

Application of Islamic Culture History Learning Methods at Mi Muhammadiyah Semondo

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Abstrack. The History of Islamic Culture is a lesson that examines the origins, development, role of Islamic culture and figures who excelled in Islamic history in the past, starting from the history of pre-Islamic Arab society, the history of the birth and apostolate of the Prophet Muhammad until the time of the Khulafaurrasyidin. Qualitative method, which is a research method that provides more analytical explanations and is subjective. The qualitative method uses research techniques in the form of observation and open interviews. Followed by literacy, namely finding sources from books, web journals. The background is to find out the methods used at MI Muhammadiyah Semondo. Aims to understand the method applied and how to implement it. Consists of the jiksaw method and make a mach.

Keywords: history of Islamic culture, method, qualitative, jiksaw, make a mach .

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INTRODUCTION

The word history in Arabic is called *tarih*, which according to the language means the provisions of time. Meanwhile, according to the term means "information that has occurred among them in the past or in a period that still exists" (Shalaby, 2021). Culture is the result of human cultivation in living together in a space and time, which is then passed on to the younger generation to be further developed from generation to generation (Fadil, 2008).

Berdasarkan definisi sejarah dan kebudayaan sebagaimana dikemukakan di atas, maka definisi "Sejarah Kebudayaan Islam" atau "Tarihut Tarbiyah Islamiyyah" dapat dirumuskan sebagai berikut: (a) informasi tentang pertumbuhan dan perkembangan

pendidikan Islam dari masa ke masa, sejak masa kelahiran Islam hingga saat ini, dan (b) cabang ilmu pengetahuan yang membahas tentang pertumbuhan dan perkembangan pendidikan Islam, baik dari segi ide dan konsepsi maupun dari segi kelembagaan dan operasionalisasinya sejak masa Nabi Muhammad SAW hingga sekarang (Pulungan, 2019).

Islamic Cultural History (IHR) is a subject that examines the the origin, development, role of Islamic culture and the figures who excel in Islamic history in the past, starting from the history of pre-Islamic Arab society, the history of the birth and apostolate of the Prophet Muhammad SAW to the Khulafaurrasyidin period (Ma'rifah, 2022).

So it is concluded that Islamic Cultural History is one part of the Islamic Religious Education Course in which it studies and examines the origin, development of the role of Islamic culture or civilisation and figures who have achieved in Islamic history in the past, starting from the history of Pre-Islamic Arab society, the history of the birth and apostolate of the Prophet Muhammad SAW, Khulafaurrasyidin, to the present. Islamic Cultural History has a contribution in motivating students to know, understand, appreciate Islamic Cultural History, which then becomes the basis for their worldview through activities of guidance, teaching, practice, exemplary, use of experience and habituation.

LITERATURE REVIEW

The Method of Teaching Islamic Cultural History is an approach used in the learning process to comprehend and impart the journey of Islamic cultural history to students (Faidah & Maarif, 2022). The primary objective of this method is to provide a deeper understanding of the development and impact of Islamic culture across various aspects of human life (Nadhirah et al., 2022). This approach involves a variety of teaching methods that are context-appropriate, such as lectures, group discussions, case studies, simulations, independent research, the use of primary sources, field trips, and creative projects.

Firstly, the lecture method enables educators to directly explain various significant aspects of Islamic cultural history to students with the support of presentations, images, and captivating audiovisual materials. Subsequently, group discussions encourage students to collaborate in discussing topics related to Islamic cultural history, facilitating the exchange of perspectives and understandings among them. Case studies offer students the opportunity to analyze real-life cases or complex historical events, honing analytical skills and in-depth understanding.

Furthermore, through the simulation method, students actively engage in roles to reconstruct historical events of Islamic culture, either through reenactments or by assuming the roles of various key figures. Independent research prompts students to develop their own research skills on specific topics related to Islamic cultural history. The use of primary sources allows students direct access to classical texts, historical documents, and artworks from the past, directly enriching their understanding.

Field trips, such as visits to museums, mosques, or historical sites, provide firsthand and contextual experiences related to the materials studied in class. Lastly, through creative projects, students are assigned tasks to produce works such as exhibitions, models, or artworks related to the history of Islamic culture, stimulating their imagination and creativity.

It is essential to select teaching methods that align with the learning objectives and students' characteristics. Incorporating a variety of methods is also important to provide variation in the learning process, enabling students to develop a holistic and in-depth understanding of Islamic cultural history.

METHOD

Qualitative method, which is a research method that provides a more analytical and subjective explanation. The qualitative method uses research techniques in the form of observation and open interviews. Followed by literacy, which is looking for sources from books, journals, websites, and other sources.

RESULTS AND DISCUSSION

The results of research conducted at MI Muhammadiyah Semondo were observations made in class 3 and interviews with homeroom teachers regarding SKI learning carried out in the classroom.

1. Implementation of learning

SKI learning at MI Muhammadiyah Semondo has been implemented and taught from grades 1-6. Where it has been introduced from an early age, but in reality, even though it has been applied from grade 1, it turns out that there are still obstacles faced by students. In observations made in class 3, students have problems in understanding. With a different level of understanding for each learner, some have superior abilities and some have delays in understanding. Therefore the teacher gets obstacles in the smooth teaching and learning process. From the ability of students who do not understand, the response between teachers and students and even fellow friends who are less interesting, if invited to discussion there is minimal reciprocity, and students who are less enthusiastic in participating in the SKI learning process. So that as a teacher is required to be able to solve every problem in the classroom so that it becomes conducive, namely by applying interesting methods and of course adjusted to the conditions of students in the classroom.

At MI Muhammadiyah Semondo, the teacher who holds the responsibility of teaching SKI is the maple teacher / special religion teacher for grades 3-6 while grades 1-2 are held by the class teacher.

2. Methods applied at MI Muhammadiyah Semondo

In the implementation of learning, it must be balanced with a method so that it can be carried out and conveyed to students more easily. The following methods have been applied in SKI learning at MI Muhammadiyah Semondo.

a. Jigsaw Method

The Jigsaw method, developed by Aronson et al. is a teaching technique that belongs to the Cooperative Learning category. It integrates reading, writing, listening and speaking activities. In applying the Jigsaw Method, the teacher pays special attention to the students' schema of background knowledge or experience, and helps them to activate the schema to facilitate understanding of the learning material. Moreover, students work collaboratively

with their group mates, giving them ample opportunities to process information and improve communication skills. This technique proves effective when the subject matter can be divided into sections and does not require a strict order of delivery. The advantage of this method lies in the involvement of all students in the learning process, while encouraging them to share their knowledge with their peers (Syaiful, 2014).

The process of implementing the Jigsaw Method involves several steps that need to be followed. Firstly, the learning material is selected by considering the possibility of breaking it down into segments or parts. Next, students are divided into groups according to the number of segments. For example, if there are 5 segments and 25 students, then 5 groups will be formed, each consisting of several students. Each group is given different tasks, including reading, understanding, discussing, and summarising the material that has been broken down. Next, members of each group are swapped with members of other groups, allowing each student to share what they have learnt in their original group. After that, the classroom atmosphere is returned to its original state, and students are asked to share if there are any unsolved problems or questions during the group discussion. The teacher also asks students questions to test their understanding of the material that has been learnt. Finally, the teacher summarises, re-explains, and provides further direction regarding the learning material. The Jigsaw method offers an interesting approach to learning as it encourages active participation from all students and at the same time stimulates them to share knowledge with their group mates (Ismail, 2011).

b. Make a Match Method

According to Agus Suprijono, the Make a Match learning model is cards consisting of cards containing questions and other cards containing answers to these questions (Agus, 2012). So it means that Make a Match learning is learning using cards that contain questions according to the material studied and then given a time limit, if you can find a pair of questions and answers then you will be given points.

The Make a Match teaching method involves several steps that need to be followed to facilitate the learning process. First, the teacher prepares cards containing concepts or topics suitable for a review session (each card has one side with a question and the other side with a corresponding answer). Then, each student is given one card. Next, each student contemplates the answer to the question on their card. Afterward, they search for a partner who has a card that matches theirs (matching question and answer). Each student who successfully finds a matching card pair correctly before the time limit is awarded points as recognition. After one round concludes, the cards are shuffled again so that each student receives a different card from before. This process is repeated as needed. Finally, these steps are concluded with a brief summary or discussion that reinforces the learning conducted through the Make a Match method. This method introduces dynamic interaction in learning and can aid in strengthening students' understanding of the concepts or topics being taught (Hanafiah & Suhana, 2009).

Actually, the application of methods at MI Muhammadiyah Semondo is not only that, but there are still many, such as lecture and discussion methods, there are also learning media such as watching films, but here it highlights the 2 methods above where teachers try to make the classroom atmosphere different and not boring.

CONCLUSION

So it can be concluded that MI Muhammadiyah Semondo has implemented various learning methods to make it easier for students to participate in SKI learning activities, some of the methods are jigsaw and make a match.

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