
The Effectiveness of Timeline Story Poster on Learning Outcomes in Islamic Historical Lesson

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Abstract

Islamic historical lessons are often considered boring and uninteresting. This is known by the existence of a significant point of difference between the average score obtained and the minimum average level of achievement. The average score in the Islamic History subject for Class 3 Intensive 2021 students is 2.62, while the minimum score is 4.9. From this data, it was found that only 1% of students reached the minimum limit. Therefore, this research was carried out with the research method used was quantitative experimental type. The population was all Intensive Class 3 students and the sample selection technique was simple random sampling, which took 70 students from Intensive Class 3 B to Intensive Class 3 H, half of whom were students for the control class and 35 students for the experimental class. The analysis uses the normality test, reliability test, and Mann Whitney test. This study shares new findings, namely forms of application and obstacles in understanding Islamic history lessons. In this research it can also be seen that students' understanding and learning outcomes are very minimal. This research recommends the use of Timeline Story Poster-based learning media to improve learning of Islamic history education. Teachers need to develop innovative learning media strategies, while students must actively participate in the learning process and apply their experiences. With the timeline story poster, students can realize their desire to study Islamic history easily and happily. Meanwhile, teachers can use the results of this research as a reference in applying educational methods in the learning process.

Keywords: Effectiveness, Timeline Story Poster, Islamic Historical Lesson

Abstrak

Pelajaran Sejarah Islam seringkali dinilai sebagai pelajaran yang membosankan dan tidak menarik. Hal itu diketahui dengan adanya titik perbedaan yang signifikan antara nilai rata-rata yang diperoleh dengan tingkat pencapaian rata-rata minimal. Nilai rata-rata mata pelajaran Sejarah Islam siswa Kelas 3 Intensif 2021 adalah 2,62, sedangkan Nilai minimal adalah 4,9. Dari data tersebut diperoleh siswa yang mencapai batas minimal hanyalah 1 %. Maka dari itu dilakukan penelitian ini dengan metode penelitian yang digunakan adalah kuantitatif tipe eksperimen. Populasinya adalah seluruh siswa Kelas 3 Intensif dan teknik pemilihan sampelnya adalah simple random sampling, yang diambil 70 siswa dari kelas 3

Intensif B sampai dengan kelas 3 Intensif H, setengahnya adalah siswa untuk kelas kontrol dan 35 siswa untuk kelas eksperimen. Adapun analisis menggunakan uji normalitas, uji reliabilitas, dan uji Mann Whitney. Kajian ini berbagi temuan baru, yaitu bentuk penerapan dan kendala dalam kesulitan memahami pelajaran sejarah Islam. Dalam penelitian ini juga dapat diketahui bahwa pemahaman dan hasil belajar siswa sangatlah minim. Penelitian ini merekomendasikan penggunaan media pembelajaran berbasis Timeline Story Poster untuk meningkatkan pembelajaran pendidikan sejarah Islam. Guru perlu mengembangkan strategi media pembelajaran yang inovatif, sedangkan siswa harus berpartisipasi aktif dalam proses pembelajaran dan menerapkan pengalamannya. Dengan timeline story poster siswa dapat mewujudkan keinginannya untuk mempelajari sejarah islam dengan mudah dan menyenangkan. Sedangkan para guru dapat menjadikan hasil penelitian ini sebagai acuan dalam penerapan metode pendidikan dalam proses pembelajaran.

Kata Kunci: Efektivitas, Poster Cerita Timeline, Pelajaran Sejarah Islam

INTRODUCTION

The Islamic historical lesson plays a very important role. It's hoped that the substance contained in this lesson will provide very strong motivation for student especially, to find out more deeply about Islamic history and practice the values contained in it (Rofi'ah 2021). Studying the Islamic historical lesson might be a way to understand all the past historical fact also the situations at that time. The Islamic historical lesson aims for important goals such as improving student's creativity. So that, students are requested to be able in redescribing the condition or incident described in history and explaining the point to their peers.

Learning the Islamic historical lessons must be oriented, meaningful, and relevant to current developments (Hasmar 2020). Teachers are expected to be able to create programmed activities in instructional design, thereby making students learn actively which emphasize providing learning resources. In essence, teacher and student activity is really needed during the learning process, such as building an ability to present the lesson in an interesting way and meaningful (Bwarnirun and Santoso 2021). One of the interesting ways could be develop during Islamic historical lesson is a learning media, such as map, handout, etc. The learning media according Gerlach and Elly is known by the combination of a set of tools such as graphical, photographic, or electronic tools for rearranging visual or verbal information (Arsyad 2016).

The previous research discussing about the Islamic historical lesson, stated that the Islamic historical lesson's goals can be achieved through guidance, teaching, practice, and habituation activities (Lubis et al. 2021). Beside that research, there is some research stated that the goals of Islamic historical lesson are consists of a set of systems designed for the learning process (Marhalim 2021). Many research talks about the condition or the problems of Islamic historical lesson, but the research to date, has tended to focus on the teaching methods and strategies rather than the innovation to develop a media facilitating the learning process.

Referring to the several expectations and things should happen in learning Islamic historical lesson was explained previously, it can be seen in the reality of

learning Islamic historical lesson which is very far from expectations and things should happen. This gap known from the student's opinion, who state that Islamic history lessons is the most difficult lessons to learn. This statement leads to difficulties in understanding and memorizing the material and results in learning outcomes are lower than the expectations.

Why the Islamic historical lesson always rated as uninteresting lesson (Wahyuni and Bhattacharya 2021). The fact is Islamic historical lesson is just interpreted as conventional and boring learning. There are many teachers applies a conventional learning and do not apply an innovative learning with various and effective methods or media (Syaharuddin et al. 2021). The statement before is based on evidence that most of the teachers are able to teach, but unable to make the lesson more interesting. Then, the Islamic historical lesson seems a big problem for the students, sometimes they ignore the ongoing learning process (Fadli and Sudrajat 2020). The Islamic historical learning sometime also marked as boring lesson. However, the suitable media use in Islamic historical lesson is not yet been solved.

The aim of this paper is to explore the effectiveness of Timeline Story Poster in Islamic Historical Lesson. Although a map that resembles a timeline story poster has been applied around the history of the prophet Muhammad PBUH and bring about fruitful endeavours, but it is little known as to how the effectiveness of the Timeline Story Poster in Islamic historical lesson. By applying the Timeline Story Poster in Islamic historical lesson, this study seeks to understand “Is the Timeline Story Poster effective to use in Islamic historical lesson? And What is the effect of using Timeline story Poster in islamic historical lesson?”

METHODS

There are two variables in this research, first is independent variable and second is dependent variable. An independent variable is a condition or value which changes the condition or another value. The dependent variable is a variable caused by changes in other variables (Purwanto 2019). Based on this research the

independent variable is the timeline story poster, and the dependent variable is learning outcomes in islamic historical lesson.

This study employed a true experimental with a pretest-posttest control group design. The pretest-posttest control group design is a type of experiment where the researcher randomly allocate older aduts to the intervention and control groups (Reichardt 2019). This method used to find the effect of a certain treatment on other parties under controlled conditions. The true experiment also known by classic experiment, the following figure to illustrate the design method.

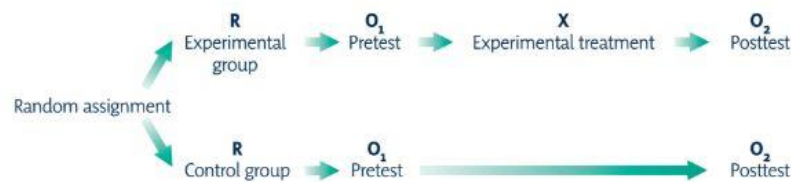


Figure 1.
Design Method

Population is the all we want to understand (Silva 2020). The research population for this study were the intensive third grade students of the Third Female's Campus of Darussalam Gontor Islamic Teacher Training College during the academic year 1442-1443 H equivalent to 2021-2022 AD. Here is the amount of the students or the populations.

Table 1.
Populations of Research

CLASS	AMOUNT
3 Intensive B	37
3 Intensive C	37
3 Intensive D	34
3 Intensive E	34
3 Intensive F	31
3 Intensive G	34
3 Intensive H	27
TOTAL	235

The sample is the resulting group of elements (Silva 2020). The sample chosen in this research were several the intensive third grade students of the Third

Female's Campus of Darussalam Gontor Islamic Teacher Training College during the academic year 1442-1443 H are taken by a random sampling method. The researcher took a sample of 10% of all intensive third grade students. Researchers take this approach by using the Slovin equation. Slovin equation or formula is one of the most popular sampling theories for questionnaire research which used to take a sample size that must be representative (Rifkhan 2023). There are 70 female students from the study community selected to be the sample in this research. With the student's amount each class bellow:

Table 2.
Samples of Research

CLASS	AMOUNT	THE SAMPLE	RESULT
3 Intensive B	37	10%	11
3 Intensive C	37	10%	11
3 Intensive D	34	10%	10
3 Intensive E	34	10%	10
3 Intensive F	31	10%	9
3 Intensive G	34	10%	10
3 Intensive H	27	10%	9
TOTAL	235		70

And the researcher divided the selected students into two groups, one being the experimental class and the second being the control class. Each of experimental class and control class are contained 45 students.

In this study students are requested to fulfil all the required tasks and activities. The first stage of the study was a pretest which distributed to both classes of students. The second stage of the study consisted of the process of treatment. The third stage was a post-test whit the same procedure as in pretest. And the last stage was a questionnaire.

The instruments used consist of tests (pre-test and pos-test) and written documentation. The data collection started with answering the pre-test questions. The pretest was comprised of 20 essay questions. The pre-test questions were

carried out to measure the initial state of student's abilities. Test items in the post-test were same from the pretest. In the final of activities students were asked to answer the questionnaire to collect and record information about a particular issue of interest (Patel and Joseph 2016). The questionnaire was comprised of 8 short essay questions.

There are two data analysis techniques used in this research. The first technique is descriptive statistical analysis or statistics used to examine data by summarizing or characterizing the data as it is without making generalizations or inferences that apply to a larger population (Sugiyono 2018).

The second data analysis method used in this research is the Mann Whitney U-Test nonparametric analysis method using the IBM SPSS computer application. This is done to make it easier to process statistical data more quickly and precisely. Mann Whitney U-Test nonparametric analysis method used to test whether 2 independent samples come from the same population, the Mann-Whitney U test can be used. This test is also used to determine the comparison of the medians of 2 independent groups in terms of the dependent variable data scale, namely ordinal or interval / ratio but not normally distributed (Megayani 2022).

The Mann-Whitney U test also called Mann-Whitney-Wilcoxon (MWW) is an alternative test to the t-test. This test is a non-parametric test that is used to compare two population medians that come from the same population, and is also used to test whether two population medians are the same or not (Syamsuar 2020).

FINDING AND DISCUSSION

After observing and reviewing many things related to this research, several things were identified, and those could provide answers to the hypotheses of this research. The first is learning Islamic historical lesson using the timeline story poster was a great idea and solution from every difficulty during learning Islamic historical lesson. The use of Timeline Story Poster in Islamic historical lesson also provides the student's perspective on Islamic historical lessons, from very difficult lesson to very fun lesson to learn. That's feelings also being a factor in increasing

value. All these lead to the second finding elaborates the effects of Timeline Story Poster in Islamic Historical Lesson.

Media Effectiveness

Referring to the background of this research, there are several problems occur in learning Islamic history. These problems start from boredom and lack of interest in this lesson. This resulted in a decrease the student grades. The existence of a timeline story poster is an aid in providing solutions to the roots of learning problems. So that the poster story timeline can be used for a long period of time, it is necessary to know the effectiveness of the timeline story poster.



Figure 2.
Timeline Story Poster

The effectiveness of learning in this research is characterized by learning success which is determined from the standard of learning completeness achieved by students. This completeness can be seen from the average score achieved. In this study it was discovered that the average obtained by the control class was 9.70 while the experimental class reached 54.00. This indicates that student learning outcomes between experimental group students and control group students have significant differences.

Prerequisite tests in a study include normality tests, homogeneity tests, and hypothesis tests. The normality test aims to find out whether the population is normally distributed or not. The statistical test used is the normality test using the

Kolmogorov-Smirnov test method with a significance level of $\alpha = 5\% = 0.05$. If the significance is below 0.05, it means there is a significant difference, and if the significance is above 0.05, there is no significant difference. The application of the Kolmogorov Smirnov test is that if the significance is below 0.05, it means that the data to be tested has a significant difference from standard normal data, meaning the data is not normal. Here is the data from the Kolmogorov-Smirnov test:

Table 3.
Test of Normality

Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Kon	.282	35	.000	.781	35	.000
Post Kon	.252	35	.000	.851	35	.000
Pre Eks	.269	35	.000	.825	35	.000
Post Eks	.151	35	.041	.959	35	.218

Lilliefors Significance Correction

As can be seen from the table (above), the significance is below 0.05 it means there is a significant difference or also known that the data to be tested has a significant difference from standard normal data, meaning the data is not normal.

After going through a normality test, it was proven that the two samples came from populations that did not follow a normal distribution. Therefore, the next step is to carry out nonparametric tests, such as the Mann-Whitney test. The Mann-Whitney test is a non-parametric test used to compare two population means that come from the same population. The Mann-Whitney test is also used to test whether the means of two populations are the same or not (Putri and Fairuz 2023).

In the last test, this research uses the Mann Whitney U Test which also called the Wilcoxon Rank Sum Test. It is a non-parametric test option if the independent T test cannot be carried out because the normality assumption is not met. However, even though it is a non-parametric form of the independent t test, the Mann Whitney U Test does not test the difference in the Mean (mean) of two groups like the independent T Test, but rather tests the difference in the Median (middle value) of two groups.

The results, as shown in Table 2, indicate that the significance is below 0.05 it means there is a significant difference between the two classes. That's statement also means that timeline story poster media is truly effective in learning Islamic historical lesson.

Table 4.
Mann Whitney Test Ranks

Kelas		Kolmogorov-Smirnov ^a		
			Mean Rank	Sum of Ranks
Hasil Belajar	Post Kontrol	35	18.23	638.00
	Post Eksperimen	35	52.77	1847.00
	Total	70		

Test Statistics^a

	Hasil Belajar
Mann-Whitney U	8.000
Wilcoxon W	638.000
Z	-7.154
Asymp. Sig. (2-tailed)	.000

Grouping Variable: Kelas

The Effect of Media

Based on hypothesis testing, it was found that the effectiveness of the timeline story poster had a significant positive effect on learning outcomes in Islamic history learning. Referring to the problems behind this research, there are several changes that occurred after using the Timeline Story Poster in learning. These changes also answer problems in Islamic historical lesson.

The very easy changes to identify is the increasing in learning outcomes obtained by the experimental class compared to the control class. The experimental class joint the Islamic historical lesson using timeline story poster, while the control class used the country maps. Then, the results of Mann Whitney test shows that there is a significant difference between the two classes with a significance level below 0.05 or $0.05 > 0.00$.

It is known that the changes in learning outcomes can be seen from the changes in the initial statement regarding the timeline story poster. Where students believe that learning with a timeline story poster feels more interesting and is very easy to understand and even memorize. In this way, students' desire to study Islamic history increases and ultimately has a big influence on student learning outcomes.

In previous research, several researchers also examined the impact occurred after learning historical lesson using learning posters. However, the posters used by many researchers only consist of pictures and colours, and do not contain explanations of the historical journey. Thus, the novelty or real differences contained in this research can be seen from the visualization of the historical flow in the timeline story poster.

After answering the two problem formulations in this research, there are several discoveries found through this research, such as a statement which reveals that learning Islamic history by using storyline visualization can increase interest and facilitate students' understanding of historical plots which basically have similarities between one with another. This finding is also in line with the statement in one of the studies, which stated that in the history learning process, students are often faced with complex historical events and concepts. Infographic posters can break down this information into more easily understood component parts, allowing students to better follow the flow of a historical story (Fathur, n.d.).

Apart from that, another finding that can be found from this research is that student learning outcomes can increase if students have an interest in the material they are studying. Therefore, one way to arouse student's interest in the material they are studying is to create learning media such as creating timeline story poster media. This is in line with the statement that visual communication media can be used as an alternative to increase student's interest in learning (Patridina and Listyaputri 2022).

Based on the researcher's direct experience in this research process, there are several limitations experienced and these can be several factors that future researchers can pay attention to in further perfecting their research because this

research itself certainly has shortcomings that need to continue to be improved in future research. Several limitations in this research include, first the material raised in the timeline story poster media is only one title in Islamic history lessons, so it is necessary to experiment with other material so that the media can be generalized. And the second is sample selection must be considered carefully so that the data remains normally distributed and can be continued with homogeneity tests easily.

CONCLUSION

This research reveals that the use of timeline story posters in learning Islamic history is very effective in improving student learning outcomes. The main findings are as follows:

1. Media Effectiveness

Timeline story posters have been proven to overcome the problem of boredom and reduced student interest in Islamic history lessons. This is shown by the increase in the average score of students in the experimental class that used the timeline story poster compared to the control class that did not use it.

2. Media Influence

The results of the Mann-Whitney test show that there is a significant difference between the experimental class and the control class, with a significance value below 0.05. This means that the use of timeline story posters significantly improves student learning outcomes in Islamic history lessons.

3. Increased Student Interest and Understanding

Timeline story posters facilitate students' understanding and memory of the historical plot, which in turn increases their interest in learning. This is also confirmed by changes in students' perceptions, who initially found Islamic history lessons difficult to become enjoyable and easy to understand.

This research shows that the timeline story posters used are more effective than ordinary visual posters which only contain images and colors without detailed explanations of the historical plot.

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