] The main material for learning history is current products based on existing historical sources. Therefore, studying history must be more careful, critical, based on sources and not take sides according to one's own wishes and the wishes of certain parties. c] History is chronological. Therefore, when organizing the main material for learning history, it must be based on the chronological order of historical events. d] History contains the principle of cause and effect. In combining one fact with another fact, in explaining one historical event with another historical event, it is necessary to remember the principle of cause and effect, where one event is caused by another historical event and one historical event will be the cause of the next historical event. Islamic Cultural History (SKI) emphasizes the ability to take ibrah/hikmah (lessons) from Islamic history, emulate outstanding figures, and relate them to social, cultural, political, economic, science and technology and arts phenomena and others, to develop culture and Islamic civilization in the present and the future.

Evaluation system in Islamic Cultural History Learning

The aspects that are targeted in assessing SKI learning are cognitive attitudes (knowledge), affective (attitudes) and psychomotor (skills). The assessment is carried out comprehensively on all aspects, both cognitive, affective and psychomotor, which is carried out according to the students' abilities in each of these aspects. Types of grades in the form of tests include: a] Oral questions in class, the material asked is in the form of understanding concepts, principles or theories. With this, it is hoped that students will have a scientific building and a solid foundation for studying the next material. b] Daily tests can be carried out periodically, for example every time one or two main materials have been taught, the teacher can create questions in objective and non-objective form, the level of thinking involved includes understanding, application and analysis. c] For group assignments, the form of questions used is descriptions with a high level of thinking, namely application to evaluation. Students are encouraged to look for field data or make observations of a phenomenon, or create a planned activity carried out in groups. d] Individual assignments can be given every week in the form of assignments or essay questions. So the level of thinking involved starts from application, analysis to evaluation. e] Semester exams, exams carried out at the end of the semester in the form of multiple choice or description exam questions, a mixture of multiple choice and description, the level of thinking involved starts from understanding to evaluation.

CONCLUSION

In schools (Madrasahs) learning refers to Graduate Competency Standards and Content Standards. becomes a conceptual reference for learning targets that must be obtained. Content Standards become a reference for the conceptual framework for learning activities that are derived from the level of competency and

scope of material. learning can be achieved through guidance, teaching, practice and habituation activities. In the process of achieving these goals, a teacher must prepare learning materials or materials which are called teaching materials. systematically and integrated teaching materials will be easily accepted by students so that the meaning of the teaching materials will be understood by students. Apart from that, other supporting facilities are also needed, namely technology. With technology, learning will be more varied and will open up more insight for teachers and students. Knowledge about teaching methods is very necessary for educators, because whether students learn successfully or not really depends on whether or not the teaching methods used by the teacher are appropriate. There are various kinds of learning methods that can be used by teachers in all subjects, one of which is the subject of Islamic Cultural History. The methods that can be used in subjects are the lecture method, question and answer method, discussion method, scramble method, debate method, demonstration method, timeline method, concept map method, role playing method, active knowledge sharing method.

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