

Implementation of the Learning Method of Playing, Story, Singing (BCM) in Learning Islamic Religious Education

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Abstract: Islamic learning aims to guide students to become a generation of devout, berakhlakul karimah, foster trust in Allah SWT, live in harmony and peace between religious people based on the Qur'an and Hadith. State Elementary School (SD) 1 Turen is one of the educational institutions in which it also teaches about Islamic Religious Education. The excellent programs at SD Negeri 1 Turen are Extracurriculars to Read and Write the Qur'an, Dance, Drumband, Scouts and others. Islamic Religious Education is an effort made to know, live, understand, and follow the teachings of the Islamic religion. In this study, researchers used play, story and singing (BCM) methods to improve student learning. The method of playing, story and singing is a fun method to do and something entertaining. So that learners are active and easier to understand the material. The class action research model used in this study is the teacher's research model as a researcher and the classroom action research cycle model developed by Kemmis and Taggart. Based on the results of the study cycles 1 and 2 using the application of the play method, stories and singing students are motivated in learning. This can be proven that student scores in cycle 1 have increased on average student scores increased by 60.87% and were proven in cycle 2, where the average student score increased by 86.96%.

Keyword: BCM Learning Methods, Pendidikan Agama Islam, Islamic Method

INTRODUCTION

Islamic Religious Education is an effort made to know, live, understand, and follow the teachings of the Islamic religion. According to Muhaimin, Islamic Religious Education is one part of Islamic Religious Education (PAI)¹. The term PAI can be understood in several perspectives, one of which is: Islamic Religious Education is an education that is understood and developed and compiled based on the basic sources of the Islamic religion, namely the Qur'an and the Al-Sunnah or Hadith².

¹ Siti Hawa Lubis, "ISLAMIC RELIGIOUS EDUCATION (PAI) LEARNING MANAGEMENT IN THE FORMATION OF STUDENT CHARACTERS AT STATE SENIOR HIGH SCHOOL I OF PANYABUNGAN," *International Journal on Language, Research and Education Studies* (2018); Sukirman, "The Patterns of Curriculum Development in Department of Islamic Education (PAI) to Produce Professional Teacher," *IOSR Journal of Research & Method in Education* (2016).

² A Muradi et al., "Revitalization of the Existence of Arabic Education in Indonesia," ... *Education Journal* (2020); Faizin Faizin, "Pendidikan Agama Islam Dan Pembentukan Karakter," *Edification Journal* (2020); Siswanto,

Islamic learning aims to guide students to become a generation of devout, berakhlakqul karimah, foster trust in Allah SWT, live in harmony and peace between religious people based on the Qur'an and Hadith. So that it is embedded in students there is a change in behavior based on the values of Islamic teachings in their personal lives and social lives. As formulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Chapter I Article I which reads: Education is a conscious and planned effort to realize a learning and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and the skills they need, society, nation and state³.

Based on the law above, it can be interpreted that educational institutions are one of the parts that also contribute to the nation's education and aim to change individual behavior towards a better direction through interaction with the surrounding environment. The various educational environments are as follows: formal education (school), informal (family), and non-formal (community). The educational environment is very important in an educational process because it functions as an orderly and comfortable teaching and learning process.

Sekolah Dasar (SD) Negeri 1 Turen is a heritage school in the Dutch era located on Jalan Ahmad Yano No 87 Turen founded in 1883 has a beautiful school environment, a large courtyard and a strategic school location. Based on the results of observations by researchers, it was found that learning at SD Negeri 1 Turen is still less varied, the learning methods and strategies are also not adapted to students, resulting in a lack of teacher approach to students. Many students did not notice that some were chatting with their deskmates, some were their own toys, and so on. Therefore, in research at SD Negeri 1 Turen, researchers chose to use the Play, Story and Singing (BCM) Method to foster motivating students' learning to be more active and easier to understand the material provided by the teacher⁴.

In the school, in addition to honing students' abilities in academic and non-academic fields. To ensure internal quality for students, namely familiarizing with discipline, literacy, religious activities and various extra-curricular activities that can support students' academic and non-academic achievements, as well as strengthening character education to have a religious spirit. One of the excellent programs at SD Negeri 1 Turen is extra-curricular activities in the form of Reading and Writing the Qur'an, Dance, Drum band, Scouts and so on.

The method of playing, story and singing is a fun method to do and something entertaining. For students, a job and a mirror of growth, the results of this research are very beneficial for the school, namely increasing student learning motivation in learning. In addition, the benefits for teachers are as a reference in learning and students are not bored and enjoy learning. If students can become communicators in other students, then the teacher becomes a facilitator, this hail will be a learning interaction that can stabilize student activity in the learning process. By conducting classroom action research teachers can gain experience in conducting research and applying

“Model Pengembangan Pendidikan Agama Islam Di Sekolah,” *TADRIS: Jurnal Pendidikan Islam* (2013).

³ Dalmi Iskandar Sultani, Cita Ayni Putri Silalahi, and Rahmadi Ali, “The Learning Strategy Of Islamic Education At Primary School In Implantation Of Islamic Thought Values,” *Jurnal Ilmiah Sekolah Dasar* (2021); Khusnul Khotimah Maulidiyah and Al Manaf, “Konsep Pengembangan Kurikulum Pendidikan Agama Islam Di MTS VIP Queen Al Khadijah Cilacap,” *Attractive : Innovative Education Journal* (2021).

⁴ Purniadi Putra, “Hubungan Metode Bermain, Cerita, Dan Menyanyi (Bcm) Dengan Prestasi Belajar Siswa Sd Menurut Persepsi Mahasiswa Uin Maulana Malik Ibrahim Malang,” *MODELING: Jurnal Program Studi PGMI* (2017).

appropriate methods in increasing student learning motivation.

In using the method usually a teacher uses one of the strategies. However, it is possible that several strategies are used in various strategies, meaning that the determination of methods can be varied through different strategies depending on the goals to be achieved in the process of teaching and learning activities. Several kinds of learning methods that are often and possibly widely used by teachers, both at the elementary (SD / MI), secondary (SMP / MTs) and upper levels (SMA / MA) methods, namely lecture methods, question and answer, discussion, and independent study. As a teacher, the learning method must certainly be adjusted to the character of the class and students, learning which is an effort by the teacher to form or create a climate in the teaching and learning process and provide services to the interests, talents and potentials of students for which they have different needs and abilities. Therefore, teachers need to be more creative in choosing learning methods, because with this a teacher can interact with students. Teachers as facilitators for students, effective learning interactions will be established.

From the statement above, teaching and learning activities will boil down to two main activities, namely: How teachers use the right learning strategies or methods in teaching and learning activities so that students are more active and quickly understand the material that has been presented by the teacher to students. Each student has different characteristics in behaving. Children's characteristics must be understood and used as a reference in the selection of learning strategies or methods for children at the elementary school (SD) level. As for the characteristics of a good way of learning for the student is what he learns taking into account the overall aspects of meaning, development, interest and functionality. In order for students to be motivated in teaching and learning activities, teachers need teaching strategies that are appropriate and appropriate to the level of student development. One of them is being able to use the play, story and singing (BCM) method. The method of playing, story, and singing (BCM) actually consists of three methods, namely playing, story and singing, but in its application this method is always paired in order so it is applied into one into a method of playing, story and singing known as BCM. The concept of learning by playing is actually designed to improve students' ability to learn.

A more detailed explanation is as follows: 1) Attracting students' attention, meaning that Students are more interesting and pay attention if a teacher can convey and prepare learning methods well. Like playing, storytelling and singing this method is a fun activity for students. Students are always waiting around when they are invited to play, tell stories and sing. 2) Assist in understanding and memorizing learning materials, meaning that students are easier to understand and memorize using the play, story and singing (BCM) method. Without memorizing, you naturally memorize the material because it is easy to understand. For example, in the ablution material, it is linked to the song "Tepuk Wudhu" in a short period of time, students can memorize it and the level of child's warning is stronger for a long period of time. 3) Easy to remember, meaning that the subject matter if learned in a fun way will be easy to remember. By using the play, story and singing (BCM) method, the teacher must be able to create a pleasant learning atmosphere. 4) Leading to the attitude of takwa (taqorrub ilaallah) In modern times teachers must motivate and set an example so that students become devout people.

In general, the function of the play, story, and singing (BCM) method at SD Negeri 1 Turen is to attract attention, help in understanding and memorizing learning materials, easy to remember, lead to takwa attitude (taqorrub ilaallah). Play is an activity that can cause pleasure for the child and in playing the child does it with a sense of voluntariness without coercion. According to some

opinions experts conclude that the definitive game is an activity that helps children achieve complete development both in social, moral, intellectual, physical and emotional terms. Lev Vygotsky posits that play is a source of child development. Children cannot master knowledge if they cannot interact with their environment. Playing in this perspective means that the teacher provides a place for students to construct knowledge through active interaction with various aspects involved such as their roles and functions. Meanwhile, according to Nurgiyanto, story is a productive language activity, meaning that a person tells a story that involves thoughts, courage, mental readiness, clear words so that they can be understood by listeners. In other words, storytelling is one of the speaking skills that aims to provide information to others by conveying the feelings experienced, felt, read, seen and conveyed through interesting expressions so that they look liked by the listener. Storytelling is very important for the development of the child⁵.

The story method is a way of conveying or presenting learning material orally in the form of a story from the teacher to the student. This method is one of providing student learning experiences by bringing stories to students orally⁶. Stories are used in an interesting way, inviting the attention of students and inseparable from educational goals for students. There are many various news that can be conveyed to students, ranging from stories about prophets and apostles, prophets' sabbaths, clerics' and shaleh people and many other stories. Stories can influence students' insights and thinking patterns in developing social and emotional aspects. The benefits of stories can also be given to students, as can they be: commendable and despicable deeds, morals to the old, and so on.

RESULTS AND DISCUSSION

The implementation of the research conducted at SD Negeri 1 Turen grade 2 which amounted to 23 students, consisting of 10 women and 13 male students for the 2020/2021 academic year. According to observations before pre-action, students in grade 2 of SD Negeri 1 Turen are not so excited, active and do not understand the material presented by the teacher as a whole. Researchers chose to use play, story and singing methods to motivate students to be more active and easy to understand the material presented by the teacher. The implementation of this research was carried out through 2 stages, namely cycle 1 and cycle 2. In the 1st cycle of research actions, the implementation of learning with the methods of playing, telling stories and singing is carried out with the following activity steps: 1) Teachers divide several groups in several houses, because it coincides with the COVID-19 pandemic period by implementing health protocols. 2) Teachers and students form a circle then ask questions about the material then the teacher conveys the competencies and goals to be achieved. 3) The teacher and students sing songs according to the material, and then the teacher gives assignments and observes the activities of the students. 4) After the activity is completed, the teacher concludes the learning results and provides evaluation

⁵ Abdul Muhid et al., "Improving Islamic Elementary Students' Reading Comprehension Skill through Survey, Question, Read, Recite, Review (SQ3R) Strategy," *International Journal of Psychosocial Rehabilitation* 24, no. 7 (2020): 9589–9598.

⁶ Muh Zulfikar Amar, "The Development of Story Methods in Learning Islamic Education Based on NLP (Neuro-Linguistic Programming) in Elementary Schools," *Pedagogik Journal of Islamic Elementary School* (2020); Ahmad Atabik, "Story Repetition in Qur'an as an Islamic Education Learning Strategy," *Edukasia : Jurnal Penelitian Pendidikan Islam* (2020); Rachmadilla Indah Maulidina, Udin Supriadi, and Agus Fakhruddin, "IMPLEMENTATION OF PAI LEARNING PRACTICES IN SCHOOL DURING THE COVID-19 PANDEMIC," *Ta dib : Jurnal Pendidikan Islam* (2021).

test questions.

Based on the value documentation data obtained through teachers of Islamic Religious Education subjects at SD Negeri 1 Turen, Turen District, Malang Regency, East Java Province, and obtained by researchers based on the results of interviews with Islamic Religious Education teachers, the scores obtained by some students are still low. Most of them have not reached the Minimum Completion Criteria (KKM) that have been set by the school, which is 75 where the average daily test score of students obtained by students is 74.56 so that Islamic Religious Education teachers must hold a remidi. By looking at the problems above, a learning strategy or method is needed by taking actions that can involve students to be more active in the learning process. Learning that is in accordance with these circumstances is learning using the play, story and singing (BCM) method.

Based on the results of cycle 1 observations, the average score of student learning outcomes was 77.83 and learning completion reached 60.87 or there were 14 students out of 23 students who had completed learning. The results showed that in the first cycle classically, some students were still incomplete in learning, because students over 75 were only 60.87%. Furthermore, the researcher carried out the 2nd cycle, the implementation of cycle 2 was carried out with a time allocation of 4 x 35 minutes. In this case, the researcher acts as a teacher as for the actions of cycle 2 referring to the Learning Implementation Plan of cycle 2 by looking at revisions to cycle 1, so that errors or deficiencies in cycle 1 are not repeated in cycle 2. Based on the results of the formative test or evaluation tested in the 2nd cycle learning action, the average score was obtained at 87.83 and of the 23 students who completed learning there were 20 students or 86.96%. The frequency distribution of pre-action assessment observation results can be seen in the following table:

| No | Value | F | % | Categories | Information |
|------------|----------|----|--------|-----------------|-------------|
| 1 | 92 - 100 | 8 | 34,78 | Excellent | Complete |
| 2 | 84 - 91 | 6 | 26,09 | Good | Complete |
| 3 | 75 – 83 | 6 | 26,09 | Good Enough | Complete |
| 4 | 74 - 68 | 2 | 8,70 | Not Good Enough | Incomplete |
| 5 | > 68 | 1 | 4,35 | Bad | Incomplete |
| Sum | | 23 | 100,00 | | |

From the table above, it shows that the completed students were 20 students out of 23 students or 86.96% and unfinished students were 3 out of 23 students or 13.04%. On average, before the research action was carried out with the application of the play, story and singing (BCM) method, the average score of students was 74.56 with only 14 students or 60.87% learning completion. After the application of the play, story and singing (BCM) method, the average learning outcome of cycle 2 students in the category was good with a score of 87.83 with a learning completion of 20 students or 86.96%. Based on the results of the cycle 2 study, it can be concluded that the achievement of student learning completion has been achieved because more than 80% or 86.96% of students are complete in learning, so researchers tidak continue in the 3rd cycle.

CONCLUSION

Based on the results of the study, it can be concluded that: The application of the Play, Story,

Singing (BCM) Method in learning Islamic Religious Education to motivate the learning of grade 2 students at SD Negeri 1 Turen, Turen District, Malang Regency, East Java Province, Academic Year 2020/2021 in cycle 1 action activities can be described as the average value of completion of student learning outcomes with completion for motivating students' learning with categories is quite good. The students who completed the learning were 14 students, while the students who had not completed were 9 students. In the learning action activity cycle 2 can be described about the completeness to motivate student learning with a good category. There are 20 students who have completed learning, while 3 students who have not completed it.

Students become motivated by using the Play, Story, Singing (BCM) Method in learning Islamic Religious Education for grade 2 students at SD Negeri 1 Turen, Turen District, Malang Regency, East Java Province, Academic Year 2020/2021. Based on the results of cycle 1 observations, the average score of student learning outcomes was 77.83 with learning completion reaching 60.87% or 14 students from 23 students. These results show that in the first cycle activities classically students have not been completed in learning, because students who obtained above 75 were only 60.87%. Based on the results of the cycle 2 evaluation test obtained an average of 87.83 and completion reached 86.96% or 20 students from 23 students who had completed while students who had not completed reached 13.04% or 3 students from 23 students.

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