

## **Application of Learning Media " *Tree Chart*" to Improve Student Learning Outcomes for Tarikh Islam Lesson class 3H at Darussalam Modern Islamic Boarding School Gontor Ponorogo**

**Heru Saiful Anwar**

University of Darussalam Gontor  
herusaifulanwar@unida.gontor.ac.id

**Zuhrotul Mufidah**

University of Darussalam Gontor  
zuhrotul.mufidah@unida.gontor.ac.id

**Mustabshirin Arrouf**

University of Darussalam Gontor  
mustabshirinarrouf123@gmail.com

**Ajib Al-Murtadho**

UIN Raden Fatah Palembang  
ajib.almurtadho@gmail.com

**Received: July 8, 2024/ Accepted: August 6, 2024**

### **Abstract**

One of the subject matters contained in Islamic education is Tarikh Islam. Tarikh Islam is one of the required lessons for students to be taught at Darussalam Modern Islamic Boarding School. This lesson teaches about Islamic history, including the stories of Rasulullah, Khulafaur Rashidin, the Companions of Rasulullah, and others. In teaching and learning activities, media is one of the important factors in learning. In view of the scores obtained by grade 3 H students in Islamic date lessons, there are 20 out of 37 students, or 53% of students, who get scores below the passing score standard. This is due to the lack of innovation in learning activities, so that students become bored and do not pay attention to the lessons taught. And one of the innovations that can be used is with (*Tree Chart*) media learning. This study aims to improve student activeness and learning outcomes in Islamic date subjects in Class 3 H at Darussalam Modern Islamic Boarding School by using *tree chart learning media*. This type of research is classroom action research. In this study, researchers, acting as teaching teachers and assisted by an observer who supervises the condition of students, This research consists of the first cycle and the second cycle, which consist of: planning, implementation, observation, and reflection. Data collection techniques and tools in this study include using descriptive analysis techniques on data in the form of documentation of student learning outcomes, observation sheets, and test results. The results of this study show that (1) the application of tree chart learning media can increase student activity. With the presentation value of student activeness in the first cycle, which reached 61.37% and increased in the second cycle, which reached 84.12%, there was a difference between the first and second cycles, which reached 22.75%. (2) The application of tree chart learning media can improve student learning outcomes. The percentage of students who completed learning in the first cycle in the first cycle was 22 out of 37 students, or 59.45%, with an average score of 5.91, and in the second cycle, as many as 37 students, or 100%, with an average score of 7.78. With the explanation above, it can be concluded that tree chart learning media can increase student activeness and learning outcomes.

**Keywords:** *Student Activeness, Learning Outcomes, Tarikh Islam Lessons, Tree Chart Learning Media*

## A. Introduction

One of the subjects in Islamic Religious Education is Islamic History (Tarikh Islam), which is a mandatory course for all students at Darussalam Modern Islamic Boarding School Gontor. This subject covers various aspects of Islamic history, including the life of the Prophet Muhammad, the Rightly Guided Caliphs (Khulafa' al-Rashidin), the Prophet's Companions, and other historical elements related to Islam.<sup>1</sup> In the teaching and learning process, learning media plays a crucial role.<sup>2</sup> The use of appropriate media can significantly enhance student engagement and facilitate the delivery of information from the teacher, thereby contributing to achieving the learning objectives and improving student outcomes. In Grade 3 H, there are 20 students who scored below the passing mark out of 37 students, which amounts to 53% of the class. This low achievement is attributed to several factors, including the insufficient use of learning media by the teacher, which has led to student boredom and a lack of interest in the teacher's explanations.

At Pondok Modern Gontor, several issues are related to the teaching and learning process, including insufficient student participation during lessons. This problem is particularly noticeable in Islamic History (Tarikh Islam) classes, where the low level of student involvement can adversely affect their learning outcomes.

From interviews conducted in the classroom, it was found that the majority of students have a poor understanding of the material being taught and are unwilling to ask the teacher questions. Some students even prefer to sleep and show little interest in what the teacher is conveying.<sup>3</sup> All of this is influenced by the teacher's approach to instruction in the classroom, including the teaching methods and the implementation of innovative and creative teaching strategies. Effective teaching practices are essential to engage students actively in the learning process, enabling them to understand the material better and achieve satisfactory grades. Based on the explanations above, we can conclude that students are less interested in participating in the learning activities on the subject of Islamic history. Therefore, teachers are encouraged to

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<sup>1</sup> Imam Badri. *Diktat Penataran Guru Kulliyatu-l-Muallimat Al-Islamiyah Pondok Modern Darussalam Gontor Putri*. (Ponorogo: PGB Press, 1996), p. 15

<sup>2</sup> Wahid dan abdu, "Pentingnya Media Pembelajaran Dalam Meningkatkan Prestasi Belajar", *journal of educations studies*, VOL.5 NO 2, (2018), p. 4.

<sup>3</sup> Hasil Wawancara Dengan Ustadz Rifqi Ardae Guru Tarikh Islam Kelas 3H : 01/W/16/VII/2023

be more creative in teaching and to incorporate learning media that can attract students' attention, making them more active in participating in the lessons on Islamic history

From the learning outcome data obtained, it was found that 20 out of 38 students, or about 53%, received low scores. Meanwhile, 18 out of 38 students, or about 47%, received satisfactory scores. Therefore, it can be concluded that most of the 3H grade students at Darussalam Modern Islamic Boarding School Gontor have not achieved satisfactory scores. This is influenced by the students' lack of active participation in classroom activities, which is due to the teachers not fully utilizing media that could help facilitate learning and increase student engagement in the classroom..<sup>4</sup>

From the above problem, the researcher chose the 3H class and the subject of Islamic history for the study. One effort that can be made to enhance students' understanding of Islamic history is the use of a Tree Chart as a learning medium. This Tree Chart can help students grasp the key points in Islamic history lessons, making it easier for them to understand the material taught by the teacher. Additionally, this medium will attract students' attention, thereby increasing their engagement in learning activities:<sup>5</sup>

Based on the existing problems, the researcher will conduct a study using the Classroom Action Research (CAR) method, employing a Tree Chart as the learning medium. This medium will be used as a sample to increase students' engagement and learning outcomes in Islamic history. The Tree Chart is an appropriate learning method for teaching Islamic history to 3H grade students at Darussalam Modern Islamic Boarding School GontorGontor.

## B. Research Method

The researcher uses this study as a classroom action research (CAR) approach.<sup>6</sup> The researcher employs this study as a collaborative research (Participatory) approach, specifically utilizing classroom action research (CAR)..<sup>7</sup> This means that the researcher does not collect

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<sup>4</sup> Dokumentasi nilai peserta didik Tarikh Islam Kelas 3 Pondok Modern Gontor : 01/D/22/VIII/2023.

<sup>5</sup> Hamid, Abdul, dkk. *Pembelajaran Bahasa Arab, Pendekatan, Metode, dan Materi*. (Malang: UIN Malang Press, 2018), p. 168.

<sup>6</sup> Djajadi Muhammad, *Pengantar Penelitian Tindakan Kelas*, (Yogyakarta: CV. Arta Bumi Intaran, 2019), Cet. 1, p. 10

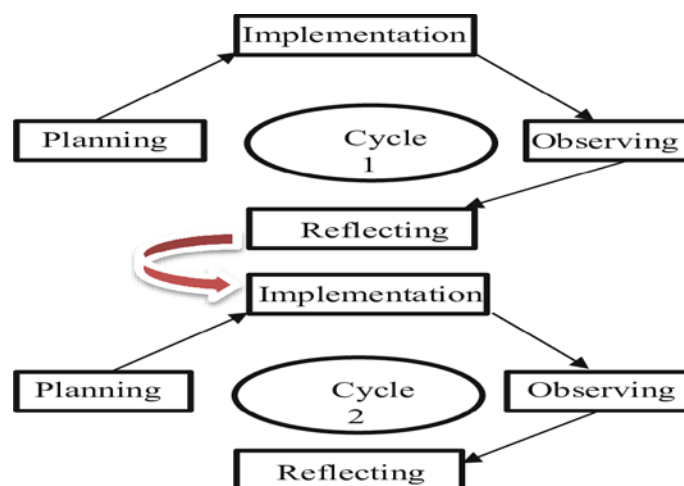
<sup>7</sup> Yulistira, Dadang. *Menulis Penelitian Tindakan Kelas Yang APIK*, Kompas Gramedia, Jakarta, 2013, p. 26.

data individually but is assisted by one person acting as an observer, while the researcher themselves functions as the teacher.

The classroom action research (CAR) model used in this study follows Kurt Lewin's model. The stages of CAR include: Planning, Implementation, Observation, and Reflection. The research is conducted at Darussalam Modern Islamic Boarding School Gontor, Ponorogo, East Java, with students from Class 3 KMI, totaling 37 students, focusing on Islamic History. The study involves four key components: planning, implementation, observation, and reflection.

**Participants:**

The participants in this research are the students of Class 3H in the Islamic History subject at Darussalam Modern Islamic Boarding School Gontor, consisting of 37 students. The classroom action research is conducted in several cycles until the teaching proves effective for the students. According to Wiriatmadja (2005: 103), “if the changes aimed at improving the quality of learning have been achieved or the research shows success, the cycle can be concluded.” **Instruments:** Instruments are tools used to collect data. For this study, the data collection methods include observation sheets and test sheets. To facilitate understanding of the CAR process, the researcher provides a diagram illustrating the flow of research using Kurt Lewin's CAR model.



Picture 1. Classroom Action Research (CAR) Flow according to Kurt Lewin

### C. Results and Discussion

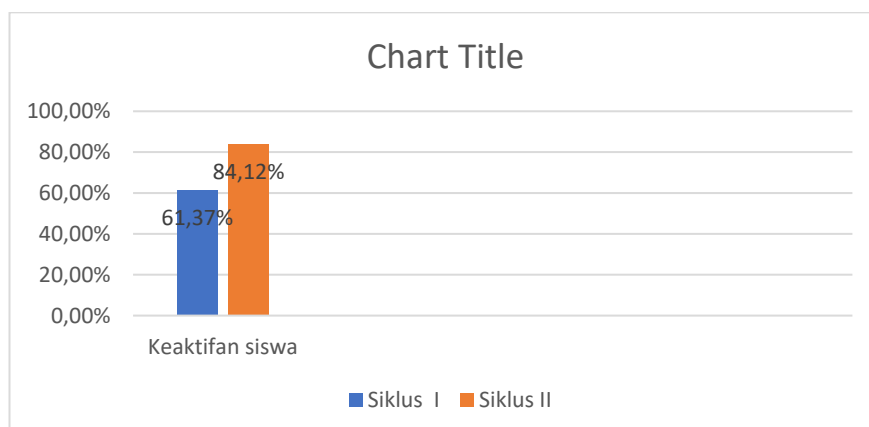
Based on the implementation of the actions over 2 cycles, with each cycle consisting of 2 meetings, the data indicates an improvement in student engagement. The increase in engagement was observed through the application of domino card learning media. The data on student engagement can be seen in the following table:

**Table 1. Observation Results of the Application of Tree Chart Learning Media in Cycle I and Cycle II**

Table 1. Student Involvement Using Tree Chart Learning Media	
Cycle I	Cycle II
61,37%	84,12%

Based on the table above, the percentage of student activeness using Tree Chart learning media in Cycle I reached 61.37% with a "Sufficient" category, while in Cycle II it reached 84.12% with an "Excellent" category. The increase in student activeness using Tree Chart learning media from Cycle I to Cycle II was 22.75%.

The table shows that student activeness improved in each cycle, indicating that the use of Tree Chart learning media effectively enhanced student activeness in Islamic History lessons for 3H class students at Darussalam Modern Islamic Boarding School GontorGontor, Ponorogo. The following graph illustrates the increase in student activeness in Islamic History for the 3H class at Darussalam Modern Islamic Boarding School GontorGontor, Ponorogo:



### Graph I. Student Participation in Cycle I and Cycle II

Based on the actions implemented over 2 cycles, with a total of 4 meetings, the data shows that student learning outcomes improved after applying Tree Chart learning media in Islamic History lessons.

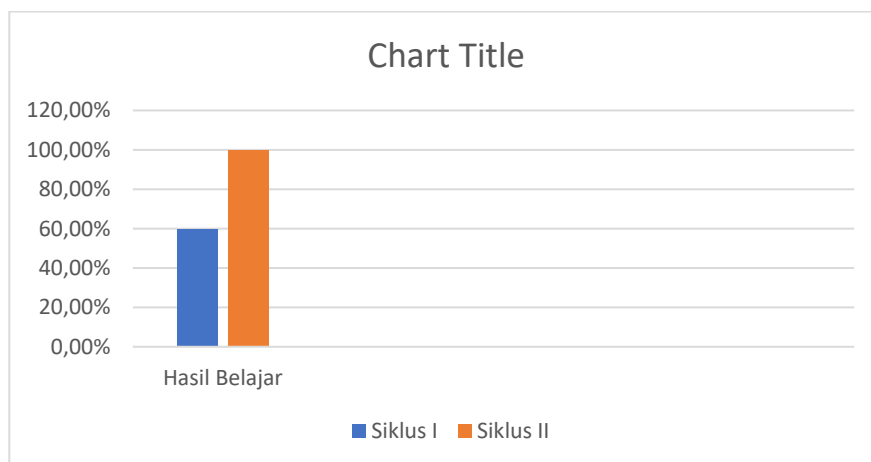
**Table 2. Student Learning Outcomes After Applying Tree Chart Learning Media in Cycle I and Cycle II**

<b>Description</b>	<b>Result</b>	
Average	5,91	7,78
Sufficient Score	22	37
Insufficient Score	15	0
Percentage of Scores	59,45%	100%

**Table 3. Comparison of Student Learning Outcomes After Applying Tree Chart Learning Media in Cycle I and Cycle II**

No	Cycle	Number of Students Who Have Achieved Mastery	number of students	completeness
1	Cycle I	22	37	59,45%
2	Cycle II	37	37	100%

From the table above, the difference in the improvement of student learning outcomes in Islamic History across each cycle is clearly visible. The number of students who achieved mastery in Cycle I was 22. In Cycle II, the number of students who achieved mastery increased to 37 out of 37 students. The table also clearly shows the improvement in the mastery of Islamic History learning outcomes for students in a classical manner. For a clearer view, please refer to the following graph:



**Graph 2. Student Learning Outcomes in Cycle I and Cycle II**

Based on the implementation of the action during two cycles, with a total of four meetings, data shows that student engagement has improved. The increase in engagement by applying the Tree Chart media is evident from the observations of its implementation.

The clear difference in the improvement of learning outcomes for Islamic History across each cycle is evident. The number of students who achieved mastery in Cycle I was 22. In Cycle II, the number of students who achieved mastery increased to 37 out of 37 students. The table also clearly shows the improvement in mastery of Islamic History learning outcomes in a classical manner. For a clearer view, refer to the following graph:

Based on the graph above, it can be seen that the learning outcomes for students in Islamic History in class 3H at Darussalam Modern Islamic Boarding School Gontor, Ponorogo, show a substantial improvement. The weaknesses observed in Cycle I were successfully addressed in Cycle II. Thus, using Tree Chart learning media plays a crucial role in enhancing student learning outcomes, confirming the researcher's hypothesis. The use of Tree Chart media in teaching Islamic History makes the subject more meaningful, enjoyable, and fosters student engagement, as it involves students actively in problem-solving through thinking and discussion processes. The learning outcomes and the results of student engagement observations in each cycle for Islamic History lessons in class 3H at Darussalam Modern Islamic Boarding School Gontor, Ponorogo, have significantly improved.

This is due to the teacher successfully igniting student enthusiasm using Tree Chart media, leading to increased motivation to learn. According to the indicators of student

engagement applied during Cycle I, there were aspects that needed to be reviewed, and these indicators improved significantly in Cycle II as per the theoretical expectations. Therefore, student engagement in the learning process is key to achieving educational goals. Observations showed that student activity in learning Islamic History through Tree Chart media improved in each cycle. In Cycle I, the average score was 5.91 with a classical completeness percentage of 59.45%. In Cycle II, the average score increased to 7.78 with a classical completeness percentage of 100%. The difference in learning outcomes across cycles is evident, with Cycle I showing 22 students achieving mastery and Cycle II showing all 37 students achieving mastery.

The research findings indicate that the use of Tree Chart media effectively improves student learning outcomes in Islamic History for class 3H. This study reinforces previous findings that Tree Chart media is effective in enhancing student learning outcomes, as demonstrated in similar research conducted by Nurhasanah on fourth-grade students in Palembang.

## **E. Conclusion**

Based on the analysis from several cycles and discussions, it can be concluded that:

1. Student learning outcomes after using Tree Chart media have improved from before the intervention, through Cycle I, and into Cycle II. In Cycle I, the average score was 5.91 with a classical completeness percentage of 59.45%. In Cycle II, the average score improved to 7.78 with a classical completeness percentage of 100%.
2. In Cycle II, the classical completeness percentage reached  $\geq 75\%$ . Therefore, using Tree Chart media effectively enhances learning outcomes in Islamic History for class 3H at Darussalam Modern Islamic Boarding School GontorGontor. The implementation of Tree Chart media can invigorate students' enthusiasm for learning Islamic History. The study shows an increase in the average observation scores of student learning, indicating that the observations were categorized as good.

Recommendations based on the research are as follows:

1. For Students: To maintain enthusiasm for learning to achieve satisfying results, which is influenced by their engagement during classroom activities.



2. For Teachers: To innovate in teaching by applying appropriate learning media, such as Tree Chart media.
3. For the Institution: To provide adequate learning facilities and create a supportive educational environment to help students better understand the material taught.
4. For Future Researchers: To continue this research to benefit educational institutions and use it as a reference for writing scientific papers.

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