THE APPLICATION OF STORYTELLING IN LEARNING AQIDAH AKHLAK ABOUT PROPHET IBRAHIM AS

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PAPER INFO

Received: September 2021
Revised: October 2021
Approved: October 2021

ABSTRACT

Background: The application of the storytelling can be used as an alternative learning method used, especially in learning Aqidah Akhlak, with this method besides being able to quickly hit the hearts of students it is also not easy to get bored because through storytelling students can take ibrah from the stories of the Prophets, to be applied in everyday life. The problem is how the storytelling can be applied effectively so that the implementation of Aqidah Akhlak learning gets a positive response, attracts attention, can be developed and practiced in everyday life.

Aim: the objectives of this research are to find out the application of the storytelling in learning Aqidah Akhlak material about the story of Prophet Ibrahim AS at MDTA Riyadlut Ta’limiyah and the effectiveness of the Storytelling in learning Aqidah Akhlak the material for the story of the Prophet Ibrahim AS at MDTA Riyadlut Ta’limiyah.

Method: This study uses a qualitative descriptive approach, namely research in which the data is in the form of words and the source comes from interviews, report notes, documents and others.

Findings: The results showed that the application of the Storytelling in learning Aqidah Akhlak at MDTA Riyadlut Ta’limiyah was relatively effective. As evidence that the learning process is effective, the enthusiasm of students during the learning process, student activity and evaluation results are increasing.

KEYWORDS storytelling, Aqidah Akhlak, Prophet Ibrahim AS

INTRODUCTION

One of the problems in the implementation of Islamic religious education is in the aspect of learning methodology, teachers are still normative, theoretical and cognitive which are less able to relate and interact with other subject matter. This explains that "The use of Islamic religious education learning methods in schools is mostly still using traditional learning methods that are monotonous and static lectures, tends to be normative, monolithic, detached from history, and increasingly academic."

The teaching and learning process held in schools as formal education centers as an effort to direct changes in individuals in a planned manner both in terms of cognitive, affective and psychomotor in learning interactions is strongly influenced by several components including educators, students, subject matter, learning methods, suggestions for infrastructure, the environment, and several other components that support the learning process as well as various efforts that must be made to foster interest and enthusiasm for learning for students.

The mental development of students at school includes the ability to work abstractly towards conceptually. The implications for learning, must provide varied experiences with effective and varied methods. The learning process must also pay attention to the interests and abilities of students.
In the process of Islamic education, the method has a very important position for achieving goals because it becomes a means of delivering subject matter arranged in the curriculum. Without a method, a subject matter cannot be processed effectively and efficiently in teaching and learning activities towards the expected educational goals.

The use of the right method will greatly determine the effectiveness and efficiency of learning. Learning needs to be done with fewer lectures and other teacher-centered methods, and more emphasis on interaction with students. The use of varied methods will greatly assist students in achieving learning objectives. The learning experience in schools should be flexible and not rigid, and should emphasize creativity, curiosity, guidance and direction towards maturity.

Ineffective educational methods will hinder the smooth teaching and learning process so that a lot of energy and time is wasted. Therefore, the method applied by a teacher will be effective and effective if it is able to be used in achieving the educational goals that have been set.

In the process of Islamic education, the method is appropriate if it contains intrinsic and extrinsic values in line with the subject matter and functionally can be used to realize the ideal values contained in the goals of Islamic education. Among the methods, curriculum, and objectives of Islamic education contain relevance and operations in the learning process. Because the educational process contains the meaning of internalizing and transforming Islamic values into human students as an effort to form Muslim personalities who are faithful, pious, and knowledgeable.

As one of the operational components of Islamic science, the method must be directing the subject matter to the educational goals to be achieved through a step-by-step process, both in formal and non-formal institutions. Thus, according to Islamic education, a good method must have character and relevance that is in line with the goals of Islamic education.

There are three aspects of the values contained in the goals of Islamic education to be realized through methods that contain the character and relevance. First, forming students to become servants of God who serve Him alone. Second, it has educational value which refers to the instructions of the Qur'an. Third, related to motivation and discipline according to the teachings of the Qur'an called reward and punishment.

One of the effective methods in learning Islamic religious education, especially in Aqidah Akhlak subjects is the Storytelling. In this method, the technique used is to reveal historical events that originate from the Qur'an and contain moral, spiritual, and social educational values, both regarding stories that are good, or tyrannical, or physical-spiritual, material and spiritual inequalities.

The storytelling is very effective if applied in learning Aqidah Akhlak, because this method is very interesting and can increase the enthusiasm of students, while the purpose of this method is to take Ibrah from the stories contained in the Qur'an so that it can be understood and practiced, so that can form students who have strong faith (Aqidah) and have noble character and provide benefits and benefits both for themselves and for the surrounding community. So, from the description of the background of the problem above, the researcher intends to conduct a study on the effectiveness of the method with a title "The Application of the Storytelling in Learning Aqidah Akhlak in the material of the story of the Prophet Ibrahim AS (Research on
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MDTA students Riyadlut Ta'limiyah Kp. Cirandaka Tanggulun Village, Kadungora Sub-District, Garut District).

METHOD

This study will examine and describe the application of the Storytelling in learning Aqidah Akhlak commendable moral material at MDTA Riyadlut Ta'limiyah Kp. Cirandaka Tanggulun Village, Kadungora Sub-District, Garut District. The focus is on the learning process and its results both in terms of values and attitudes. In accordance with this, this research uses a qualitative descriptive paradigm approach.

The types of data to be taken in this study are qualitative data. Qualitative data is data that is presented in the form of verbal words, not in the form of numbers, namely: 1) Overview of MDTA Riyadlut Ta'limiyah; 2) The condition of teachers, employees and students of MDTA Riyadlut Ta'limiyah; and 3) The application of moral learning methods at MDTA Riyadlut Ta'limiyah.

The sources of data in this study were: 1) Primary data sources (Aqidah Akhlaq subject teacher and MDTA students Riyadlut Ta'limiyah); and 2) Secondary data sources (Data obtained from existing data and has a relationship with the problem to be studied or complementary data sources).

As for the population in this study, all MDTA students Riyadlut Ta'limiyah Kp. Cirandaka, Tanggulun village, Kec. Kadungora kab. Garut totaling 141 students. Based on this, the research sample is all MDTA students Riyadlut Ta'limiyah Kp. Cirandaka, Tanggulun village, Kec. Kadungora kab. Garut, which has 30 students, is only grade IV. This research is a population study, because the number of samples to be studied is less than 100 people. This is in accordance with the opinion of Suharsimi Arikunto (2006), which states: "Just for prediction, if the subject is less than 100 it is better to take all of them so that the research is a population study. But if the number of subjects is greater than 100, it can be taken between 10 - 15% or 20 - 25% or more". Meanwhile, data collection techniques applied in this study were observation, interviews, documentation, and triangulation.

RESULTS AND DISCUSSION

The Application of Storytelling in Learning Aqidah Akhlak at MDTA Riyadlut Ta'limiyah Kp. Cirandaka Tanggulun Village, Kadungora Sub-District, Garut District

In teaching and learning activities, one of the supporters of teacher success is the teacher's ability to master and apply learning methods that are in accordance with the material, characteristics and conditions of students. The learning method used must be in accordance with the teacher's skills in delivering subject matter, mastering the class, and attracting students' attention. The more skilled the teacher in teaching, the methods applied will be right on target and become effective.

The application of the storytelling requires teacher creativity. It must be supported by several elements including the facilities available in schools, the media used and the strategies used by teachers so that the application of the method can run well.

The delivery of Aqidah Akhlaq subject matter so far mostly still uses the lecture method, which method does not attract the attention and enthusiasm of students, even making students get bored quickly and cannot understand the material presented optimally because what is
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delivered is very theoretical. Hence, there needs to be variations in the use of methods in learning Aqidah Akhlak, one of which is the application of the storytelling. This is expected to increase students' enthusiasm for learning. This storytelling correlates theory with ibrah or a picture of life in the past to be used as a reference or provision in navigating the life to come, so that the quality of human life will get better from time to time.

The Effectiveness of Storytelling in Learning Aqidah Akhlak at MDTA Riyadlut Ta'ilimiyyah Kp. Cirandaka Tanggulun Village, Sub-District of Kadungora, Garut District

Effectiveness is an implementation which is a stage to achieve the expected goals. Thus, the application of the storytelling in learning Aqidah Akhlak is expected to help educators and students in achieving the goals of Islamic religious education.

The objectives of learning Aqidah Akhlak are: 1) Provide knowledge, appreciation, and belief to students about things that must be believed, so that it is reflected in their daily attitudes and behavior; 2) Provide knowledge, appreciation, and a strong will to practice good morals and stay away from bad morals, whether in relation to God, himself, fellow human beings and with the natural surroundings; and 3) Provide provisions to students about Aqidah and morals to continue their lessons to a higher level.

In the application of the storytelling, the teacher has a very important role in the classroom and is also responsible for the success of students. Hence, the teacher, before the teaching and learning process is carried out, should first make a learning implementation plan that will be delivered in accordance with the specified competency standards.

After evaluating the students who became research respondents both in writing, verbally and their attitudes during the learning process or after, it can be concluded that the Storytelling is an effective method when applied in learning Aqidah Akhlak. Effectiveness can also be determined by the suitability of the application procedures carried out by the teacher and the learning outcomes of students, both in terms of written, oral assessment, performance and changes in their attitudes.

From the observations made by the researchers, it can be seen that the application of the storytelling in learning Aqidah Akhlak at MDTA Riyadlut Ta'ilimiyyah Kp. Cirandaka Tanggulun Village, Kadungora Sub-District, Garut District is very effective. The indicators are: 1) Increase the enthusiasm of students in participating in Aqidah Akhlak learning; 2) Make students happier and easier to understand the material presented; 3) Improving student learning outcomes both in writing, verbally and in action; and 4) Students are able to apply the material they get in everyday life.

Some of the indicators above can be used as a benchmark for the effectiveness of Aqidah Akhlak learning at MDTA Riyadlut Ta'ilimiyyah Kp. Cirandaka Tanggulun Village, Kadungora Sub-District, Garut District, because the use of effective learning methods is very helpful for educators in delivering subject matter and can realize students in accordance with the desired goals.

CONCLUSION

Based on the overall description of the results of research in the field, researchers can conclude several things as follows: 1) The story method is applied in learning Aqidah Akhlak
as a form of method variation and is expected to help educators in the teaching and learning process to make it easier to convey subject matter and provide maximum results; and 2) The application of the story method in learning Aqidah Akhlak is very effective because it can make students more enthusiastic during the learning process and make it easier for students to understand the subject matter and can provide examples in attitude and behavior.

REFERENCES