# Literacy-Based Islamic Cultural History Learning at Islamic Elementary School

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**Abstract:** The purpose of this article was to discuss the planning, implementation, and evaluation of literacy-based Islamic Cultural History learning at Madrash Ibtidaiyah/ Islamic Elementary School (MI) Tarbiyatul Ulum Pengampon Menganti Gresik. This article used qualitative research with a case study approach. Sources of data were obtained from primary data and secondary data. Data collection techniques were observation, interviews, and documentation. Data analysis techniques were data reduction, data presentation, and verification/concluding. While the data validity technique used the criteria of credibility, transferability, dependability, and confirmability. The result of this study was literacy-based Islamic Cultural History learning at MI Tarbiyatul Ulum Pengampon Menganti Gresik carried out in three stages, 1) Planning in the form of making Learning Implementation Plans tailored to student needs, 2) Learning implementation which was divided into three stages namely preliminary activities, core activities, and closing activities. In the core activities using various literacy-based methods and media, namely Lecture, Mind Mapping, Audio Visual and Reading Corner, 3) Learning evaluation was carried out covering three domains, namely affective, cognitive and psychomotor.

**Keywords:** islamic cultural history; islamic elementary school; learning implementation

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## Introduction

Education is the most important part of the process of guiding students to complete the learning process towards the main point of the end of learning through a process that involves teacher and learner interaction (Bwarnirun & Santoso, 2021; Maptuhah & Juhji, 2021). Islamic religious education must have a clear goal so that it can lead students to a sharia concept that can be implemented in real life (Ihsan et al., 2021; Ridwan, 2018). Through a teaching activity, training, process, and an act of educating, it will be seen that changes in behaviour and character show the purpose of education, which is to humanize a whole human being (Tafsir, 2012).

In this process, active involvement of educators and students is needed, so that learning objectives can be completed as expected. One of them is by motivating

educators to have the ability and creativity in presenting learning that is fun and meaningful (Bwarnirun & Santoso, 2021; Ma`arif & Rochmah, 2018). However, there are still many teachers who apply conventional learning and do not apply innovative learning with varied and effective methods (Mudhita et al., 2021; Rizali, 2009; Syaharuddin, 2020). This is also seen in Islamic history teachers who use storytelling methods more than other methods (Cahyono, 2017).

The subject of Islamic Cultural History plays a very important role. The substance contained in this material provides a very strong motivation for students to know more deeply about the history of Islam as well as to practice the values contained therein (Rofi'ah, 2020). By studying the history of Islamic culture, students will know the noble goals of Islamic education. All of which will certainly foster a spirit of learning and a sense of pride in the religion of Islam.

However, it seems that the history of Islamic culture is one of the problems for students, they sometimes ignore the ongoing learning process (Fadli & Sudrajat, 2020). They consider the history of Islamic culture to be not as interesting as general subjects, of course, this could be due to several things (Wahyuni & Bhattacharya, 2021). For example, they are not suitable with the learning methods used by students, the decrease in students' motivation and interest in learning because they do not understand the importance of Islamic cultural history material in their lives. They do not experience a meaningful learning process (Alfin, 2019; Ulum, 2020). When viewed from these factors, the ability of Islamic cultural history teachers to create a supportive learning atmosphere is closely related to their ability to manage various components of education (Ilmi et al., 2021).

The effective way that can be done is to rebuild a literacy culture that can be applied to learning the history of Islamic culture. Literacy is closely related to the world of education (Hidayah, 2017; Suragangga, 2017). Because this activity can be a bridge for students to receive, analyze and synthesize the knowledge they have acquired at school. Indonesia is a country that has been able to eradicate the illiteracy of its people (Fuad, 2019; Salam, 2019).

The results of the Progress International Reading Literacy Study (PIRLS) test in 2011 showed that Indonesia was ranked 45th out of 48 countries. The results of the Program For International Student Assessment (PISA) survey of 15-year-old students stated that the reading ability score in 2012 decreased compared to 2009 (*OECD. PISA*, 2018). With these achievements, the government indeed regulates effective steps in developing reading skills. on students as a basis for gaining knowledge, skills and attitude formation of students. Thus, learning activities can be more meaningful and easily accepted and understood by students.

In the preliminary study conducted by the author, it can be seen that the MI Tarbiyatul Ulum institution is one of the institutions that include literacy programs in the school curriculum. However, the new author sees its application to thematic learning. Therefore, the researcher wants to know about the implementation of these literacy activities in religious learning, especially in the history of Islamic culture. That is the background of the researcher conducting a study entitled "Learning the History of Islamic Culture Based on Literacy at MI Tarbiyatul Ulum Pengampon Menganti Gresik".

## Literature Review
## Lesson Planning

Planning has the root word "plan" which means to make a design in the form of a sketch (the framework of something to be done). Educational management science illustrates that the word planning can also be mentioned in English terms planning, which is an activity that contains regular steps that are prepared to solve problems to achieve a goal (Uno, 2007; Hamalik, 2003).

The allocation of time used to achieve a learning goal which contains the process of preparing material, the use of learning media, the selection of an appropriate approach or method and the form of assessment used is a form of planning in the learning process to achieve a predetermined goal. PP RI no. 19 of 2005, concerning national education standards, article 20 explains that; "Learning process planning has a syllabus, planning, implementation of learning that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes".

A teacher develops a learning plan to be able to apply it optimally when the learning process takes place so that the goals can be achieved with maximum results. The purpose of developing lesson plans is to develop and plan a learning process and develop lesson plans in the teaching and learning process (Savage, 2014).

A plan will be very useful for a teacher. Because with this, the teacher can give an assessment of himself on his ability to understand the learning characteristics of all his students and be able to formulate the goals to be achieved. The implementation of teacher learning can run well by compiling several components of learning planning tools, among others. 1) determine an effective time allocation, 2) develop an annual program, 3) develop a semester program, 4) compile a syllabus, 5) develop a learning plan (Majid, 2005).

## Learning Evaluation

The term evaluation comes from English, namely "evaluation" According to (Brown & Kinney, 1973) evaluation is an action or a process to determine the value of something.

Evaluation is an attempt to find out how many things have been owned and mastered by students from some things that have been taught by the teacher. Learning evaluation includes evaluation of learning outcomes and evaluation of the learning process. Evaluation of learning outcomes focuses on obtaining information about how well students are achieving the stated teaching goals (Boyan & Moore, 2000).

While the evaluation of learning is a systematic process of obtaining information about the effectiveness of the learning process in helping students achieve maximum teaching goals (Edelenbos & Van Buuren, 2005).

From the above understanding, it can be concluded that the evaluation of learning determines the good and bad results of learning activities. The learning evaluation determines whether the process of learning activities is good or bad.

Evaluation of learning outcomes is a process to determine the value of student learning through assessment activities and or measurement of learning outcomes, the main purpose of the evaluation is to determine the level of success achieved by students after participating in a learning activity, where the success rate is marked by a value scale in the form of letters, words or symbol. If the main purpose of this learning outcomes evaluation activity has been realized, the results can be used for certain purposes. The steps for evaluating learning

outcomes include 1) formative evaluation, and 2) summative evaluation (Al Rasyid & Setiawardhana, 2006).

### Learning Literacy

The word literacy can be interpreted as reading and writing. In Indonesian, it can be interpreted as a word of literacy, The initial concept of literacy is literacy which then develops towards discourse literacy and continues to develop into knowledge literacy (Abidin, 2017).

In English, the word literacy which is absorbed into Indonesian grammar becomes the word literacy which means literacy. While in Latin "litera" also has the same meaning. In simple terms, the word literacy can be interpreted as the ability to be able to read and write (Lyons & Pinnell, 2001).

From the description above which explains the concept of literacy from several different points of view, it can be concluded that literacy is the ability to absorb various information stored in the form of text and symbols that exist in both conventional and modern media so that it becomes information that is easily understood. About the learning process, literacy skills are expected to improve student learning achievement.

### Research Method

This article is a qualitative research type with a case study approach. The reason for using a case study is that the place being researched has problems with how to apply literacy-based Islamic cultural history learning.

The place of this research is in (MI) Tarbiyatul Ulum Pengampon Menganti Gresik. The implementation of this research was carried out from January to May 2021.

The informants of this research were the head of the Madrasah, the head of the foundation, the deputy head of the madrasa and several teachers. Data collection techniques with observation, interviews and documentation. The data collection technique is an effort to observe the variables through the methods of observation, interviews and documentation. Data analysis techniques follow the model (Creswell, 2007; Miles et al., 2014) namely by 1) data reduction, 2) data presentation and, 3) verification and concluding.

### Discussion
### Literacy-Based Islamic Cultural History Learning Planning

In planning learning scenarios, Islamic Cultural History teachers prepare a Learning Implementation Plan which refers to the syllabus prepared by the government to achieve the competencies that must be mastered by students. The lesson plans are developed with the curriculum development team at the madrasa at the beginning of each new teaching.

Teachers also participate in activities held by the Teacher Working Group (*Kelompok Kerja Guru*, KKG) regularly to equip them with the ability to manage classes and design the lessons they will implement. The school also provides opportunities for teachers to take part in training in the context of developing media and methods both offline and online.

The annual program (*prota*) and the structured semester program (promes) are used as a reference in preparing learning plans. In this case, the learning design developed must be able to accommodate the abilities and potential of students from various aspects, namely the affective, cognitive and psychomotor domains

following the 2013 curriculum applied at the institution.

From the results of interviews, observations and documentation during the research, it can be seen if there are various ways that teachers use in choosing the methods and media that will be used during learning. And don't forget the initial plan, which is to create literacy-based learning.

A plan is needed in preparing all kinds of activities that we will do. By doing a plan, we can determine what goals we will achieve and how to achieve the goals (Belcourt & McBey, 2013; Ma'sum, 2016). Allah says in Surah Assajdah verse 5 which reads:

$$يُدَبِّرُ ٱلْأَمْرَ مِنَ ٱلسَّمَآءِ إِلَى ٱلْأَرْضِ ثُمَّ يَعْرُجُ إِلَيْهِ فِي يَوْمٍ كَانَ مِقْدَارُهُ أَلْفَ سَنَةٍ مِّمَّا تَعُدُّونَ$$

Meaning: "He manages all affairs from the heavens to the earth, then (affairs) it ascends to Him in one day whose level (duration) is a thousand years according to your calculations."

The above verse shows that Allah SWT created the heavens and the earth through a careful plan then Allah SWT regulates everything in the heavens and the earth runs in an orderly manner. This can also be applied by an educator so that learning activities can run well and regularly.

From the results of the study, it was found that the planning activities of Literacy-Based Islamic Cultural History MI Tarbiyatul Ulum Pengampon Menganti Gresik had been carried out well by the teachers. They make learning tools in the form of *prota, promes,* and lesson planning (RPP/*Rencana Pelaksanaan Pembelajaran*) based on the syllabus prepared by the government by taking into account the characteristics and potential of students. Teachers utilize various learning resources

and use learning methods and media that are under the material to be taught so that learning objectives can be achieved.

This is in line with the theory that has been conveyed by Majid (Majid, 2005) that a plan will be very beneficial for a teacher. Because with this, the teacher can provide an assessment of himself on his ability to understand the learning characteristics of all his students and be able to formulate the goals to be achieved.

The learning plan components mentioned by Yatmini are based on the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes, which are the core components are learning objectives, learning steps (activities) and learning assessments (assessments) that must be carried out by teachers, namely: (1) school identity, (2) subject identity, (3) class/semester, (4) subject matter, (5) time allocation, (6) learning objectives, (7) basic competencies and indicators of competency achievement, (8) Subject matter, (9) Learning methods, (10) Learning media, (11) Learning resources, (12) Learning steps, (13) Assessment of learning outcomes (Yatmini, 2016).

However, MI Tarbiyatul Ulum Pengampon Menganti Gresik uses a 1 sheet lesson plan based on PERMENDIKBUD No. 14 of 2019 whose components contain three important components in learning and other than that it is only a compliment. Activities during the COVID-19 pandemic were indeed carried out online, but on May 24 it was allowed to enter. However, face-to-face meetings are not required, depending on the conditions of each region. Due to the area where MI Tarbiyatul Ulum is located in the green zone, it was decided at that time to enter with a reduced duration of learning.

Based on the description above, the researcher can present the results of the literacy-based Islamic Cultural History

learning plan at MI Tarbiyatul Ulum Pengampon Menganti Gresik in the form of a chart as follows:

Figure 1:
Literacy-based Islamic Cultural History learning planning at MI Tarbiyatul Ulum Pengampon Menganti Gresik
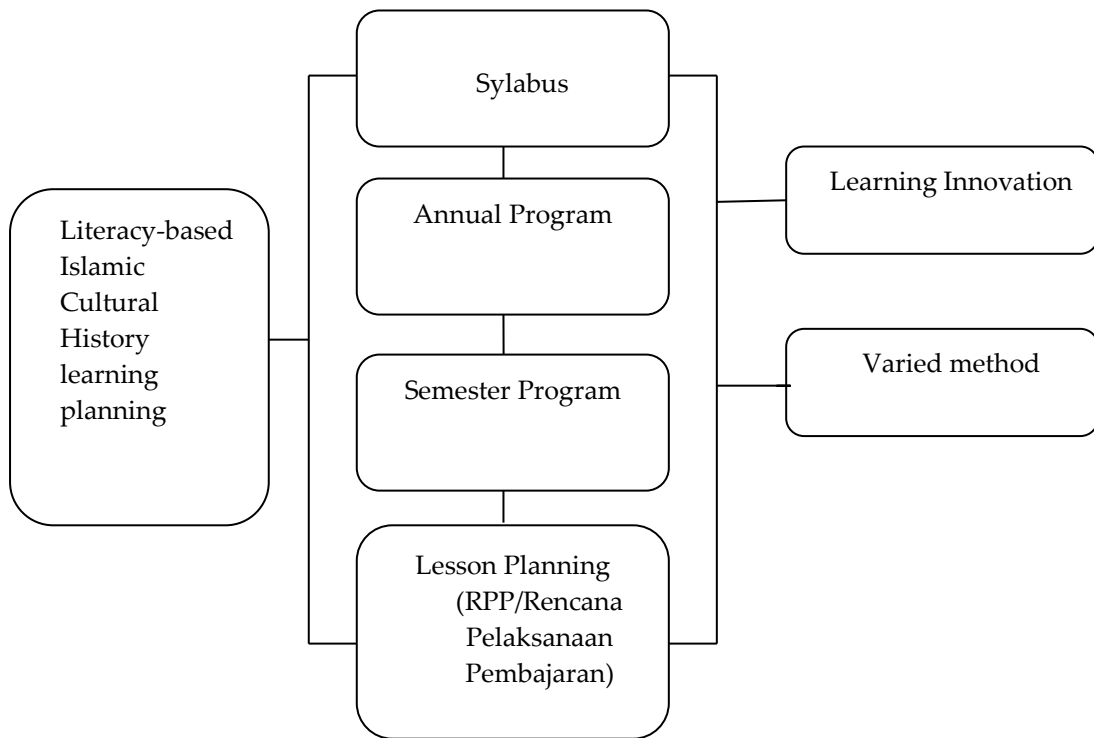


From the picture above, it can be understood that literacy-based learning planning at Madrasah Ibtidaiyah still follows the model in general. That is, learning planning is done by referring to the syllabus, the teacher makes an annual program and a semester program. Characteristics in the lesson plans on the material of Islamic Cultural History is how the teacher applies literacy-based learning with various varied methods.

Planning for literacy-based learning in the History of Islamic culture is carried out in a learning design meeting at the beginning of the year. Literacy-based learning at MI Tarbiyatul Ulum is not only on Islamic Cultural History subjects but all subjects. The lesson Plan emphasizes how the purpose of learning Islamic history is based on literacy. Teachers emphasize varied methods so that students can master information and technology wisely.

## Implementation of Literacy-Based Islamic Cultural History Learning

Implementation of Islamic Cultural History Learning in the Covid-19 Pandemic Period. The pandemic that has enveloped the country of Indonesia since 2020, certainly had a very significant impact. Learning activities have been carried out using a distance learning model.

However, with the Gresik district government's policy in Gresik Regent Regulation Number 50 of 2020 regarding guidelines for implementing face-to-face learning during the transition to a new normal order in the conditions of the 2019

coronavirus disease (COVID-19) pandemic in Gresik district, on July 19, 2021, it will be held. face-to-face learning trials for Elementary Schools and Junior High Schools. This decision was taken after an evaluation of the system for regulating study hours, student capacity and school duration. (Java post, 2021)

All schools that will follow this decision must prepare health protocols at their institutions under strict supervision and assistance by the Covid Task Force and the local health office.

This research on learning the subject of Islamic Cultural History was carried out in the fourth week of May because at that time MI Tarbiyatul Ulum carried out face-to-face activities after all this time carrying out learning using the distance learning model.

The subject of Islamic Cultural History (ICH) at MI Tarbiyatul Ulum Pengampon Menganti Gresik takes part in the curriculum as many as 2 Hours of Study in a week with an allocation of 35 minutes in each JP for one week. While the material is adjusted to KMA 183 and 184. It should also be noted that these subjects are taught in grades 3, 4, 5 and 6 only.

The results showed that at the implementation stage of learning, three stages were passed by the teacher, namely preliminary activities, core activities and closing activities. Everything is implemented according to what has been planned by the teacher and is stated in the Lesson Plan that has been prepared.

In the first stage, namely preliminary activities, it appears that the teacher prepares students psychologically and physically so that they are ready to follow the learning process. This activity can be in the form of singing, clapping or mini-games that can make students feel comfortable and not burdened with the process they will go through. The teacher also motivates students by telling stories related to the subject matter of Islamic Cultural History to be studied, these stories can be in the form of everyday events that are often experienced by students themselves (Munchit, 2008).

Describes exemplary stories of Islamic warriors that allow students to be able to awaken their emotions in taking the values implied in the story. In addition, the teacher can also do apperception at this stage regarding the extent to which students' ability to master the material they are going to learn. Do not forget that the teacher also conveys the learning objectives and the scope of the material they will learn.

All steps in the preliminary activity stage can show the various creativity possessed by a teacher. Literacy activities also play a role at this stage. Habituation activities in elementary schools can be realized in the form of 15 minutes of reading before the main activity takes place. This has the aim that students can prepare themselves psychologically and physically in following the learning process well and get maximum results.

The second stage is the core activity, the teacher uses learning models, learning methods, learning media, and learning resources that are tailored to the characteristics of students and subjects. The choice of a learning approach is equally important. At this stage, the teacher must be able to explore all student competencies starting from students' attitudes, knowledge and skills.

In attitude mastery, the teacher directs and guides students to have good social and spiritual abilities by creating a conducive and religious atmosphere. While in the knowledge domain, it can be seen that the curriculum used at the MI Tarbiyatul Ulum institution in this academic year has followed the 2013 curriculum which uses a scientific approach that is adapted to KMA 183 and 184 and is integrated into the School

Literacy Movement which has been recommended by the government.

In this activity the teacher at MI Tarbiyatul Ulum Pengampon uses several learning methods that are integrated with literacy activities, namely: 1) Literacy reading and writing which appears in the use of the lecture method, the use of mind mapping media and maximizing the reading corner in the classroom. The subject of Islamic cultural history contains many interesting stories that must be understood by current students, delivery by the lecture method can still be done by way of interesting storytelling. This will create a deep impression in the memory of students and can be written in an article containing the important points of the material that has been studied. 2) Digital literacy in the form of the use of Audio Visual media that appears on the use of the LCD during the learning process. By utilizing the internet network, the teacher plays a video about the story of a friend of the Prophet SAW through the youtube page. students can be technologically literate, utilizing sophistication wisely to add insight and knowledge (Kemendikbud, 2017).

Researchers saw the student's response is very good to the creativity of teachers in managing learning in the classroom. The students were enthusiastic following all the learning steps that had been designed by the teacher. They listened to the teacher's explanation and gave feedback to all the questions the teacher asked. Students also work on the task of making mind mapping seriously following the direction and guidance of the teacher. When the teacher displays the video through the LCD, the students seem enthusiastic about listening and can answer all the teacher's questions regarding the material related to the learning video. Even when students are in the reading corner, they focus on reading

books and dare to ask the teacher when they find difficult words which are hard to understand in the reading text they read.
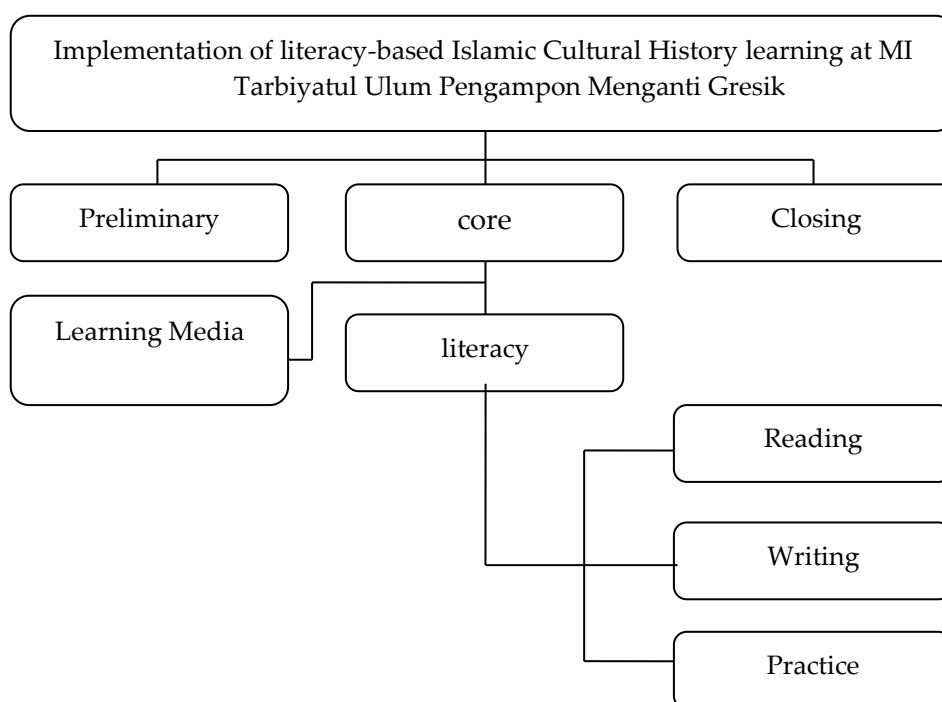
From the description above, the teachers try to explore and maximize students' senses by using various literacy-based learning media. This is an effort made to accommodate the differences in the learning characteristics of students.

The third stage is the last, namely closing activities. On this occasion, the teacher reflects to evaluate the learning process that has been passed. By finding the benefits of learning outcomes, you will be able to determine the learning steps that have been taken. The teacher also provides feedback on the learning process, the results obtained and carries out the follow-up to be carried out and conveys to students the material they will learn at the next meeting.

This stage is the most important. because, through the evaluation of learning, the teacher see and determine the level of success in the learning process that has been passed. With the evaluation, the teacher sees the advantages and disadvantages of the learning methods that have been used so that they can be used as a reference in the next learning process.

Everything that is applied in the implementation of literacy-based Islamic cultural history learning at MI Tarbiyatul Ulum Pengampon, namely the preliminary activities, core activities and closing activities are following the Minister of Education and Culture no. 22 of 2016 concerning the standard of primary and secondary education processes combined with programs from the government by including stages under the guidelines for the school literacy movement in elementary schools which explain the stages of literacy, namely habituation, development and learning (Dewi Utama Faizah, 2016).

Figure: 2
Implementation of literacy-based Islamic Cultural History learning

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│ Implementation of literacy-based Islamic Cultural History      │
│ learning at MI Tarbiyatul Ulum Pengampon Menganti Gresik       │
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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Preliminary  │      │    core      │      │   Closing    │
└──────────────┘      └──────────────┘      └──────────────┘

     ┌──────────────┐      ┌──────────────┐
     │ Learning Media│      │   literacy   │
     └──────────────┘      └──────────────┘

                           ┌──────────────┐
                           │   Reading    │
                           └──────────────┘

                           ┌──────────────┐
                           │   Writing    │
                           └──────────────┘

                           ┌──────────────┐
                           │   Practice   │
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## Evaluation of Literacy-Based Islamic Cultural History Learning

The learning evaluation process carried out at this institution is carried out to cover three domains, namely affective, cognitive and psychomotor which can be explained as follows:

The affective domain is assessed on the spiritual and social aspects through observations made by the teacher when learning takes place. Observations can also be done when students work independently or in groups.

The cognitive domain is assessed in daily assessments using oral and written test techniques, performance appraisals and project appraisals. In addition, the assessment is also carried out in the middle and at the end of the semester.

The psychomotor domain is assessed through practical activities and products produced during the learning process, all of which are recorded and will be reported on student learning outcomes reports.

The evaluation carried out as above is following the theory of Benjamin S. (Bloom et al., 1964) which states that learning objectives must always refer to three types of domains namely, affective, cognitive and psychomotor.

Learning evaluation activities carried out by teachers at MI Tarbiyatul Ulum are in line with curriculum 13 which uses authentic assessments that lead to the achievement of basic competencies in Spiritual Core Competencies (KI-1), Social Core Competencies (KI-2), Knowledge Core Competencies (KI-1). -3) and Skills Core Competence (KI-4). Evaluation is also carried out using a reference to the Minimum Completeness Criteria (Cahyani & Satriyani, 2020).

The literacy activity itself at MI Tarbiyatul Ulum Pengampon Menganti Gresik has been carried out referring to the

existing School Literacy Movement, namely the stages of habituation, development and learning. Habituation activities can be seen in the habit of reading 15 minutes in the learning process, development activities are still not visible, while at the learning stage it can be seen that teachers have used effective teaching methods in developing students' literacy skills with a choice of literacy and digital literacy dimensions. Following the guidebook of the National Literacy Movement (Faizah, 2016).

Based on the description above, the researcher can conclude the evaluation of literacy-based Islamic Cultural History learning at MI Tarbiyatul Ulum Pengampon Menganti Gresik through the following chart:

## Conclusion

The planning of the Literacy-Based Islamic Cultural History lesson at MI Tarbiyatul Ulum Pengampon Menganti Gresik has been carried out well by the teachers. They make learning tools in the form of annual programs, semester programs, and learning designs based on the syllabus prepared by the government by taking into account the characteristics and potential of students. Teachers also take advantage of various learning resources and use learning methods and media that are adapted to the material to be taught so that learning objectives can be achieved.

The implementation of Literacy-Based Islamic Cultural History at MI Tarbiyatul Ulum Pengampon Menganti Gresik is carried out a week with an allocation of 2 x 35 minutes per lesson hour. This activity is divided into 3 stages of activities, namely preliminary activities, core activities, and closing activities. Learning is carried out with various methods and media, namely lectures, Mind Mapping, Audio Visual, and

assignments. Meanwhile, literacy learning includes the stages of habituation, development, and integrated learning in the learning process carried out both in the classroom and in the library.

The evaluation of Literacy-Based Islamic Cultural History learning at MI Tarbiyatul Ulum Pengampon Menganti Gresik is carried out by applicable regulations as explained, which includes three domains, namely the first affective domain which is carried out through observation assessment techniques, the second is the cognitive domain which is carried out through written test techniques, tests oral and assignment, the three psychomotor domains whose assessment is aimed at practice, performance, and portfolio.

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