

THE IMPLEMENTATION OF POSTER LEARNING MEDIA AND ITS CORELATION BETWEEN DEEP LEARNING AND LEARNING OUTCOMES ON ISLAMIC CULTURE AND HISTORY SUBJEC

Jaziela Huwaida¹, Aisyatuk Makarimil Chasna²

^{1,2}Darussalam Gontor University, Indonesia

jazielahuwaida@unida.gontor.ac.id

Keyword

Learning media, learning strategy, learning outcome, history and civilisation

Abstract

This study aims to determine the increase in activeness and learning outcomes by applying poster learning media in Islamic Date material. However, based on observations, the initial score of class 4F 1442-1443 reached an average of 3.10, from these data researchers concluded that learning outcomes in Islamic Tarikh subjects decreased so it needed to be improved. With this, researchers take action by applying poster learning media in increasing student activeness and learning outcomes. This research is a Classroom Action Research by Kemmis & Mc Taggart, which consists of four stages, namely, planning, action, observation and reflection, which are held in two cycles to determine student activeness and learning outcomes. To obtain the necessary data, researchers use observation, documentation and test methods. The results of research on Islamic Date subjects grade 4F at Pondok Modern Darussalam Gontor Putri Campus 2 Academic Year 1444-1445 with the following evidence: 1. In the first cycle student activity reached 51.38% of 39 students and in the second cycle student learning activity reached 75.08% of 39 students. 2. The application of poster learning media improves student learning outcomes in Islamic Date subjects, namely with the achievement of the first cycle 17 children are considered to reach an average, with a prestase of learning outcomes of 43.59% and learning outcomes in the second cycle reaching 35 children are considered to reach an average with a percentage of learning outcomes of 89.74%

INTRODUCTION

Understanding concepts is crucial in learning across various subjects. In Islamic Cultural History (SKI), implementing interactive methods like question-and-answer can significantly improve students' comprehension (Hidayati, 2023). The conceptual understanding is vital to prevent misconceptions, which can negatively impact future learning (Faidah & Maarif, 2022). The learning process involves behavioral changes through interaction with the environment, while teaching encompasses planning, implementation, and evaluation (Faizah & Kamal, 2024). Successful learning depends on various factors, including teaching methods, curriculum, teacher roles, student participation, and learning materials. (Lubis et al., 2023) Overall, fostering conceptual understanding across disciplines is essential for meaningful and effective learning

experiences. In order to apply the ideals taught in Islamic history lectures to the students' own lives, it is necessary to have a solid grasp of them.

However, the researcher's observations indicate that students' interest in Islamic history classes is decreasing. Their test results, which have not yet attained a respectable level, demonstrate this. Class 4F students who took the Islamic History exam in early 2021 received a total score of 138, which translated into a class average of 3.45. Following that, the class 4F Islamic History exam results from early 2022 showed a total score of 127, which translated into a class average of 3.10. It is clear from the presentation above that scores declined between 2021 and 2022.

This is caused by several factors that occur during the learning process. Based on observation, the Islamic History learning process that is taking place is still limited to the transfer of knowledge, with no emphasis on understanding and meaning. Teachers tend to use the lecture method because it is considered suitable for application, given the content of the material, which consists of stories. Additionally, teachers are not using teaching aids effectively.

In the process of Islamic learning, the use of learning media becomes a very appropriate alternative to increase student activity and learning outcomes. (Humaira et al., 2025) The selection of this learning media plays an important role in delivering lesson material to students and is able to create two-way communication, making the classroom atmosphere more effective in achieving learning objectives. (Jannah et al., 2022)

Deep learning, as used in education, refers to both "artificial intelligence" and a deep learning approach in which students not only learn facts but also comprehend the relationships and meanings of concepts, apply their knowledge to real-world scenarios and values, and cultivate critical and reflective thinking abilities. (Rosyidah et al., 2025). According to research, incorporating Islamic history into a deep learning approach can help students better internalize the moral principles of the Prophet and other Islamic leaders, create links between the past and present, and foster critical thinking about ethical and social issues.

Before we decide the learning media we have to pay attention to the characteristics of Islamic history subject. The learning objectives of this subject is to understanding and recognizing Islamic history and culture . The poster learning medium has advantages, namely its ability to stimulate students to describe what they see, make it easier for students to interpret the meaning in the material being studied, and provide a creative experience for students through an emphasis on five learning experiences: observation, interviewing, information gathering, reasoning or association, and communication (Alya et al., 2023).

METHOD

The research method used is the classroom action research (CAR) approach, also known as classroom action research (PTK), which was conducted at Pondok Modern Darussalam Gontor Putri Campus 2, class 4F KMI, with a total of 39 students. The type of PTK used is the Kemmis and Mc Taggart model, which consists of 4 stages: 1) planning, 2) implementation, 3) observation, and 4) reflection, which are carried out in two cycles.

RESULTS

1. Learning Activity

The application of poster learning media in the Islamic History subject matter for class 4F resulted in an increase in student learning activity in cycle 2 compared to the implementation in cycle 1. The percentage of student learning activity analysis results in cycle 1 was 51.38%, while the percentage of student learning activity analysis results in cycle 2 was 75.08%. These results indicate and Based on the learning outcome data above, it can be seen that the percentage of students who successfully achieved the standard score according to the minimum passing grade increased by 46.15% between cycle 1 and cycle 2. Therefore, the learning process using poster media is suitable for the characteristics and needs of Islamic History learning because it can overcome the problem of declining student scores. This is because poster media can capture

students' attention during the learning process, creating an enjoyable atmosphere. When learning activity increases, learning outcomes will also increase.

Comparison of Learning Activity Between Cycle 1 and Cycle 2

No	Indicator Activity	CYCLE 1		CYCLE 2		Improvement
		Skor	%	Skor	%	
1	Responding to the teacher's questions	2,44	48,72%	3,77	75,38%	
2	Obedience to teacher's instructions	2,38	47,49%	3,82	76,41%	
3	Attention during the learning process	3,41	68,21%	3,87	77,44%	
4	Courage in expressing opinions or asking questions	2,46	49,23%	3,72	74,36%	23,70%
5	Enthusiasm in answering test questions	2,15	43,08%	3,59	71,79%	
	Total Amount	12,85	51,38%	18,77	75,08%	

Figure 1. Comparison of Learning Activity Between Cycle 1 and Cycle 2

2. Learning Outcomes

The data on student learning outcomes also shows an improvement in student learning outcomes. This is evidenced by the analysis of student learning outcomes, where 43.59% of students passed in cycle 1, while 89.74% passed in cycle 2. Out of a total of 39 students, 17 have met the minimum passing grade (KKM), while the remaining 22 have failed. However, these results prove that there was an improvement in learning outcomes from before implementing the poster learning media during the learning process.

Comparison of Learning Outcome Between Cycle 1 and Cycle 2

No	Learning Outcome Indicator	CYCLE 1		CYCLE 2	
		Total	Persentase	Total	Persentase
1	Students receive the bare minimum of a passing grade.	17	43,59%	35	89,74%
2	Students have not yet reached the minimum passing score.	22	56,41%	4	10,26%

Figure 2. Comparison of Learning Outcome Between Cycle 1 and Cycle 2

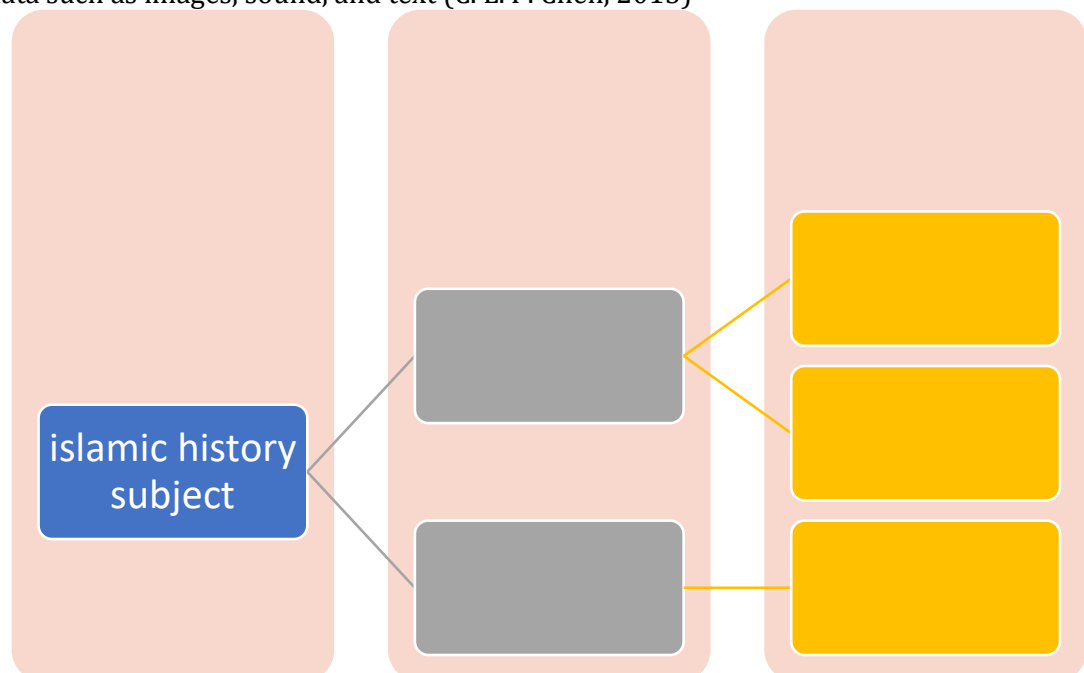
Based on the learning outcome data above, it can be seen that the percentage of students who successfully achieved the standard score according to the minimum passing grade increased by 46.15% between cycle 1 and cycle 2. Therefore, the learning process using poster media is suitable for the characteristics and needs of Islamic History learning because it can overcome the problem of declining student scores. This is because poster media can capture students' attention during the learning process, creating an enjoyable atmosphere. When learning activity increases, learning outcomes will also increase.

DISCUSSION

Research indicates that poster media can be an effective learning tool, particularly in contexts where digital resources are limited (Alya et al., 2023). Posters also help improve student understanding by simplifying complex information into visually accessible formats (Utami, 2024). Their effectiveness in improving communication skills has been demonstrated in subjects that require deep understanding, such as history and biology, especially for teaching concepts (Alya et al., 2023). Other research shows that posters have an effectiveness result on teaching concepts and are not only valid and practical but also significantly improve learning outcomes (Nikmah Fitria Surya, 2023). However, the success of poster media depends on factors such as design quality and its suitability with learning objectives, and the teacher's ability to integrate them into lessons (Utami, 2024).

Poster-based learning materials have been shown to be useful in raising test scores in history classes. It has been demonstrated that interactive e-posters greatly raise students' historical awareness (Sumantri et al., 2024). According to H. Harsono et al. (2018), traditional posters have also been shown to improve student learning quality and participation. Islamic history can be effectively taught via timeline story posters; experimental groups outperformed control groups in terms of learning outcomes (Nurahmah, 2024). Poster media's effectiveness has been attributed to its potential to organize complex information into visually appealing formats that are simple to understand (Utami, 2024). However, elements like design quality, connection with learning objectives, and integration with the teaching process are crucial for the effectiveness of poster-based learning.

Deep learning in education encompasses meaningful engagement and higher-order thinking to construct knowledge through pattern recognition and concept association (Mystakidis, 2021). It involves . Recent research integrates meaningful, mindful, and joyful learning approaches within deep learning, improving student engagement and comprehension through project-based methods, mindfulness training, and game-based activities (Feriyanto & Anjariyah, 2024). Deep learning is conceptualized as meaningful learning and transfer of learning, primarily investigated in science, languages, and mathematics for students aged 13-16 (Winje & Løndal, 2020). However, there's a need for teaching strategies to apply embodied, affective, and social perspectives across various subjects and contexts. In machine learning, deep learning algorithms learn multiple levels of abstraction, corresponding to distinct concept levels, to make sense of data such as images, sound, and text (C. L. P. Chen, 2015)



From various research posters have the power in turning a difficult concept into something more understandable, improving communication skills, raising students' subject awareness, improving student learning quality and participation, by organizing complex information into visually

appealing. Poster has been the media to construct knowledge through to pattern recognition and concept and its in line with the deep learning concept.

CONCLUSION

The results of this study after implementing the intervention using the poster learning media in class 4F KMI Pondok Modern Darussalam Gontor Putri Campus 2 are The use of poster learning media can increase student activity in Islamic History material, as shown by the analysis results obtained through observation of student learning activity in the first cycle, which was 51.38%, while in the second cycle it was 75.08%. There was an increase of 23.70% between the first and second cycles.

The application of poster learning media can improve students' learning outcomes in Islamic History material, as evidenced by the learning outcomes obtained in the first cycle being 43.59%, while in the second cycle, learning outcomes of 89.74% were achieved. There was an increase between the first and second cycles of 46.15%.

ACKNOWLEDGEMENT

The author expresses the highest appreciation and gratitude to the Director of Kulliyatu-l-Mu'allimat Al-Islamiyyah (KMI) for granting permission and support in conducting this research. The author also expresses gratitude to the Islamic Cultural History (SKI) subject teacher for the cooperation and assistance provided throughout the research process. The support and facilitation provided by these parties were crucial to the smooth execution of this research. Hopefully, the results of this research can make a positive contribution to the development of science, especially in the field of education and Islamic Cultural History learning in pesantren environments.

REFERENCES

- Alya, M., Cahyani, A., Erni, E., & Mahrawi, M. (2023). The effectiveness of poster media on senior high school students' communication skills on plant tissue concept. *Jurnal Pendidikan Indonesia Gemilang*, 3(1), 20–25. <https://doi.org/10.53889/jpig.v3i1.149>
- Chen, C. L. P. (2015). Deep learning for pattern learning and recognition. *2015 IEEE 10th Jubilee International Symposium on Applied Computational Intelligence and Informatics*, 17–17. <https://doi.org/10.1109/SACI.2015.7208200>
- Ertanti, P. (2017). *Implementasi Kurikulum 2013 dalam pembelajaran akuntansi (Studi kasus SMK Negeri se-Surakarta)* [Undergraduate thesis, Universitas Muhammadiyah Surakarta].
- Faidah, N., & Maarif, M. A. (2022). Literacy-based Islamic cultural history learning at Islamic elementary school. *Jurnal Pendidikan Islam Indonesia*, 6(2), 110–122.
- Faizah, H., & Kamal, R. (2024). Belajar dan pembelajaran. *Jurnal Basicedu*, 8(1), 466–476.
- Feriyanto, F., & Anjariyah, D. (2024). Deep learning approach through meaningful, mindful, and joyful learning: A library research. *Electronic Journal of Education, Social Economics and Technology*, 5(2), 208–212. <https://doi.org/10.33122/ejeset.v5i2.321>
- Graps, A., & Ilic, V. (2001). Behaviour, ethics and communication at the workplace: A subject for all. In *International Conference on Engineering Education*, Oslo, Norway.
- Hidayati, N. (2023). *Pembelajaran sejarah kebudayaan di madrasah aliyah: Konsep, indikator, materi dan evaluasi*.
- Humaira, M., Tobing, A., & Manurung, N. (2025). The effect of using poster session learning media on student learning outcomes on environmental pollution material. *International Journal of Science and Education*, 1(1), 13–27.
- Jannah, R., Fona, Z., Fakhriah, F., & Khaira, N. (2022). The use of poster media to enhance student learning outcomes in descriptive text writing. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 2(1), 26–34.
- Khairatunni'mah, S. M. (2024). Application of cognitive learning theory in the subject of Islamic cultural history. *Journal of Educational Research and Practice*, 2(3), 316–327. <https://doi.org/10.70376/jerp.v2i3.192>
- Lubis, L. H., Febriani, B., Yana, R. F., Azhar, A., & Darajat, M. (2023). The use of learning media and its effect on improving the quality of student learning outcomes. *International Journal of Education, Social Studies, and Management (IJESSM)*, 3(2), 7–14.

- Mystakidis, S. (2021). Deep meaningful learning. *Encyclopedia*, 1(3), 988–997. <https://doi.org/10.3390/encyclopedia1030075>
- Nikmah, F. S. (2023). Evaluating the effectiveness of poster & picture card media in teaching the water cycle to elementary students. *Utamax: Journal of Ultimate Research and Trends in Education*, 5(3), 204–213. <https://doi.org/10.31849/utamax.v5i3.15021>
- Nurahmah, R. H. (2024). The effectiveness of timeline story poster for Islamic history subject. *Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam*, 13(2), 123–129. <https://doi.org/10.18592/jtipai.v13i2.10859>
- Prabowo, G. (2020). *History of the Suez Canal*. Retrieved January 2, 2020, from <https://www.sejarah-terusan-suez>
- Rosyidah, W. M., Suprayitno, E., Naf'an, M., & Ulama, M. N. (2025). *Pengembangan modul ajar materi peradaban pra Islam dengan pendekatan deep learning*.
- Sumantri, P., Nababan, S. A., Sumanti, S. T., Tanjung, Y., Mulyani, F. F., & Md. Jali, J. (2024). Effectiveness of use of interactive e-poster history learning media in increasing history awareness. *Jurnal Ilmu Pendidikan*, 30(1), 41–47. <https://doi.org/10.17977/um048v30i1p40-47>
- Utami, N. L. (2024). Efektivitas penerapan media poster dalam pembelajaran di sekolah: Studi literatur. *Journal of Innovation in Teaching and Instructional Media*, 5(1), 310–323. <https://doi.org/10.52690/jitim.v5i1.999>
- Winje, Ø., & Løndal, K. (2020). Bringing deep learning to the surface: A systematic mapping review of 48 years of research in primary and secondary education. *Nordic Journal of Comparative and International Education (NJCIE)*, 4(2), 25–41. <https://doi.org/10.7577/njie.3798>