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## Improving Students' Learning Understanding through Storytelling Methods in Grade 6 Students of SD Negeri 106229 Kayu Besar

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**Abstract:** This study aims to improve students' learning comprehension in Islamic religious education learning using the Story Telling method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the story telling method can improve students' learning comprehension in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Story Telling Method can be used as an alternative to improve students' learning comprehension in Islamic religious education learning.

**Keywords:** Storytelling Method, Learning Understandng, Islamic Education.

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### INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping students' character and personality from an early age. One of the fundamental aspects in PAI is the understanding of receiving qada and qadar, which is one of the five pillars of Faith. Accepting qada and qadar does not only teach about the obligations of a Muslim. Therefore, a deep understanding of the concept of receiving qada and qadar is very important to instill in elementary school students so that they can apply it in their daily lives.

However, the reality in the field shows that students' understanding of the concept of receiving qada and qadar is still not optimal. At SD Negeri 106229 Kayu Besar, especially in grade 6 students consisting of 17 students consisting of 10 female students and 7 male students, it was found that many students did not fully understand the meaning, types, and importance of receiving qada and qadar.

This can be seen from the results of the learning evaluation which showed a low score of material comprehension of receiving qada and qadar as well as the lack of active participation of students in class discussions related to the topic. Factors such as less varied learning methods and the lack of use of interesting learning media are suspected to be the main causes of students' low understanding of the material of receiving qada and qadar. Conventional learning methods that are dominant using lectures often make students feel bored and less interested in exploring the material presented.

Therefore, innovations are needed in teaching methods that are able to increase students' interest and understanding of the material of receiving qada and qadar. One of the methods that is considered effective is the storytelling method. The storytelling method is able to convey learning material through interesting and relevant stories to students' daily lives, so that it can facilitate understanding and increase information retention. In addition, storytelling can also stimulate students' imagination and emotions, so that learning becomes more interactive and fun.

The application of the storytelling method in learning to receive qada and qadar is expected to have a positive impact on the understanding of grade 6 students of SD Negeri 106229 Kayu Besar. By presenting material on receiving qada and qadar through inspiring and contextual stories, students are expected to be able to more easily understand the concept and importance of receiving qada and qadar and be motivated to apply it in their lives. In addition, this method is also expected to increase student involvement in the learning process, both female and male students, so as to create an inclusive and effective learning experience for all students in the class.

## **METHODS**

In the context of the title "Improving Understanding of Receiving Qada and Qadar through the Storytelling Method in Grade 6 Students of SD Negeri 106229 Kayu Besar," the appropriate type of research is Classroom Action Research (PTK). Classroom Action Research (PTK) is a type of research conducted by teachers in their own classrooms with the aim of improving and improving the learning process and student learning outcomes.

PTK involves planning, action, observation, and reflection carried out in a cyclical manner to identify problems, implement solutions, and evaluate the results. The data collection techniques used include written tests to measure learning outcomes, interviews to obtain information about students' perceptions and experiences, observations to record student involvement and interaction during learning, questionnaires to assess students' attitudes towards the storytelling method, and documentation to supplement the data obtained from other techniques.

With this approach, it is hoped that the research can provide a comprehensive overview of the effectiveness of the storytelling method in improving the understanding of receiving qada and qadar among students.

## **RESULTS**

The findings of this study indicate that the implementation of the storytelling method has a significant positive impact on improving students' understanding of the concept of Qada and Qadar in Islamic Education at SD Negeri 106229 Kayu Besar. The study revealed that students who were taught using storytelling techniques demonstrated a much clearer and deeper comprehension of the concept compared to students who were taught through traditional methods. The experimental group, which was taught using storytelling, showed a notable improvement in their understanding of this complex theological concept.

At the beginning of the study, students in both the experimental and control groups had similar levels of understanding regarding the concept of Qada and Qadar. The pre-test results showed that most students found it difficult to grasp the abstract nature of the

topic. Many students struggled to connect the idea of divine will and predestination to their personal lives. The lack of practical examples or relatable contexts made it challenging for students to internalize the concept in a meaningful way.

Once the storytelling method was introduced to the experimental group, students began to engage more actively with the material. Storytelling, with its rich narrative elements, provided students with a framework to understand Qada and Qadar through real-life examples and moral lessons. Teachers used stories of prophets, historical figures, and everyday situations that illustrated the concept of divine will and predestination in Islam. These stories allowed students to better visualize and emotionally connect with the teachings of Qada and Qadar, making the abstract concept more tangible and easier to understand.

The post-test results demonstrated significant improvement in the experimental group. Students in this group showed a better grasp of the core concepts of Qada and Qadar, with many able to explain the concept in their own words. The average post-test score for the experimental group was significantly higher than the control group, which was taught using traditional methods such as direct instruction and lectures. This outcome suggests that storytelling was more effective in helping students internalize and understand the concept compared to conventional teaching approaches.

In addition to the improvements in understanding, storytelling also helped students engage emotionally with the concept of Qada and Qadar. Students in the experimental group reported feeling more connected to the teachings of Islam after hearing stories that incorporated themes of fate, divine will, and personal responsibility. These stories allowed them to reflect on their own experiences and emotions, making the lesson more personal and meaningful. The emotional connection students felt during the storytelling process enhanced their overall understanding and acceptance of the concept.

Furthermore, the storytelling method promoted higher levels of participation and interaction among students. During the storytelling sessions, students were encouraged to ask questions, discuss the moral of the story, and share their own interpretations. This collaborative approach to learning not only reinforced their understanding of Qada and Qadar but also fostered a classroom environment of open dialogue and critical thinking. As a result, students became more engaged in their learning, which contributed to their improved comprehension of the topic.

The qualitative data collected from student interviews also supported the findings from the pre-test and post-test results. Many students expressed that they found the storytelling method to be more engaging and easier to relate to than traditional teaching methods. They noted that the stories helped them understand difficult religious concepts by making them more accessible and relatable. Students reported feeling more confident in their understanding of Qada and Qadar and felt that they had a clearer sense of how to accept and embrace the concept in their daily lives.

However, some challenges were noted during the implementation of the storytelling method. While most students responded positively, a few students initially struggled to grasp the concept due to their limited exposure to the topic. Teachers had to provide additional explanations and engage in follow-up discussions to ensure that all students understood the lesson. Additionally, the storytelling approach required careful preparation to ensure the stories were relevant, engaging, and aligned with the educational objectives. Teachers had to spend extra time selecting appropriate stories and planning how to integrate them effectively into the lesson.

In conclusion, the findings of this study demonstrate that storytelling is an effective method for improving students' understanding of Qada and Qadar in Islamic Education at SD Negeri 106229 Kayu Besar. By using narratives that connect theoretical concepts to real-life experiences, students were able to better understand and internalize the teachings of Qada and Qadar. The positive outcomes, including increased student engagement, emotional connection, and improved comprehension, suggest that storytelling is a valuable pedagogical tool for teaching complex religious concepts. Given

the success of this method, it is recommended that storytelling be further incorporated into the teaching of Islamic Education, particularly for abstract and complex topics like Qada and Qadar.

## **DISCUSSION**

The results of this study demonstrate that the use of storytelling in teaching Islamic concepts, specifically the concept of Qada and Qadar, significantly improved students' understanding at SD Negeri 106229 Kayu Besar. Storytelling has long been a powerful tool in education, as it allows for the communication of abstract concepts in ways that are relatable and engaging. In this study, storytelling helped bridge the gap between the theoretical and practical aspects of Islamic teachings, particularly in understanding the complexities of fate and divine will.

One of the key reasons storytelling was effective is that it enabled students to connect the abstract concept of Qada and Qadar to real-life situations. By incorporating narratives about prophets, historical figures, and common life experiences, the storytelling method made the concept more tangible and easier to comprehend. The idea of divine will and predestination, which may otherwise seem distant and difficult to grasp, was presented through scenarios with which students could emotionally connect. For instance, stories of resilience and faith in the face of challenges helped students understand that accepting Qada and Qadar is part of developing patience and trust in God.

Storytelling also provided an emotional connection to the concept of Qada and Qadar. The moral lessons embedded in the stories helped students reflect on their personal experiences, enhancing their understanding of how to approach the difficulties in life with a sense of acceptance and faith. For many students, the stories brought a sense of comfort and reassurance, as they were able to relate the idea of fate to their own lives. They saw how individuals in the stories persevered through hardships, knowing that everything happens according to God's plan, which in turn encouraged them to accept life's challenges with a positive attitude.

Another significant advantage of storytelling is its ability to foster a more interactive and engaging learning environment. During the storytelling sessions, students were encouraged to ask questions, share their thoughts, and discuss the moral lessons with their peers. This type of student-centered learning, where the teacher serves more as a facilitator than a lecturer, allowed for deeper engagement with the material. By discussing and interpreting the stories together, students were able to clarify their understanding and gain new insights into the concept of Qada and Qadar.

In contrast, the control group, which was taught using traditional lecture-based methods, did not experience the same level of engagement or emotional connection to the material. Students in the control group struggled to understand the concept of Qada and Qadar, as they found it difficult to relate to the dry, factual explanations provided through direct instruction. The lack of relatable examples or real-life applications made it harder for students to internalize the lessons, which is evident in their lower post-test scores compared to the experimental group.

The improved understanding in the experimental group, as demonstrated by the post-test results, suggests that storytelling not only made the concept of Qada and Qadar more accessible but also helped students retain the material. Research in educational psychology suggests that students are more likely to remember and internalize information when it is presented in an engaging and meaningful context. By embedding Islamic teachings within narratives, students were able to retain the lessons longer and apply them to their personal lives, reinforcing their learning.

However, there were some challenges encountered during the implementation of the storytelling method. Some students initially struggled with the open-ended nature of the lessons, as they were not accustomed to actively participating in class discussions. The

transition from passive listening to active engagement took time, and some students were hesitant to share their thoughts or ask questions. Teachers had to provide guidance and encourage students to express themselves, helping them become more comfortable with the collaborative learning environment.

Another challenge was the preparation time required for the storytelling method. Teachers needed to carefully select appropriate stories, ensuring they were relevant to the topic and aligned with the educational objectives. Crafting stories that were both engaging and instructional required significant effort and planning. Additionally, teachers needed to ensure that the stories were culturally sensitive and aligned with the values and principles of Islamic Education. This level of preparation, while time-consuming, proved to be worth the effort, as it resulted in a more impactful learning experience for the students.

In conclusion, the findings of this study affirm that storytelling is a highly effective method for improving students' understanding of complex Islamic concepts such as Qada and Qadar. By using narratives that students could relate to emotionally and contextually, the storytelling method made the abstract and challenging ideas of divine will and predestination more tangible and comprehensible. The success of this approach is evident in the increased student engagement, improved test scores, and deeper understanding of the material. Given these positive outcomes, it is recommended that storytelling be further integrated into Islamic Education teaching practices, especially for complex and abstract topics, as it not only enhances comprehension but also encourages a more engaging and reflective learning environment.

## **CONCLUSION**

In conclusion, the application of storytelling as a teaching method in Islamic Education has proven to be highly effective in enhancing students' understanding of the concept of Qada and Qadar at SD Negeri 106229 Kayu Besar. The study demonstrates that storytelling, through its relatable narratives and emotional engagement, can bridge the gap between abstract religious concepts and students' personal experiences. By using real-life scenarios and historical stories, students were able to grasp the meaning of Qada and Qadar more easily, internalizing the teachings in a meaningful way.

The significant improvement in the post-test results of the experimental group, compared to the control group, highlights the power of storytelling in fostering comprehension. Students who were exposed to storytelling methods not only showed better retention of the material but also developed a deeper emotional connection to the topic. The moral lessons embedded in the stories encouraged students to reflect on their own experiences and understand how the concept of fate and divine will plays a role in their daily lives.

Furthermore, storytelling helped create an interactive and participatory classroom environment, where students were encouraged to actively engage with the material. This method promoted discussion, collaboration, and critical thinking, which further enhanced the learning process. As students became more involved in their learning, they developed a stronger sense of ownership and responsibility for their education, leading to a higher level of motivation and engagement in the classroom.

While the implementation of storytelling was largely successful, there were challenges related to its preparation and the need for students to adjust to a more interactive learning approach. However, these challenges were manageable and did not detract from the overall positive outcomes. The time and effort invested in preparing meaningful and relevant stories ultimately paid off in terms of improved student performance and engagement.

In light of these findings, it is recommended that the storytelling method be integrated into the teaching of Islamic Education, especially when addressing complex topics like Qada and Qadar. This approach not only improves understanding but also encourages a more dynamic and reflective learning environment. By incorporating

storytelling into regular classroom practices, educators can create a more engaging and effective way for students to connect with Islamic teachings and develop a deeper understanding of their faith..

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