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Implementation of Wayang Media in Learning The History of Islamic Culture in MI

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Abstract
Learning Islamic Cultural History (SKI) is one of the essential subjects in Islamic studies at Madrasah Ibtidaiyah. SKI subjects contain Islamic history materials that motivate students to know, recognize, and live Islamic history, which will directly or indirectly shape the attitudes and character of students. Historical SKI materials should be conveyed to students in the right way and media so that the learning objectives can be achieved. In schools, there is still a lot of SKI learning, which is explained by the lecture and question and answer method, making SKI learning to tend to be boring for students. The media used did not vary. On the other hand, educators can use many media to explain SKI material well, interestingly, and fun for students, one of which is wayang media. Wayang media can be used to assist educators in conveying material that involves important figures in history. This study aims to implement wayang media in SKI learning. The research used is quantitative with a quantitative descriptive approach. The results of this study describe the implementation of wayang media that meets valid criteria, with validation results by material experts reaching 98.60% and media experts validating 97.05%. The response of students and educators subject to product trials was outstanding.
Keywords: Learning Media; Wayang Media; SKI Learning.

Introduction

History has a significant role in human life. History can improve morals and ethics as well as human education. Ethics is so essential that it cannot be separated from humans; it is the main difference between humans and other creatures (Qorib & Zaini, 2020). Character education for students is a concern for countries to prepare a quality generation (Nurjanah & Aci, 2019). We should look at the improvement in today's human condition by looking at how the previous history presented the example of the human being with the best morals of all time, namely the Prophet Muhammad. In education, finding out how the Prophet was a role model is the subject of Islamic Cultural History. History can educate people to be better individuals in the future. In line with educational goals, which are consciously and planned to form intelligent Indonesian people with good character (Rahmatiani 2020). Therefore Islamic Cultural History education must be delivered as well as possible and liked by students to achieve the expected learning objectives. The learning of Islamic Cultural History so far uses direct learning methods. This tends to make students feel bored faster in the learning process. Even though learning Islamic Cultural History is a subject that contains various stories about past events that have occurred and experienced that are closely related to Islam (Aslan & Suhari, 2018). Many lessons can be drawn from studying history. With history, it can also be seen how Islam came into being and transformed the ignorant Arab population into respected people who have strong personalities to this day. So that history can be taken as a means to change human morals for

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the better (Sinulingga, 2016).

The history of Islamic culture is one of the essential subjects of its role in improving today's moral condition. The History of Islamic Culture is a subject that contains stories of past events that are closely related to Islam (Aslan & Suhari, 2018). By looking at how Islamic Cultural History learning contains stories of Islamic figures who are used as examples in improving students' character formation towards noble characters. In Islamic history, it is told about the best human being, namely Rasulullah SAW. Setyawan and Andini said that the History of Islamic Culture is a subject that teaches about the origins and developments related to the role of Islamic culture or civilization and studies figures who have excelled in Islamic history in the past, tells the development of Islamic society from the time of the Prophet Muhammad SAW to the Rashidun khulafaur, the Umayyads, the Abbasids, the Ayyubids, to the birth and development of Islam in Indonesia (Setyawan and Andini 2019). Seeing the importance of learning Islamic Cultural History in education, this subject must be conveyed as well as possible so that it can be understood and impact students' lives. Students must quickly understand the delivery of good learning. So to study the history of Islamic culture, it is necessary to have a new learning method, with the aim that the history studied is not only limited to theory but also becomes part of the individual himself, namely better individuals and a quality generation. MIN 1 Palangka Raya in the implementation of Islamic Cultural History learning using direct learning. The results of observations made in class V MIN 1 Palangka Raya, it was found that teachers tend to rely on Ministry of Religion SKI learning books and use lectures and question and answer, so it seems that some students get bored quickly and are engrossed in themselves when teaching and learning activities take place.

Therefore it is necessary to have new media that must be implemented; the implementation of wayang media in SKI learning at MIN 1 Palangka Raya aims to facilitate the teaching and learning process in class. Learning media contains all the tools that can be used to stimulate students' feelings so that the learning process is realized (Astutik, 2020). Learning media also makes it easier for teachers to convey messages to students (Ernanida & Al Yusra, 2019) and to make students' focus more directed toward learning. Wayang media makes students focus on the learning delivered by the teacher (Mawadah, 2019). Visualizing engaging wayang media can motivate students to be active and pay attention to the material presented by the teacher (Lestariningsih & Parmiti, 2021). Engaging and well-packaged wayang media will help teachers achieve successful educational and learning processes to be effective and efficient (Sulistyowati & Syabrina, 2020).

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Method

The implementation of this research uses a quantitative research method with a descriptive quantitative approach. This research method describes the implementation of wayang media in SKI learning MIN 1 Palangka Raya. This study uses data collection instruments, including observation, interviews, and documentation. After the data is collected then analyzed. The data analysis technique used in this study uses descriptive quantitative techniques.

Results and Discussion

At the stage of the process of implementing wayang media in learning, Based on the results of observations in the field, it was found that learning Islamic Cultural History is an interesting lesson to be discussed and studied with students, a history that tells past events and the best human story, namely Rasulullah Muhammad SAW, which can be used as an example in life and make life better, it is just that students quickly feel bored when learning Islamic Cultural History takes place which is delivered by direct methods, namely lectures and questions and answers. This makes students need to focus more when learning takes place.

Figure 1. Wayang Media Figures

Characters are the central part of the implementation of this wayang media. Figures have a role in conveying the value to be given to students. Characters are moved and played according to the plot in the story conveyed.

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Figure 2. Wayang Background

Backgrounds liven up the atmosphere and depict scenes from the past. With a Wayang media background displayed to convey learning material about the history of Islamic culture, it will feel natural. Wayang media has been implemented and handed over to experts for validation, namely material and media experts, with two validation stages. Data from the first material expert validation results obtained a feasibility percentage of 98.60% of the material in wayang media, including valid criteria and suitable for use. Data validation results by media experts first obtained a percentage of 54.41% of the media. Wayang is included in the criteria of not being feasible to implement with suggestions or comments from media experts (1) complete the characters in the media, (2) add tools to the media,ঌ, (8) materials in wayang media were replaced with better quality. In validating the two-wayang media, a percentage of 97.05% was obtained, including valid criteria and very feasible to use. Based on the results of the second validation, the wayang media implemented is valid and very suitable for field trials. The results obtained from the validation of material experts and media experts are a reference that wayang media is very well used in learning the history of Islamic culture.

Through the results of the interviews, it can be seen that the response given by the teacher to the wayang media that was implemented included aspects of the suitability of the media with the curriculum, the suitability of the media with the learning objectives, the suitability of the language used, the effectiveness and efficiency of the media, the attractiveness of the media. Teachers who responded to the wayang media implemented included class teachers and SKI subject teachers. Therefore, based on the data obtained, wayang media is included in the appropriate category. Furthermore, based on students' responses to the attractiveness aspect of wayang media, 94.11% was obtained, including in the excellent attractiveness category.

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The wayang media implemented has a significant role in the learning process because the role of this media can make it easier for teachers to convey learning material and make it easier for students to understand the material in learning (Almahfuz, 2021). Moreover, wayang media can also improve students' listening skills in learning Islamic Cultural History (Mawadah, 2019). An increase in students' understanding has progressed with the help of wayang learning media in the learning process of Islamic Cultural History (Ummatin, 2017).

Conclusion

This research is quantitative research with a descriptive quantitative approach. Therefore, the implementation of Wayang media in Class V SKI Learning can be categorized as very effective. For example, with the following results: (1) material expert validation 98.60% (2) media expert validation 91.07% (3) class teacher response 91.07% (4) SKI teacher response 80.35% (5) student response on a large scale 94.11%. Judging from the results, it is known that the wayang media implemented is included in the exciting category. Thus, this Wayang Media is very appropriate to be used in the study of Islamic Cultural History.

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