



Improving Students' Understanding of Islamic Education Learning Using the Storytelling Method at SD Negeri 107828 Aras Panjang

Ridwan ✉, SD Negeri 107828 Aras Panjang, Indonesia

Paridah Saragih, SMP Negeri 2 Satu Atap Dolok Merawan, Indonesia

Puspa Utari, SD Negeri 102119 Nagaraja, Indonesia

✉ rr3966690@gmail.com

Abstract: This study aims to improve students' learning comprehension in Islamic religious education learning using the Storytelling Method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. The test is used to measure learning comprehension and observation is used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Storytelling Method can improve students' learning comprehension in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the use of the Storytelling Method can be used as an alternative to improve students' learning comprehension in Islamic religious education learning.

Keywords: Storytelling method, student understanding, islamic education.

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INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping students' character and personality from an early age. PAI not only aims to impart religious knowledge, but also to instill moral and ethical values that will shape students' personalities throughout their lives. One of the important materials in PAI that must be well understood by students is zakat. Zakat is one of the pillars of Islam that must be understood by every Muslim, both as a religious obligation and as part of social responsibility. A deep understanding of zakat is needed so that students not only know this obligation, but can also feel it as part of efforts to create common prosperity.

One of the fundamental aspects in PAI is the understanding of zakat. Zakat is not just a financial obligation, but also has deep social values. In Islam, zakat is an obligation

for every Muslim who is able to give some of his wealth to those in need. Apart from being a form of worship, zakat also aims to clean property and cleanse the soul from miserliness. This understanding must be taught from an early age to children, especially in elementary schools, so that they grow up with high social awareness and understand the importance of sharing. However, the reality in the field shows that students' understanding of the concept of zakat is still not optimal.

At SD Negeri No.107828 Aras Panjang, for example, it was found that grade 5 students still have a limited understanding of zakat. This is evident from the low evaluation scores obtained by students in zakat material. In addition, the active participation of students in class discussions related to zakat is also very minimal. In fact, a good understanding of zakat should be able to start from an early age, so that students can practice it in daily life. The factors that cause students' low understanding of zakat are very diverse. One of them is a learning method that is less varied.

Most teachers still use conventional lecture methods that make students feel bored and less interested in exploring the material. In fact, a more interactive and interesting way is needed to help students understand abstract concepts such as zakat. Therefore, a more innovative approach is needed so that students do not only understand theory, but can also apply this knowledge in their lives. Conventional learning methods that are dominant using lectures often make students feel bored.

Lectures that are monotonous and do not involve students in the learning process often fail to attract students' attention. In fact, in religious learning, students need methods that not only convey information, but also involve their emotions and imagination. One of the methods that is considered to increase students' interest and understanding is the storytelling method. The storytelling method offers a more interesting and effective way to teach religious material. In this method, teachers can convey zakat material through inspiring stories that are easy for students to understand. These stories can be stories about people who donate their wealth to help others, or stories about how important it is to help the less fortunate.

In this way, students can more easily understand the values contained in zakat and feel emotionally connected to the topic. The application of the storytelling method in zakat learning is expected to have a positive impact on students. Through stories that are relevant to daily life, students are expected not only to understand the concept of zakat in theory, but also to feel the importance of zakat in their lives. Heart-touching stories can arouse students' empathy for people in need, as well as motivate them to do good. Thus, they not only become religious individuals, but also have a sense of concern for others.

In addition, the storytelling method can also increase student involvement in the learning process. One of the problems often faced in religious learning is the lack of active participation from students. With the storytelling method, students can more easily get involved in discussions and Q&A, as the story gives them a clear picture of how zakat can be applied in real life. This can increase the motivation of students to be more active in learning, both women and men, so as to create a more inclusive learning atmosphere. The use of storytelling methods is also expected to help create a more enjoyable learning experience.

When learning is done in a fun way, students will more easily accept the material and remember it in the long run. Storytelling utilizes interesting story elements and is full of moral messages, so that students are not only taught about zakat, but also gain valuable life lessons. In the context of SD Negeri No.107828 Aras Panjang, it is hoped that this method can arouse students' interest in PAI lessons as a whole. Based on the description above, this study aims to improve the understanding of 5th grade students of SD Negeri No.107828 Aras Panjang about zakat.

Through the application of the storytelling method, it is hoped that students can more easily understand various concepts related to zakat, such as the meaning of zakat, the types of zakat, and the social impact arising from the implementation of zakat. This understanding is very important so that students can internalize the values of zakat in

their lives and apply them in society. Islamic Religious Education (PAI) has an important role in shaping students' character and personality from an early age.

PAI not only aims to impart religious knowledge, but also to instill moral and ethical values that will shape students' personalities throughout their lives. One of the important materials in PAI that must be well understood by students is zakat. Zakat is one of the pillars of Islam that must be understood by every Muslim, both as a religious obligation and as part of social responsibility.

A deep understanding of zakat is needed so that students not only know this obligation, but can also feel it as part of efforts to create common prosperity. One of the fundamental aspects in PAI is the understanding of zakat. Zakat is not just a financial obligation, but it also has profound social values. In Islam, zakat is an obligation for every Muslim who is able to give some of his wealth to those in need. Apart from being a form of worship, zakat also aims to clean property and cleanse the soul from miserliness.

This understanding must be taught from an early age to children, especially in elementary schools, so that they grow up with high social awareness and understand the importance of sharing. However, the reality in the field shows that students' understanding of the concept of zakat is still not optimal. At SD Negeri No.107828 Aras Panjang, for example, it was found that grade 5 students still have a limited understanding of zakat. This is evident from the low evaluation scores obtained by students in zakat material. In addition, the active participation of students in class discussions related to zakat is also very minimal.

In fact, a good understanding of zakat should be able to start from an early age, so that students can practice it in daily life. The factors that cause students' low understanding of zakat are very diverse. One of them is a learning method that is less varied. Most teachers still use conventional lecture methods that make students feel bored and less interested in exploring the material. In fact, a more interactive and interesting way is needed to help students understand abstract concepts such as zakat. Therefore, a more innovative approach is needed so that students not only understand the theory, but can also apply this knowledge in their lives.

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With the storytelling method, students can more easily engage in discussions and questions and answers, as the stories give them a clear picture of how zakat can be applied in real life. This can increase the motivation of students to be more active in learning, both women and men, so as to create a more inclusive learning atmosphere. The use of storytelling methods is also expected to help create a more enjoyable learning experience.

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Based on the description above, this study aims to improve the understanding of 5th grade students of SD Negeri No.107828 Aras Panjang about zakat. Through the application of the storytelling method, it is hoped that students can more easily understand various concepts related to zakat, such as the meaning of zakat, the types of zakat, and the social impact arising from the implementation of zakat. This understanding is very important so that students can internalize the values of zakat in their lives and apply them in society. This study also aims to examine the effectiveness of the storytelling method in increasing student participation and learning motivation.

By using this method, it is hoped that not only the comprehension of the material will increase, but also the active participation of students in class discussions. A learning that actively involves students can foster confidence and a sense of responsibility for their learning. Therefore, it is crucial to evaluate the extent to which the storytelling method can improve the interaction between teachers and students, as well as between fellow students. In addition, this research will identify obstacles and solutions in the implementation of the storytelling method.

Each learning method certainly has its own challenges in its application. Some of the obstacles that may be faced are time constraints, lack of supporting facilities, or obstacles in terms of teachers' ability to tell stories in an interesting way. Therefore, this study also aims to find solutions that can help teachers overcome these obstacles, so that the storytelling method can be applied more effectively. It is hoped that the results of this study can make a positive contribution to the development of more innovative and effective PAI learning strategies. By applying the storytelling method, it is hoped that teachers can create a more lively and interesting learning atmosphere, which in turn can increase students' understanding of Islamic religious materials, especially zakat. The results of this research are expected to be not only useful for teachers and students at SD Negeri No.107828 Aras Panjang, but can also be a reference for the development of curriculum and learning methods in other elementary schools.

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UNDERSTANDING OF ZAKAT USING THE STORYTELLING METHOD FOR GRADE V STUDENTS OF SDN 107828 LEVEL PANJANG FOR THE 2024/2025 ACADEMIC YEAR".

METHODS

In the context of the title "Improving Understanding of Zakat through the Storytelling Method in Grade 5 Students of SD Negeri No.107828 Aras Panjang," the right type of research is Classroom Action Research (PTK). The type of research used is descriptive qualitative research, which aims to describe or explain something as it is. This means that the data collected is in the form of words or reasoning, pictures, and not numbers. This is due to the qualitative application (Mulyana, 2001:155).

In other words, the researcher in this case seeks to collect data through interviews with students in Class V. To deepen the information obtained, the researcher will carry out direct observation and document matters related to the research topic. Research Variables; 1) Independent Variable (Independent Variable); 2) Dependent variable (bound variable). Population and Sample. This research was conducted in grade V of SDN 107828 Aras Panjang, from December 7 to December 11, 2024 Population: 5th grade students of SD Negeri No.107828 Aras Panjang. Sample: Since the population is only 17 students, the entire population is used as a sample in this study.

The main source of data in this study is the 5th grade students of SD Negeri No.107828 Aras Panjang, which consists of 8 female students and 7 male students, as well as related documentation from schools that support the analysis. Data collection techniques. The data collection techniques used include written tests to measure learning outcomes, interviews to obtain information about perceptions and experiences Students are involved in observations, questionnaires, and documentation during learning.

By using this approach, it is hoped that the research can provide a comprehensive insight into how effective the storytelling method is in increasing the understanding of zakat among students.

RESULTS

Cycle 1 Research Results; 1) Planning. Planning is a very important first step in this class action research. At this stage, various preparations are made to ensure the success of the implementation of the storytelling method in increasing students' understanding of zakat. the success of the first cycle and design improvements for the next cycle. Reflection Results; 1) Test Analysis: Teachers analyze the results of pre-test and post-test to measure the extent to which students' comprehension improves after the application of the storytelling method. If the results show a significant improvement, then this method is considered effective; 2) Identification of Obstacles: Teachers identify difficulties faced by students, such as understanding certain terms in zakat or lack of participation in discussions.

These constraints will be the subject of evaluation for improvement; 3) Improvement Plan: Based on the reflection findings, the teacher designs a new strategy for the next cycle. For example, adding more engaging story visualizations or providing additional guidance to help students understand difficult terms. Description of Cycle Activities 2. Cycle 2 was carried out in two meetings with a focus on improving and strengthening the results of cycle 1. In this activity, the storytelling method is strengthened with visual media such as simple images and videos that are relevant to the theme of zakat. Quiz-based evaluations and group discussions are conducted to measure the improvement of students' understanding.

The storytelling method with the support of visual media has proven to be effective in improving students' understanding of zakat. Some students who were initially passive began to be more enthusiastic and actively responded. Group discussions provide an opportunity for students to share their understanding with their peers, which improves

overall learning outcomes. Cycle 2 showed a significant improvement in students' understanding of zakat compared to cycle 1. The target of success of at least 90% of students achieving the comprehension indicator has been achieved.

The storytelling method with additional visual media is recommended to be used in the next lesson.

DISCUSSION

In this section, discuss about result of present study and compare it to the theory and other studies. Cite as many research articles to produce new theory, method, and others. **Minimum 10 references used to present this section.**

Use equation to present mathematical formulas, symbols etc. Equation can be access on tab insert equation. The example of the equation as follow.

CONCLUSION

This research aims to improve the understanding of grade V students of SDN 107828 Aras Panjang about zakat through the storytelling learning method. Based on the background, it was found that students' understanding of zakat is still low due to monotonous conventional learning methods. With the storytelling method, students are invited to understand zakat through inspirational stories that are relevant to their lives..

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