



Analysis of the Application of the Mini Story Theater Learning Model (TMK), Story Poster Making (PPK), and Lectures (CPM) in Islamic Religious Education Learning

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Abstrak. Penelitian ini bertujuan untuk menganalisis penerapan model pembelajaran Teater Mini Kisah (TMK), Pembuatan Poster Kisah (PPK), dan Ceramah (CPM) pada pembelajaran Pendidikan Agama Islam. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu. Populasi penelitian ini merupakan seluruh siswa kelas VII SMP yang berjumlah 92 siswa, dengan sampel penelitian tiga kelas yang dipilih secara acak dengan teknik *cluster random sampling*, kelas VII A sebagai kelompok eksperimen 1 dengan perlakuan model pembelajaran Teater Mini Kisah atau TMK; kelas VII B sebagai kelompok eksperimen 2 diberi perlakuan model pembelajaran Pembuatan Poster Kisah atau PPK; dan kelas VII C sebagai kelompok kontrol diberi perlakuan model pembelajaran Ceramah Penyampaian Materi atau CPM. Instrumen penelitian yang digunakan yakni kuesioner dan wawancara. Data penelitian dianalisis dengan menggunakan teknik analisis varians (ANOVA) satu jalur pengujian lebih dari 2 sampel dengan menggunakan SPSS 26. Hasil penelitian mengungkapkan bahwa tidak terdapat perbedaan pemahaman siswa tentang Kisah Nabi dan Rasul (KNR) mata pelajaran PAI, antara siswa yang menggunakan model pembelajaran Teater Mini Kisah (TMK), Pembuatan Poster Kisah (PPK) dan Ceramah (CPM).

Kata Kunci: Ceramah (CPM); Model Pembelajaran; Pembuatan Poster Kisah (PPK); Pendidikan Agama Islam; Teater Mini Kisah (TMK).

Abstract. This study aims to analyze the application of the Mini Story Theater (TMK) learning model, Making Story Posters (PPK), and Lectures (CPM) in learning Islamic Religious Education. This study uses a quantitative approach with quasi-experimental methods. The research population consisted of all 92 students in class VII junior high school, with a sample of three classes randomly selected using the cluster random sampling technique, class VII A as the experimental group 1 with the treatment of the Theater Mini Story or TMK learning model; class VII B as the experimental group 2 was treated with the learning model Making Story Posters or PPK; and class VII C as the control group was given the learning model of Lecture Delivery of Materials or CPM. The research instruments used were questionnaires and interviews. The research data were analyzed using the analysis of variance technique (ANOVA) one-line testing of more than two samples using SPSS 26. The results revealed that there were no differences in students' understanding of the Acts of the Prophets and Apostles (KNR) in PAI subjects between students using the learning model Story Mini Theater (TMK), Story Poster Making (PPK), and Lectures (CPM).

Keywords: Lecture (CPM); Learning model; Story Poster Making (PPK); Islamic education; Mini Story Theater (TMK).

Introduction

Islamic Religious Education, or what is commonly called PAI, is one of the subjects that must be applied in public and private schools. Law Number 20 of 2003 concerning the National Education System has also ensured that Islamic Religious Education (PAI) must be included in the public school curriculum, following Chapter X Article 37, which states that the primary and secondary education curriculum must include religious education. (Aziz et al., 2020) PAI aims to form students who are faithful, pious, have noble characters, and have an Islamic perspective. (Hambali & Asyafah, 2020) One of the crucial PAI materials to study is the stories of the Prophets and Apostles in the Qur'an and Hadith, which contain moral, spiritual, and social values. These stories can be used as a source of inspiration, motivation, and role models for students facing various challenges and problems in life.

However, in reality, Islamic Religious Education learning is often less exciting and enjoyable for students, and this research problem is also based on field facts that show that Islamic Religious Education learning models tend to be monotonous and boring. This can impact perceived low interest, motivation, and learning achievement. As experienced PAI teachers in junior high schools, they pay attention to students who are less enthusiastic about participating in learning. Referring to Siti Nusroh's research entitled "Analysis of learning difficulties in Islamic Religious Education (PAI) and how to overcome them" also shows that choosing an inappropriate PAI learning method or model can make students easily bored and bored with PAI subjects, especially in terms of reading and memorize the Qur'an. (Nusroh & Luthfi, 2020) The research conducted by Mohammad Jailani et al. also stated that so far, the learning of Islamic Religious Education (PAI) for students or students

tends to be stagnant and does not experience significant development, which results in learning becoming monotonous and boring. (Jailani et al., 2021) Deden junjuran hermawan also shows that using media in PAI learning still tends to be static and less attractive, resulting in a bland impression. (Hermawan, 2022). Lailatul Fitriah, with the results of her research related to "the problems of learning Islamic religious education for students at SMPN 2 Jabung Malang," also explained that a lack of motivation is also the cause of students getting bored with learning. Therefore it is hoped that the teacher will issue various kinds of varied learning models to help students be more motivated to follow the learning process. (Fitriah, 2018)

Of the various problems that occur, there needs to be awareness from every teacher in creating learning models so that the learning process runs more attractively. As explained by Deden junjuran Hermawan, one way of a broader and more flexible learning model is that Islamic Religious Education teachers need to be responsive to the times by gaining a good understanding of learning methods and media, keeping abreast of the times, and having the awareness that it is crucial adjusting the learning model according to the needs of the material presented. (Hermawan, 2022) This shows that it is crucial and necessary for the innovation and creativity of PAI teachers to choose and implement learning models that are appropriate to the characteristics of students, teaching materials, and fun learning objectives. The PAI teacher's awareness of the problems in the field makes him feel the need to apply different learning models to be applied so that the learning process is more challenging and encourages students to engage directly in discussing the material provided.

Various kinds of learning models in the world of education, such as cooperative learning models, problem-based learning, inquiry, and projects, (Rokhimawan et al., 2022) PBL, or what is commonly known as problem-based learning models. (Koesnandar, 2020) The Mini Story Theater (TMK) learning model, Making Story Posters (PPK), and Lectures (CPM) are part of the many learning model choices chosen by PAI teachers to use in the PAI learning process, especially story material: the Prophets and Apostles.

Therefore there is a need for research to analyze the application of the Mini Story Theater (TMK) learning model, story poster making (PPK), and material delivery lectures (CPM) in PAI learning, where this research is expected to provide information about the effectiveness or ineffectiveness along with the advantages each learning model in improving learning outcomes and student learning interest in the material stories in PAI. This research is also expected to provide input and suggestions for Islamic Religious Education teachers, students, schools, and researchers interested in developing the same or different learning models for Islamic Islamic Education material or other subjects.

Method

This study uses a quantitative approach with quasi-experimental methods. This research's population was all class VII SMP students, totaling 92 students. The sample of this research was three classes that were randomly selected using the cluster random sampling technique. Class VII A was the experimental group 1, which was given the treatment of the Story Mini Theater or TMK learning model; Class VII B was the experimental group 2, which was treated with the learning model Making Story Posters or PPK; and Class VII C was the control group which was given the learning model of

Lecture for Delivering Material or CPM. The research instruments used were questionnaires and interviews. The research data were analyzed using the analysis of variance technique (ANOVA), one way of testing more than two samples using SPSS 26.

Result and Discussion

Learning Model

The TMK learning model is a learning model that uses drama or theater media to present stories in PAI excitingly and interactively. Students are divided into several groups, each responsible for preparing scripts, costumes, props, and roles in a story. Then, each group will present their story in front of the class using appropriate expressions, gestures, and intonation. The TMK learning model can improve students' speaking skills, critical thinking, collaboration, and art appreciation. (Nurfarida & Herwan, 2020)

Meanwhile, the PPK learning model is a learning model that uses poster media to present stories in PAI visually and creatively. Students are divided into several groups, each responsible for making a poster describing the essence of a story. The poster must include titles, images, colors, writing, and relevant symbols to the story. Then, each group will present their poster in front of the class by explaining the content and meaning of the poster. This PPK learning model can improve students' writing, reading, drawing, and aesthetic abilities. (Rahmah & Mustapa, 2017)

Then the CPM learning model is a learning model that uses the lecture method to convey stories in PAI in an informative and systematic way. The Teacher usually acts as a source of information that provides an explanation of the background, characters, events, lessons learned, and implications of a story, in which students act as recipients of

information that must pay attention, record, remember, and understand the material—delivered by the Teacher. This learning model can improve the ability to listen, memorize, analyze, apply students, and train concentration in listening and capturing information from the Teacher. (Tibahary & Muliana, 2018)

Based on the explanation above, the TMK, PPK, and CPM learning models are three different approaches to introducing stories in PAI subjects. TMK uses drama or theater as media, PPK uses posters, and CPM uses the lecture method. These three models can improve students' abilities in various aspects, such as speaking, critical thinking, collaboration, art appreciation, writing, reading, drawing, aesthetics, listening, memorizing, analyzing, applying, and training concentration in listening and capturing information from Teachers.

Anova Test

The Anova test is a method or hypothesis test used in parametric statistics to compare the averages of two or more samples, focusing on the interaction between the two factors. The Anova testing technique that utilizes the F distribution is the result developed by Ronald A. Fisher. (Bakdash & Marusich, 2017) The Anova test stands for Analysis of Variance, a type of Comparative Test or Difference Test (comparing more than two groups or samples). The reason for using the 1-way Anova Test or one-way Anova is because there is only one center of attention, namely the learning model that influences PAI learning outcomes. Several types of ANOVA tests are commonly used, including: (Mashuri, 2023)

1. *Univariate One-Way Analysis of Variance*: This test is used when it has one independent variable (factor) and one dependent variable. The goal is to

compare the means of different groups on that one factor

2. *Univariate Two-Way Analysis of Variance*: This test is used when we have two independent variables (factors) and one dependent variable. This test helps us understand the interaction between the two factors and their effect on the dependent variable

Using the ANOVA test, we can identify whether significant differences exist between the groups being compared and also understand the interactions between the factors that influence the dependent variable.

Then to be able to carry out the ANOVA test, several assumptions need to be fulfilled.

1. Each sample must come from groups that are independent of each other.
2. The variance between groups must be homogeneous, meaning that the variability of the data in each group must be similar.
3. Data in each group must have a normal distribution.
4. There are more than two groups of data to be compared.

The first assumption is fulfilled when the sample is taken randomly from several independent groups, where the value in one group does not depend on the value in the other group. Then the fulfillment of the second and third assumptions can be analyzed using the normality test and variance homogeneity test. Suppose the second and third assumptions are unmet, or the data must be distributed normally. In that case, the analysis can be performed using non-parametric tests such as the Kruskal-Wallis test.

a) One Way Anova Test

In this discussion, the researcher then wanted to see

whether there were differences in students' understanding of "The Story of the Prophet and Apostles (KNR)" in 3 different classes using different learning models. In class VII A, which consists of 30 students, the PAI teacher applies the Mini Theater of the Story of the Prophets and Apostles (TMKNR) learning, then in class VII B which consists of 32 students, the learning of Making Posters of the Story of the Prophets and Apostles (PPKNR) is applied, and in class VII C, which consists of 30 students, applies Lecture/Material Delivery (CPM) learning. After holding several meetings with students in each class by applying the learning model specified above, then the PAI teacher gives the same test to students in three different classes to measure differences in understanding of the story of the Prophet and Apostles in PAI subjects and get accumulated data on student scores as presented in the table below:

Table 1. Data on students' understanding of the Acts of the Prophet and Apostles

Number	Class VII A	Class VII B	Class VII C
	Mini Story Theater (TMK)	Making Posters (PPK)	Lecture (CPM)
1	83	80	80
2	81	79	79
3	81	89	84
4	83	80	85
5	83	80	81
6	80	87	82
7	80	82	83
8	80	85	80
9	79	80	82
10	88	77	82
11	80	80	84

12	84	79	80
13	81	82	85
14	81	80	83
15	79	80	80
16	85	80	80
17	81	84	85
18	86	80	74
19	81	83	80
20	87	79	86
21	84	80	82
22	83	85	82
23	82	80	80
24	83	80	80
25	80	80	82
26	83	81	80
27	83	80	79
28	80	83	82
29	87	80	80
30	83	77	82
31		82	
32		84	

To analyze the data above, the researcher will use a one-way Anova test or one-way ANOVA to test the difference in the mean or mean of more than two samples.

b) Hypothesis Formulation

H_0 : **There was no** difference in students' understanding of the Acts of the Prophet and Apostles (KNR) in PAI subjects between students using the Mini Story Theater (TMK), Story Poster Making (PPK), and Lecture (CPM) learning models.

H_1 : **There are** differences in students' understanding of the Acts of the Prophets and Apostles (KNR) in PAI subjects between students who use the Mini-Story Theater (TMK), Story Poster Making (PPK), and Lecture (CPM) learnings.

c) Data Normality Test

Table 2. Test Of Normality

	Learning Model	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score_KNR	TMK	,180	30	,014	,915	30	,020
	PPK	,298	32	,000	,860	32	,001
	CPM	,171	30	,026	,908	30	,013

a. Lilliefors Significance Correction

Based on the results of the normality tests of the three learning methods, namely TMK, PPK, and CPM, it was found that all sig values from the Kolmogorov-Smirnov and Shapiro-Wilk tests were <0.05 or less than 0.05. Therefore, data on students' understanding of the Acts of the Prophet and Apostles in class VII on the three learning methods, namely TMK, PPK, and CPM, is not normally distributed.

Because the data is not normally distributed, further hypothesis testing is carried out using the Non-Parametric Statistical method, namely the Kruskal-Wallis Test.

Table 3. Kruskal-Wallis Test

	Ranks		
	Learning_Model	N	Mean Rank
Score_KNR	TMK	30	54,32
	PPK	32	39,44
	CPM	30	46,22
	Total	92	

Based on the Mean Rank value, it can be concluded that:

- 1) The average grade of students in a class using the Story Mini Theater (TMK) model is higher than the average grade of students in a class using the Story

Poster Making (PPK) and Lecture (CPM) models.

- 2) The average score of students in a class that uses the Lecture model (CPM) is higher than the average score of students in a class that uses the Story Poster Making (PPK) model.

Then to identify the average difference between the three methods, you can refer to the output below:

Table 4. Test Statistics

Test Statistics ^{a,b}	
	Score_KNR
Kruskal-Wallis H	5,036
df	2
Asymp. Sig.	,081

a. Kruskal Wallis Test

b. Grouping Variable: Learning_Model

With a Sig value of 0.081 which indicates that the value is > 0.05 or greater than 0.05, the null hypothesis (Ho) is accepted. Therefore, there is no significant difference between the average of the three methods. Or in other words: "There is no difference in students' understanding of "The Story of the Prophet and Apostles (KNR)" who study with the Mini Story Theater (TMK), Story Poster Making (PPK), and Lecture (CPM) models." Or students' understanding of "The Story of the Prophet and Apostles (KNR)" did not show a significant difference between those who learned through the Mini Story Theater (TMK), Story Poster Making (PPK), and Lecture (CPM) models.

Because the results of the Hypothesis test show that Ho is

accepted, that is, there is no difference in students' understanding of "The Story of the Prophet and Apostles (KNR) in PAI subjects, both those using the Story Mini Theater (TMK) learning model, Story Poster Making (PPK) and Lectures (CPM)), then the Post Hoc Test was not carried out.

The Post Hoc test was carried out to explore differences between group pairs after significant differences were found in the ANOVA test. Because the data above yielded no difference, there was no need for a post hoc test.

Conclusion

Based on the results of the analysis carried out on the application of the learning model in three different classes (class VIIA with the Mini Story Theater learning model, class VII B with the Story Poster Making learning model, and class VII C with the Lecture learning model) in learning Islamic Religious Education, especially material The story of the Prophet and Apostles at the junior high school level, it can be concluded that In carrying out a normality test on the data obtained from the three learning methods, it was found that all sig scores were less than 0.05. This indicates that the data is not normally distributed. Therefore, hypothesis testing is continued using a non-parametric statistical method, namely the Kruskal-Wallis test. The results of the Kruskal-Wallis test showed that there was no significant difference between the averages of the three learning methods (TMK, PPK, and CPM) in terms of students' understanding of "The Story of the Prophets and Apostles (KNR)." In other words, students' understanding is similar to those who learn through the Mini Story Theater (TMK), Story Poster Making (PPK), and Lecture (CPM) models.

Thus, based on the results of the analysis carried out, it can be concluded that the application of the three learning methods (TMK, PPK, and CPM) did not have a significant effect on students' understanding of "The Story of the Prophets and Apostles (KNR)." In the context of learning Islamic Religious Education on this material, all learning methods have a similar level of effectiveness in achieving student understanding.

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