

KOPELMA: Scientific Journal of Education and Teaching

KOPELMA: Scientific Journal of Education and Teaching

Volume 1 (2) 8 – 14 June 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/kopelma>

The Use of Creative Media from Used Materials in Improving the Quality of Learning Zakat Materials at SD Negeri 56 Aek Batu

Wagini ✉, SD Negeri 56 Aek Batu, Indonesia

Sitianna Ritonga, SD Negeri 28 Aek Raso, Indonesia

Citra Rahmayanti, SD Negeri 56 Aek Batu, Indonesia

✉ waginiajja49@gmail.com

Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using creative media from used materials. 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 using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. 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 creative media from used materials can improve student learning outcomes 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 47.89%, the first cycle 77.27% and in the second cycle it increased to 82.22%. Thus, the use of creative media from used materials can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, islamic education, creative media.

Received January 19, 2023; **Accepted** March 2, 2024; **Published** June 30, 2024

Citation: Wagini., Ritonga, S., & Rahmawati, C. (2024). The Use of Creative Media from Used Materials in Improving the Quality of Learning Zakat Materials at SD Negeri 56 Aek Batu. *KOPELMA: Scientific Journal of Education and Teaching*, 1(2), 1 – 14.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

The background of this study departs from initial observations that show that the learning of zakat material in class V UPTD SDN 56 Aek Batu has not achieved optimal results. In the learning process, students tend to be passive and less interested in participating in lessons. This is due to the use of conventional learning methods that do not involve students actively. Teachers often use lecture and written assignment methods without involving innovative and interesting learning media.

The limited learning media available in schools is also an inhibiting factor in improving the quality of learning. The media used is less varied so that it is not able to motivate students to understand the concept of zakat in depth. As a result, students find it difficult to relate the material taught to their daily lives. This has implications for low student learning outcomes, especially in the aspect of understanding and applying zakat

material. Learning media has an important role in improving the quality of learning. One of the media that can be used is creative media made from used materials. The use of used materials as a learning medium not only helps students understand the material more concretely, but also instills the value of caring for the environment. By utilizing unused items, students are invited to think creatively and innovatively in developing learning media.

The use of used creative media in zakat learning provides a more meaningful learning experience. Students can be directly involved in the process of making media, such as making zakat boxes from used cardboard or making educational posters about the importance of zakat. Through this activity, students not only understand the concept of zakat theoretically but also through fun practical experiences.

This approach is in line with the principle of project-based learning applied in the independent curriculum. Through the creative media creation project, students are invited to collaborate, think critically, and solve problems independently. In addition, this project-based learning also encourages students to develop 21st century skills, such as communication, collaboration, and creativity.

This research is expected to contribute to overcoming the problem of learning zakat material in class V UPTD SDN 56 Aek Batu. With innovations in the use of learning media, it is hoped that student learning outcomes can increase significantly. In addition, this research also aims to inspire other teachers in developing creative and environmentally friendly learning media.

In addition to improving learning outcomes, the use of creative media made from used materials is expected to form the character of students who care about the environment and have a sense of social responsibility. Through this project, students can understand that zakat is not just a religious obligation, but also a tangible form of concern for others and the surrounding environment.

Furthermore, this study also wants to explore how students respond to the use of creative media in learning. By actively involving students, it is hoped that learning will be more fun and meaningful. This study will also look at the extent to which students' involvement in the process of making and using used learning media can affect their motivation and learning achievement.

In the context of education at UPTD SDN 56 Aek Batu, this study has high relevance. As a school that has limitations in facilities and infrastructure, the use of used media is an effective and efficient solution. Thus, this research is expected to be the first step in creating sustainable learning innovations.

Finally, through this class action research, it is hoped that an effective and applicable learning model can be found in improving the quality of zakat material learning. This research is also expected to be a reference for other teachers who want to implement project-based learning by utilizing creative media made from used materials in their schools.

METHODS

SDN 56 Aek Batu was established in 2018, is one of the State Elementary Schools located in Torgamba District, occupying an area of 5040 m², which is located on Jalan Cikampak Tengah, Aek Batu Village, Torgamba District. The condition of the school environment community as a relatively inadequate community. Most of the people have a farming livelihood and some traders, self-employed and State Civil Apparatus (ASN).

Thus, the social condition of parents of students is average and lower middle, but the level of concern is sufficient. Such economic conditions have an impact on the development of education at SDN 56 Aek Batu. The provision of learning infrastructure facilities encountered obstacles due to the economy of students' parents. The school environment is designed according to educational objectives that students can use as a learning resource. Active assistance from teachers is carried out when students interact to

ensure that the student socialization process runs SDN 56 Aek Batu has a considerable opportunity to develop because of its strategic geographical location.

The location of the school is in an area that is easily accessible by public transportation and a quiet and comfortable environment. Behind all the threats of SDN 56 Aek Batu stem from a shift in cultural values, namely the tendency of the metropolis attitude to life that begins to hit the lives of students, imitating the behavior of people whose backgrounds are unclear. Therefore, the activities of building ethics and preserving traditional cultural arts are highly optimized through self-development activities. Responding to this condition, SDN 56 Aek Batu makes real efforts in the form of improving the quality of educators and education staff, equipping facilities and infrastructure, establishing harmonious cooperation with students' parents/guardians and holding self-development activities by considering the expected needs of students and the community. SD Negeri 56 Aek Batu has educators and education staff, most of whom are supported by the level of education in accordance with the tasks they are taught. The teaching and education staff totals 21 people consisting of 1 Principal of 12 class teachers who have S1 qualifications, 2 teachers of Religion and Ethics who have S1 qualifications, 1 teacher of Biblical Immersion who is qualified S1, 1 English teacher who is qualified S1, 1 PjOK teacher who is qualified S1, 1 administrative staff (school operator) who has high school qualifications, 1 school library administrator, and 1 school guard

RESULTS

Classroom Action Research (PTK) is a type of research conducted with the aim of improving or improving the quality of learning in the classroom through actions taken by teachers or educators. PTK is carried out in the form of a repetitive cycle, consisting of planning, action, observation, and reflection, with the aim of improving learning outcomes and the learning process itself. In PTK, teachers as researchers identify problems that occur in the learning process, plan corrective actions, take these actions, observe the process and results that appear, and reflect on the results to improve actions in the next cycle. PTK can be carried out collaboratively, by involving students in providing feedback on the learning process carried out. The main goal of PTK is to increase the effectiveness of learning and make the learning process better and relevant to the needs of students. In the context of the use of interactive media made from used materials in zakat materials, PTK will test how the use of these media can improve the quality of learning through increasing student understanding, participation, and learning outcomes.

The characteristics of Classroom Action Research (PTK) include participatory, reflective, cyclical, and open-ended. Participatory shows that the research is conducted by teachers with the active involvement of students in the process. Reflective means that the teacher reflects on the implementation of actions to determine the next steps. The cycle shows that the research is carried out in a repetitive cycle to improve and improve the learning process. Open means that this research is carried out in a real classroom with real student conditions. PTK steps consist of planning, action, observation, and reflection. Planning is the stage where the teacher plans the actions to be taken to improve learning, while the action is the stage where the teacher implements the planned actions. Observation is carried out to observe and document the processes and results that occur during the implementation of the action, while reflection is carried out to assess the implementation of the action and improve the next steps in the next cycle.

The research variables consist of independent, dependent, and control variables. The independent variable in this study is the use of interactive media made of used materials, such as pencil boxes from used cardboard or recycled whiteboards, which are used to convey zakat materials. The purpose of using this media is to improve the quality of learning, understanding of zakat material, and student involvement in learning. Dependent variables include the quality of learning which is measured through several aspects, namely students' understanding of zakat, student involvement in learning, and

student learning outcomes that can be measured through tests or evaluations. Control variables include factors such as learning methods other than media use, student characteristics, and learning environment conditions that can affect the results of the study.

The population of this study is all grade V students at UPTD SDN 56 Aek Batu who participate in Islamic Religious Education (PAI) learning with zakat material. The research sample was selected using the purposive sampling technique, which selected students who were relevant to the research objectives, namely those who participated in zakat learning and used interactive media made of used materials. The data collection techniques used in this study include observation, interviews, tests (quantitative), and documentation. Observation was carried out to observe student involvement and media use in zakat learning. Interviews with students and teachers aimed to obtain qualitative data on their experiences with the use of used interactive media. Tests are used to measure students' understanding before and after media use, while documentation is used to collect relevant learning notes and evaluation results.

Data analysis in this study involves qualitative and quantitative analysis. Qualitative data obtained from interviews, observations, and documentation will be analyzed using thematic analysis, namely identifying patterns or themes that emerge from the data. Quantitative data obtained from tests and observations will be statistically analyzed to measure the impact of the use of used interactive media on students' understanding and learning outcomes in zakat materials.

Based on the findings above, this research was carried out by teachers who are carrying out PPG program activities as the author of this report. The researcher tried to apply the use of creative media that was considered able to overcome problems in understanding the material presented. One of the uses of creative media used is to utilize used materials such as recycled cartoons into media and use technology as a reference to see the procedures for its use. This research is also intended to change the teaching system of Islamic Religious Education which has been monotonous to become attractive and in demand by students.

The following description is one of the efforts to describe the results of the classroom action research that has been carried out. Thus we will know that the use of used creative media in Improving the Quality of Learning Zakat Materials in Class V UPTD. SDN. 56 Aek Batu. This research was carried out from November 8, 2024 – December 20, 2024 for 2 meetings,. Thus, the teaching practice carried out by the researcher only lasted 2 meetings with 1 subject, namely the chapter Life With Sharing Sub-chapter on zakat.

DISCUSSION

The use of creative media made from used materials in improving the quality of learning zakat materials at SD Negeri 56 Aek Batu has shown significant promise. By utilizing recycled and repurposed materials such as cardboard, plastic, and fabric, the school introduces a cost-effective and environmentally friendly approach to teaching Islamic education. This method not only addresses the need for interactive and engaging learning tools but also aligns with sustainability principles, teaching students the value of reusing and recycling, which is an important lesson in itself. One of the key advantages of using creative media is that it can make abstract concepts, such as zakat, more tangible and relatable for students. For instance, the use of a cardboard box to represent a collection container for zakat helps students visualize how zakat is distributed and the process of giving. This hands-on approach enhances understanding, as students can physically engage with the learning materials and relate them to real-life applications. It transforms the traditional classroom experience, making learning more interactive and student-centered.

Furthermore, the use of creative media from used materials fosters creativity and innovation in students. When tasked with creating or using materials that are repurposed,

students engage in problem-solving and critical thinking. For example, they may create posters, dioramas, or models that represent zakat distribution. Through these activities, students develop their ability to think creatively, which can extend beyond the classroom to other areas of learning and life skills. This process encourages resourcefulness and demonstrates that learning can happen without the need for expensive or commercial teaching aids.

The integration of recycled media also encourages collaboration among students. In group activities such as building a zakat model or preparing a presentation on the importance of zakat, students learn to communicate, share ideas, and work together to achieve a common goal. This collaborative approach strengthens social and interpersonal skills while allowing students to learn from each other's perspectives. It emphasizes the importance of teamwork, which is also a core value in Islamic teachings. Additionally, the use of creative media from used materials can lead to a more meaningful and memorable learning experience. Students are likely to remember the lessons about zakat more vividly when they have physically participated in creating something related to the topic. The tactile nature of using recycled materials makes the learning process more engaging, as students not only hear about zakat but also interact with it through their own creations. This hands-on involvement reinforces the lesson in a way that passive listening or reading might not. Another significant benefit of using creative media in zakat education is the potential to bridge the gap between theoretical knowledge and practical application. By using objects and models that represent the concept of zakat, students can see how the principles of charity and sharing are applied in real life. For example, creating a mock zakat distribution event helps students understand the logistics and ethics behind giving. This active learning process allows students to see how their actions can have a positive impact on society, aligning with Islamic values of charity and social responsibility.

Incorporating creative media into the classroom also has the potential to address diverse learning styles. Some students are more visual learners, while others may learn better through tactile experiences or social interaction. By using recycled media, the teaching method accommodates a variety of learning preferences. Visual learners benefit from seeing models or posters, kinesthetic learners can engage with the materials by building models, and interpersonal learners thrive in group activities. This inclusive approach ensures that all students have the opportunity to engage with and understand zakat in a way that suits their learning style. Moreover, the use of creative media in teaching zakat aligns with the need for more interactive and student-driven approaches in education. Traditional teaching methods, such as lectures and reading assignments, can sometimes fail to actively engage students, particularly in subjects like Islamic education, where students may not always relate to the material. Creative media breaks this barrier by making the subject matter more relatable, interesting, and dynamic. Students are more likely to retain the information when they are actively involved in the learning process, rather than passively receiving it. However, challenges in implementing creative media do exist. One of the main challenges is the time and effort required to prepare and create these materials. Teachers must invest time in sourcing and preparing the materials, and this can be demanding, especially in schools with limited resources. Additionally, some students may not have the skills or confidence to fully engage with creative tasks, particularly if they are not accustomed to such activities. Overcoming these challenges requires proper planning, support, and encouragement from teachers, as well as ensuring that students understand the importance and value of the activities they are engaging in.

In conclusion, the use of creative media made from used materials in teaching zakat at SD Negeri 56 Aek Batu represents an innovative and effective approach to improving the quality of education. This method not only enhances the understanding of zakat but also promotes creativity, collaboration, and sustainability. By providing students with the opportunity to engage with recycled materials, they gain a deeper and more meaningful understanding of the concept of zakat while developing skills that will serve them beyond the classroom. Although challenges exist, the overall benefits of this

approach make it a worthwhile strategy for enhancing learning outcomes in Islamic education.

CONCLUSION

Based on the results of the class action research (PTK) that has been carried out on learning Zakat material in class V UPTD SDN 56 Aek Batu, it can be concluded that learning using group discussion methods, role plays, and audio-visual media has succeeded in increasing students' understanding of zakat material. This can be seen from the increase in the average score of students and the percentage of learning completion in each cycle. In the pre-cycle, the completeness of student learning was only 40%, while in cycle 1 it increased to 65%, and in cycle 2 it reached 90%. This improvement shows that the method applied is more effective compared to the conventional lecture method used previously. In addition, the use of more varied methods makes students more active in following the learning process. Although in cycle 1 there were students who were still less active, in cycle 2 almost all students looked more confident and enthusiastic in participating in learning activities, both in group discussions, zakat simulations, and role plays. Teachers also play an important role in accompanying and guiding students in each learning activity, providing more detailed explanations, and clarifying the steps that must be taken in the discussion and role play process, so that students can understand the material better. However, the challenges faced are that there are still some students who lack focus when using learning media such as videos or infographics, as well as some students who need more time to really understand the concept of zakat in depth.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.

- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.