

INNOVATIVE LEARNING BASED ON FOCUSED IMAGING IN THE SUBJECT OF ISLAMIC CULTURAL HISTORY

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Abstract

Learning Islamic Cultural History (SKI) or Tarikh often faces problems with low student participation and activeness. The problem largely lies in the use of conventional methods that are monotonous and boring. This study aims to design innovative learning based on focused imaging in SKI learning at SMP Muhammadiyah 10 Sidoarjo, which is expected to be a solution not only to increase participation and engagement, but also to improve contextual and problem-based understanding (Problem Based Learning). This method uses a qualitative approach of literature study, reviewing various relevant studies and studies to design innovative learning, and combined with case studies based on student situation analysis. The real implication is that students have the potential to understand history material better because they learn and collaborate in problem-based learning to find solutions and moral values. This innovative learning design uses the method from the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which requires two stages: needs analysis and learning planning. The results of the study describe an outline of innovative visual-based learning, depicting historical concepts concretely, and testing students to understand historical values through case study-based learning. The implication is that learning becomes more conceptual, interesting, and increases interaction between students.

Keywords: Focused Imaging, Case Studies, History

Abstrak

Pembelajaran Sejarah Kebudayaan Islam (SKI) atau Tarikh seringkali menghadapi masalah pada rendahnya partisipasi dan keaktifan siswa. Permasalahan sebagian besar terletak pada penggunaan metode konvensional yang monoton dan membosankan. Studi ini bertujuan untuk mendesain pembelajaran inovatif berbasis focused imaging pada pembelajaran SKI di SMP Muhammadiyah 10 Sidoarjo, yang diharapkan menjadi solusi bukan hanya untuk meningkatkan partisipasi dan keterlibatan, namun juga meningkatkan pemahaman secara kontekstual dan berbasis masalah (Problem Based Learning). Metode ini menggunakan pendekatan kualitatif studi literatur, meninjau berbagai studi dan kajian yang relevan untuk merancang pembelajaran inovatif, serta dipadukan dengan studi kasus berbasis analisis keadaan siswa. Implikasi nyatanya, siswa berpotensi dapat memahami materi sejarah dengan lebih baik karena mereka belajar dan berkolaborasi pada pembelajaran berbasis problem untuk mencari solusi dan nilai moral. Perancangan pembelajaran inovatif ini menggunakan metode dari model ADDIE (Analysis, Design, Development, Implementation, Evaluation), yang memerlukan 2 tahap yakni tahap analisis kebutuhan dan perencanaan pembelajaran. Hasil studi menggambarkan secara garis besar pembelajaran inovatif berbasis visual, menggambarkan konsep sejarah secara konkret, dan menguji siswa untuk memahami nilai sejarah melalui pembelajaran berbasis studi kasus, implikasinya pembelajaran menjadi lebih terkonsep, menarik, dan meningkatkan interaksi antar siswa.

Kata Kunci: Focused Imaging, Case Studies, Sejarah



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INTRODUCTION

Islamic history is one of the religious subjects that is always interesting to discuss. History has unique characteristics: it records past events that can be connected to present-day conditions, and it holds various lessons or lessons that can be used as guidelines and utilized in life. Furthermore, history also plays a strategic role in developing and shaping the character and morals of the nation's future generations, making its existence highly relevant in the educational process, which focuses on moral development and life values.¹

Historical content has extensive benefits, especially when presented in an engaging and innovative manner. Beyond detailing events, including the names of figures, places, and incidents, history also provides lessons (ibrah) that can be learned to guide humanity on a better path today. However, this goal is thwarted when learning is presented only through conventional methods, such as lectures and textbooks.²

Advances in digital technology are spurring educators to continuously innovate in the classroom, avoiding monotony. Teachers must be creative in presenting lessons that prevent student boredom and reduced participation. One such innovation is visual-based learning, or learning visualization.³ Visual-based learning means learning that guides students more toward seeing, observing, and viewing events through posters, diagrams, graphs, video clips, and so on. This strategy emphasizes teacher stimulation and student response.⁴

Learning Islamic history is not enough if it only emphasizes visualization strategies; history also emphasizes case studies, or case studies, to make learning more meaningful. Case studies emphasize that cases, events, problems, or investigations can stimulate and support students in acquiring knowledge, skills, and attitudes. The case study method is also a participatory, discussion-based learning method for a case or problem.⁵

Studying Islam means studying all subjects based on Islamic Religious Education (PAI), including history, or what we commonly call Islamic Cultural History (SKI)/Islamic History. The

¹ Zumrotul Fauziah et al., "Implementasi Media Pembelajaran Interaktif Berbasis Aplikasi Canva Pada Mata Pelajaran Sejarah Kebudayaan Islam," *Madinah: Jurnal Studi Islam* 9, no. 1 (2022): 7–18, <https://doi.org/10.58518/madinah.v9i1.1356>.

² Siti Nursolehah et al., "Efektivitas Pembelajaran Visual Dalam Meningkatkan Pemahaman Siswa Terhadap Sejarah Islam Di MI Miftahul Huda," *EduSpirit: Jurnal Pendidikan Kolaboratif* 1, no. 3 (2024): 414–19, <https://doi.org/10.57255/jemast.v1i1.17>.

³ Reski Alma Indah et al., "Literature Review: Pengaruh Media Pembelajaran Literasi Visual Terhadap Hasil Belajar Biologi Siswa SMA: (Literature Review: The Influence of Visual Literacy Learning Media on High School Students Biology Learning Outcomes)," *BIODIK* 10, no. 2 (2024): 188–98, <https://doi.org/10.22437/BIODIK.V10I2.33803>.

⁴ Aldina Tri Oktaviani et al., "Metode Pembelajaran Yang Tepat Diterapkan Pada Siswa Dengan Gaya Belajar Visual," *Prosiding SEMAI: Seminar Nasional PGMI* 1 (December 2021): 731–41.

⁵ Farikah Farikah et al., "Learning Case and Project-Based Model Methods: Challenges and Opportunities," *DWIJA CENDEKIA: Jurnal Riset Pedagogik* 6, no. 3 (2022): 492–500, <https://doi.org/10.20961/JDC.V6I3.68120>.

purpose of this SKI learning is to encourage students to reflect on values and understand history contextually. This understanding can be applied to their thoughts, feelings, and actions, and to draw lessons, meanings, and values contained within history as a way of experiencing and fostering a strong desire to practice good morals and avoid bad morals in everyday life.⁶ Of course, this goal will not be optimal if students are unable and unwilling to study history.

To align the learning objectives of Islamic history, researchers designed a rubric for learning visualization themes using the focused imaging method combined with a case study approach. The focused imaging method is used to guide students' imaginations, enabling them to visualize historical events, understand the flow of events, identify figures, and transform abstract concepts into more concrete and understandable concepts. Meanwhile, case study-based learning provides students with the opportunity to gain hands-on experience analyzing events, structuring their sequences, and connecting them to real-life contexts. In this way, students are not only trained to memorize historical facts but are also encouraged to think critically, assess the relevance of events, and draw contextual meaning. The integration of these two methods is expected to foster a deeper, more meaningful understanding, as well as develop students' analytical skills and empathy for Islamic history.

In history learning, effectiveness can be achieved through active interaction that creates a fun learning atmosphere. Visualizing learning using audio-visual media, whether in the form of short or long videos, has been proven to produce satisfactory learning outcomes. The use of these media not only helps students understand historical events but also fosters their interest and engagement in the learning process.⁷ Therefore, an innovative method design that is visual, contextual, and problem-solving is needed to make history learning more meaningful, relevant, and able to improve students' understanding and analytical skills regarding the material.

Based on the background above, this study answers several main questions as follows: 1) How to design innovative methods and strategies based on focused imaging and case studies that are suitable for history learning in grade 9? and 2) What are the advantages and limitations of designing innovative methods and strategies based on focused imaging and case studies in history learning in grade 9?

This study aims to, 1) Design innovative methods and strategies based on focused imaging and case studies that can be used in history learning in grade 9, and 2) Identify the advantages and

⁶ Sultan Isnaini, "Pembelajaran Sejarah Kebudayaan Islam (Analisis Konsepsi, Tujuan, Materi, Strategi, Dan Evaluasi Pembelajaran)," *El-Tarbawi : Jurnal Pendidikan Agama Islam* 1, no. 1 (2024): 1–10.

⁷ Nurkholis Imam Ikhsan et al., "Efektivitas Media Audio Visual Dalam Pembelajaran Sejarah Kebudayaan Islam Terhadap Hasil Belajar Siswa Di MTs Badru Tamam," *Reslaj : Religion Education Social Laa Roiba Journal* 4, no. 4 (2022): 899–917, <https://doi.org/10.47467/RESLAJ.V4I4.1006>.

limitations of innovative methods and strategies based on focused imaging and case studies in supporting the history learning process in grade 9.

In this study, the design of methods and strategies was designed through two stages of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, namely the analysis and design stages. 1) Analysis, identifying needs for challenges and obstacles in moral learning, and 2) Design, designing innovative methods and strategies, including focused imaging, learning visualization, case studies, storytelling, and contextual learning to support the history learning process.

RESEARCH METHODS

This research uses a qualitative approach, emphasizing flexible research, in-depth data collection, and naturalistic methods. This approach analyzes the strengths and limitations of teaching Islamic Cultural History (SKI) or Islamic History at SMP Muhammadiyah 10 Sidoarjo.⁸

Learning innovations designed using a descriptive qualitative approach based on library research. This research also examines various relevant literature studies to design learning innovations in the form of approaches, models, strategies, or methods to support the process and achieve learning objectives.⁹

RESULT AND DISCUSSION

Learning Innovation in SKI Learning

In the Muflihah research journal¹⁰ An innovation used in Islamic Cultural History (ISCD) learning is the use of smart TVs to increase student motivation. Smart TVs, replacing LCDs and projectors, provide technological efficiency. Access to educational games and YouTube creates an engaging and interactive learning environment. Students also demonstrate high levels of enthusiasm and participation due to the rich learning material, not only from textbooks but also from effective visualizations and audio.

Aliyah¹¹ In her research, she also developed innovative SKI learning using the Prezi application. Prezi is a more interactive and modern presentation application or website than

⁸ Sugiyono, *Cara Mudah Menyusun Skripsi, Tesis, Dan Disertasi*, 5th ed. (Penerbit Alfabeta, Bandung, 2020).

⁹ M. Rizal Fuadiy, "Evaluasi Pembelajaran Sebagai Sebuah Studi Literatur," *DIMAR: Jurnal Pendidikan Islam* 3, no. 1 (2021): 173–97, <https://doi.org/10.58577/dimar.v3i1.83>.

¹⁰ Muflihah Muflihah and Dhevin MQ Agus Puspita W, "Peningkatan Motivasi Belajar Siswa Melalui Inovasi Pembelajaran SKI Berbasis Smart TV Di MTs Irsyadun Nasyi'in," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 4 (2024): 1539–54, <https://doi.org/10.53299/JPPI.V4I4.802>.

¹¹ Adah Aliyah et al., "Inovasi Pembelajaran Dengan Media Berbasis Prezi Untuk Meningkatkan Minat Siswa Pada Mata Pelajaran Sejarah Kebudayaan Islam," *Jurnal Educatio FKIP UNMA* 9, no. 4 (2023): 1899–904, <https://doi.org/10.31949/educatio.v9i4.6223>.

PowerPoint, offering an interactive presentation experience that can combine text, images, videos, or other media to organize them visually. This method not only increases student interest in learning, but also improves student participation and interaction in class compared to conventional media.

Based on the journal excerpt above, learning innovation can be defined as the development of methods, strategies, and media to address limitations and deficiencies in learning. This is typically achieved by adopting technology such as gadgets, laptops, smart TVs, and the like. It can even reduce student stimulation of technology while maintaining student enthusiasm, depending on the teacher's ability to present the material in an engaging manner.

Characteristics of SKI Learning

Quoted from the Syurgawi journal¹² and Hasmar¹³, that the characteristics that SKI Learning must have are:

1. Relevant to today
2. Delivery by oral narrative/story
3. Taking wisdom and lessons from every event
4. Emulating the attitudes and characteristics of Islamic figures
5. Linking social, cultural, political, economic and scientific phenomena to develop Islamic culture
6. Train critical thinking in understanding historical facts
7. Internalization of historical values into daily life as moral and character values

Focused Imaging in Learning

Focused imaging learning innovation will be developed by combining relevant and proven effective strategies, methods, and theoretical approaches, namely:

1. Active Learning Approach

Active learning is a method for optimizing students' learning experiences by constructing new meanings, knowledge, and values based on what they have learned in the learning process. This approach also reflects the teacher's or educator's perspective as a facilitator who provides an effective learning environment, acting as a learning intermediary, not just as a transmitter of material. The learner or student is the center of

¹² Amalia Syurgawi et al., "Metode Dan Model Pembelajaran Sejarah Kebudayaan Islam," in *MAHAROT: Journal of Islamic Education*, vol. 4, no. 2 (2020).

¹³ Abdul Haris Hasmar, "Problematika Pembelajaran Sejarah Kebudayaan Islam Di Madrasah," *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 10, no. 1 (2020): 15, <https://doi.org/10.22373/jm.v10i1.6789>.

learning, as a subject who constructs new knowledge, takes initiative, develops, and has a desire to continue learning, of course, with the guidance of the teacher or instructor.¹⁴

According to Despita¹⁵ The characteristics of active learning are divided into several points, including: 1) The learning process is not centered on delivering material, but rather directed at developing analytical and critical thinking on a topic being taught, 2) Learners are not only passively listening and taking notes, but actively asking questions, doing something related to learning, 3) Oriented towards teaching values and meaning on a topic/problem, 4) Learners are more emphasized to think critically, analyze material, and carry out evaluations in the form of rubrics or quizzes, and 5) If both are active and carry out their roles well, then feedback will be quickly obtained when the learning process takes place.

Therefore, subject-centered learning will tend to favor one side as the subject, namely the learner or student. Learning will be assessed based on student active participation, not teacher active teaching. The educator or teacher will not be dominant, but rather merely a facilitator, connecting students to the topics, materials, and issues being discussed. The teacher is also tasked with stimulating student activity, including physical, mental, social, and emotional aspects.¹⁶

Using a student-centered active learning approach will face several challenges and obstacles, including: varying levels of student enthusiasm, boredom with the many subjects faced, and overstimulation from technology that makes students think that learning history is no longer interesting.

2. Storytelling Strategy

Storytelling is a suitable strategy for conveying history in a fun way. Storytelling is a learning activity involving telling stories in front of the class, using or without visual aids, while conveying information, messages, or telling stories directly.¹⁷

Storytelling can be done in various ways, orally, in writing, or other media such as visual arts or performances, and the goal is reciprocity between the storyteller and the listener. Some important elements of storytelling include: 1) Narrative, which is a complete

¹⁴ Didik Himmawan and Ibnu Rusydi, "Pelaksanaan Metode Active Learning Dalam Pembelajaran Bahasa Arab Di MTs Al-Ghozali Jatibarang Kabupaten Indramayu," *Journal Islamic Pedagogia* 1, no. 2 (2021): 31–39, <https://doi.org/10.31943/PEDAGOGIA.V1I2.39>.

¹⁵ Teti Despita, "Pemanfaatan Teknologi Dalam Pembelajaran Aktif (Active Learning) Untuk Meningkatkan Interaksi Dan Keterlibatan Siswa," *Tarqiyatuna: Jurnal Pendidikan Agama Islam Dan Madrasah Ibtidaiyah* 3, no. 1 (2024): 55–64, <https://doi.org/10.36769/TARQIYATUNA.V3I1.516>.

¹⁶ Anis Sandria et al., "Pembentukan Karakter Religius Melalui Pembelajaran Berpusat Pada Siswa Madrasah Aliyah Negeri," *At-Tadzkir: Islamic Education Journal* 1, no. 1 (2022): 63–75, <https://doi.org/10.59373/ATTADZKIR.V1I1.9>.

¹⁷ Fenti Fatmala and Elly Astuti, "Penguatan Profil Pelajar Pancasila Berbasis Story Telling Kepahlawanan Pada Siswa SDN Sidorejo 02," *Revolusi Pendidikan Di Era VUCA*, August 5, 2023.

storyline, usually spiced with conflict and resolution, 2) Setting, used to facilitate the story because it has a setting of place and time, 3) Character, the involvement of characters who interact with each other to help the story progress, 4) Moral Message, the essence of the story that the storyteller wants to convey is taken from the storyline, and 5) Emotion, the listener can feel mixed emotions when connected to the storyline.¹⁸

This strategy is effective if it engages the listener's emotions as they become involved in the story. Learning history also requires students not only to know and memorize the names of characters, dates, and conflicts, but also to be directly involved in the story, understanding the cause and effect, understanding the steps, and drawing lessons and wisdom from the story.

3. Learning Visualization

Kustandi¹⁹ in his research, he explains that learning aided by visual media such as photos, pictures, graphs and comics has an effect on student psychology, meaning that visual media makes it easier for students to understand concepts, including visualizing abstract concepts. The use of visual media can make it easier for students to understand, strengthen memory, and be more interesting to students than textbooks.

According to Amanda, there are several types of visual media,²⁰ including: 1) Still images, are a form of still or two-dimensional photography, 2) Graphic media, in the form of graphs, charts, diagrams, posters, and cartoons are usually used to display more complex information, and 3) Models, namely three-dimensional media that are displayed directly and can be seen and touched by students or what is called realia. In historical material, examples of realia include armor, riding horses, banners/flags, and others.

After observing the visual media above, there will definitely be advantages and limitations of this media, including: 1) Students are able to think sharply and specifically, 2) provide direct experience, 3) instill correct concepts rather than abstract concepts, but 4) students' learning styles are different, 5) Requires careful and careful observation, and 6) Requires good storytelling because there is no audio.

¹⁸ Musyarrafah Sulaiman Kurdi, "Storytelling Sebagai Alat Untuk Transmisi Nilai Lintas Generasi Di Madrasah Ibtidaiyah," *Indonesian Journal of Religion Center* 2, no. 1 (2024): 89–102.

¹⁹ Cecep Kustandi et al., "Pemanfaatan Media Visual Dalam Tercapainya Tujuan Pembelajaran," *Akademika* 10, no. 02 (2021): 291–99, <https://doi.org/10.34005/AKADEMIKA.V10I02.1402>.

²⁰ Dila Rizki Amanda, "Analisis Penggunaan Media Pembelajaran Berbasis Media Visual Terhadap Hasil Belajar Bahasa Indonesia Siswa," *Jurnal Pendidikan, Bahasa Dan Budaya* 3, no. 2 (2024): 185–99, <https://doi.org/10.55606/JPBB.V3I2.3181>.

4. Humanistic Learning

Quoted from the secondary journal Alindra's Humanistic Theories,²¹ the first figure of this theory is Abraham Maslow who introduced the pyramid of human needs, which is based on the idea that humans try to appreciate themselves as best as possible, try to do useful activities and fulfill their needs. So from here the thought produced a fairly well-known theory, namely 1) physiological needs (food, drink, shelter, reproduction), 2) the need for security, 3) the need for love, affection, respect, 4) the need for self-esteem, and 5) the need for self-actualization in the surrounding environment. These five needs are interrelated with the concept that a person, especially students as learning needs self-actualization and teachers must understand the needs of students so that the learning process runs according to rhythm and achieves learning goals.

Furthermore, Carl Rogers' humanistic concept comprises two concepts: the first is that humans are capable of demanding themselves to explore, analyze, understand, and solve problems. The second is the freedom to learn, the freedom to explore knowledge.²² In this digital era, as Rogers said, students can freely learn from anywhere, while teachers' role is only to act as facilitators, coaches, and mentors to ensure students stay on the right track.

Learning, according to Rogers, is essentially a series of experiences that students undergo, so that the input and values they receive are filtered and sorted according to their experience and education, enabling them to meet their life's needs. This is why each student has different characteristics and the challenges faced by teachers will not be the same.²³

Rogers also believed that the distinctive and unique characteristics of individuals are the result of creativity, shaped by the results of actions. These results emerge from an individual's interactions with others, experiences, and life circumstances. Therefore, this creativity manifests itself when individuals socialize well, characterized by positive and meaningful interactions and relationships.

It can be concluded that schools, especially classrooms, foster a highly humanistic approach. This is based on the individual's natural instincts of learning by doing, self-awareness, and self-actualization. Teachers not only share and teach material, but also serve as mediators, facilitators, and guides for students in their self-actualization, also known as

²¹ Bagoes Malik Alindra and Ahmad Makinun Amin, "Tokoh-Tokoh Teori Belajar Humanistik Dan Urgensinya Pada Pembelajaran Pendidikan Agama Islam," *JEID : Journal of Educational Integration and Development* 1, no. 4 (2021): 258–69, <https://doi.org/10.55868/JEID.V1I4.108>.

²² Alindra and Amin, "Tokoh-Tokoh Teori Belajar Humanistik Dan Urgensinya Pada Pembelajaran Pendidikan Agama Islam."

²³ Alindra and Amin, "Tokoh-Tokoh Teori Belajar Humanistik Dan Urgensinya Pada Pembelajaran Pendidikan Agama Islam."

creativity. This fosters new responses based on their experiences. This is maximized when relationships, connections, and interactions between individuals are meaningful, known as collaboration.

Learning Case Method in Learning

This case study-based learning will also be explained using a combination of several theoretical methods and approaches, including:

1. Constructivism Theory Approach

Case study-based learning is generally built using the constructivist approach, contextual learning (Contextual Teaching and Learning) and the Active Learning approach mentioned above.

Constructivism emphasizes learning that builds understanding. Students don't rely solely on teachers and class time to build understanding, but actively construct their own understanding based on learning experiences in and outside of class. This approach is also closely related to discovery learning and meaningful learning. The essence of the constructivist approach is that students construct their own knowledge through lesson plans provided by the teacher.²⁴

Characteristics of constructivist learning according to Salsabila²⁵, including: 1) Student-centered (active learning), 2) The learning process is a connection between newly acquired knowledge and previous knowledge, 3) Interaction between is a natural occurrence, 4) Students are responsible for being active, exploring various views and opportunities, 5) The case study method is an implementation process for problem solving, 6) The method is not passive, but instead fosters cooperation and communication between individuals in an active, interesting, and creative manner, and 7) The learning process runs contextually based on the facts that occur.

However, this approach also has drawbacks, including: requiring students to be responsible for their own learning, which is often neglected; requiring active questioning, which is observed to be relatively rare; and requiring an environment that supports the learning process. However, these challenges can become opportunities if they are effectively addressed.

²⁴ Ndaru Kuku et al., "Teori Belajar Konstruktivisme Dan Implikasinya Dalam Pendidikan Dan Pembelajaran," *GHAITSA: Islamic Education Journal* 2, no. 1 (2021): 49–57, <https://doi.org/10.62159/GHAITSA.V2I1.188>.

²⁵ Yulia Rakhma Salsabila and Muqowim Muqowim, "Korelasi Antara Teori Belajar Konstruktivisme Lev Vygotsky Dengan Model Pembelajaran Problem Based Learning (PBL)," *LEARNING: Jurnal Inovasi Penelitian Pendidikan Dan Pembelajaran* 4, no. 3 (2024): 813–27, <https://doi.org/10.51878/LEARNING.V4I3.3185>.

Salsabila²⁶ Continuing, constructivism theory shares similarities with problem-based learning methods. As a result, both emphasize interaction between individuals as a key aspect of effective learning. Through dialogue, students gain diverse perspectives, construct new knowledge, and can clarify or reflect on their understanding.

2. Contextual Learning

One of the case study methods is a contextual theory approach, meaning learning by taking context such as cases, events, causes and effects that occur and are appropriate to students' lives. This learning is not only taught textually, taught only based on material books, or what is presented by the teacher, but also learning according to the context of the problem, orientation, and relevance of the problem to everyday life. Contextual learning also has advantages, such as: 1) discussion and collaboration so that students actively communicate with each other, 2) student understanding becomes more mature and directed because the teacher also presents it creatively and interactively, and this learning has limitations, including: 1) requires careful planning and learning preparation that is not simple, and 2) discussions mean the classroom atmosphere involves a lot of activity and is less conducive.²⁷

The Contextual Teaching and Learning (CTL) theoretical approach can underpin this learning innovation. CTL theory is a philosophical approach that prioritizes contextual-based teaching and learning, and learning innovations such as focused imaging and case studies can be based on this theory. In history learning, internalizing the values of historical wisdom and lessons in each event is paramount. Contextual learning helps teachers and students relate, connect, and make relevant each historical material, extracting value and meaning, because learning is presented in a more contextual manner, rather than simply textually based on textbooks.²⁸

This contextual teaching and learning approach is a holistic, contextual approach aimed at motivating students in their learning. Historical material is more engaging and engaging when it relates to students' lives and they feel connected to it. This not only impacts personal contexts but also social and cultural contexts. Thanks to technology, students are more active and better able to explore various things through the internet. It is

²⁶ Salsabila and Muqowim, "Korelasi Antara Teori Belajar Konstruktivisme Lev Vygotsky Dengan Model Pembelajaran Problem Based Learning (PBL)."

²⁷ Latifah Hanum, "Pembelajaran Al-Qur'an Hadis Berbasis Kontekstual Di MTs. Pendidikan Agama Islam Medan (Studi Kasus Pada Pembelajaran Daring)," *Fitrah: Journal of Islamic Education* 2, no. 1 (2021): 66–79, <https://doi.org/10.53802/FITRAH.V2I1.62>.

²⁸ Komang Hendra Yoga Wijaya Geni et al., "Pengembangan Multimedia Pembelajaran Interaktif Berpendekatan CTL Pada Pembelajaran Tematik Siswa Kelas IV SD," *Jurnal EDUTECH Universitas Pendidikan Ganesha* 8, no. 2 (2020): 1–16.

contextual learning that helps them understand the values and meaning of all events and occurrences.²⁹

3. *Problem Based Learning (PBL)*

Derived from the word "problem," problem-based learning emphasizes problem-solving over short-term mastery of material. Problem-solving means honing and developing students' soft skills. This learning will help them solve problems in everyday life. This learning is also closely related to case studies because problem-solving and problem-analysis are based on cases or events.³⁰

Sanjaya³¹ Discussing the construction of contextual history learning using a problem-based learning approach yields results. Historical contextualization is indeed a challenging task, requiring creativity and motivation from both teachers and students to create active, engaging, and enjoyable learning. According to him, the problem-based learning method also provides opportunities to discuss the contextualization of events, free from the dimensions of space and time. Students are taught to think critically and analytically in accordance with the lesson plan prepared by the teacher.

Continued Sanjaya³², learning does not have to sequence the time of occurrence from the past to the present, but is presented regressively, namely linking current events adjusted to past historical material. The approach is based on current problems, for example the problem of greed for wealth, corruption, and bribery, then linked to the defeat of Muslims in the Battle of Uhud during the time of the Prophet Muhammad. Students are asked to reflect on the problem by drawing understanding to the past during the Battle of Uhud, and questions can also be asked: 1) What are the similarities between the defeat of the Battle of Uhud and someone's greed for wealth? and 2) What is the cause of wealth that weakened the Muslims to lose the war?

This question encourages students to explore whether there is a connection between the love of wealth and a weakness of faith and the defeat at the famous Battle of Uhud. Specifically, whether these two comparative events share a similar pattern and problem-

²⁹ Samuel Juliardi Sinaga et al., "Peningkatan Motivasi Belajar Siswa Melalui Contextual Teaching and Learning (CTL) Pada Pembelajaran Perbandingan Di SMP Free Methodist 1 Medan," *Jurnal Cendekia : Jurnal Pendidikan Matematika* 7, no. 1 (2023), <https://doi.org/10.31004/cendekia.v7i1.1865>.

³⁰ Siti Kholidatur Rodiyah, "Implementasi Metode Pembelajaran Problem Based Learning Pada Mata Pelajaran Pendidikan Agama Islam," *Jurnal Riset Rumpun Agama Dan Filsafat* 1, no. 1 (2022): 109–28, <https://doi.org/10.55606/JURRAFI.V1I1.1098>.

³¹ Putu Adi Sanjaya, "Konstruksi Pembelajaran Sejarah Kontekstual Melalui Pendekatan Regresif Model Problem Based Learning," *Candra Sangkala* 3, no. 1 (2021), <https://doi.org/10.23887/jcs.v3i1.33918>.

³² Sanjaya, "Konstruksi Pembelajaran Sejarah Kontekstual Melalui Pendekatan Regresif Model Problem Based Learning."

solving method. The teacher simply acts as a facilitator and guide, planning the lesson, presenting the material, providing insights, and assisting with student evaluation.

Discussion

The analysis at this point is based on field observations at Muhammadiyah 10 Middle School, Sidoarjo, during the One Day Boarding School program. This activity was observed in grade 9, and the advantages and limitations identified include:

Needs Analysis in SKI Learning

First, learning Islamic history/chronicles requires a contextual approach because students will better understand something that is close to their lives. This ensures that history learning is not just memorization but also relevant to current situations.

Second, every historical event contains a lesson or meaning, and it is necessary to internalize morals, such as honesty, ethics, or faith so that students can emulate these values in life.

Third, the orientation towards *ibrah* and meaning makes learning not focus on lectures and memorization, but focus on moral understanding.

Fourth, the need for analytical-critical skills makes students actively discuss, students need to be trained to examine cause and effect and connect it to the current life context through active discussion and learning.

Fifth, focused imaging emphasizes sufficient concentration and imagination to imagine events such as the Battle of Uhud in detail, so that students are able to understand the flow of history in a more concrete and conceptual way.

Sixth, the results of ideas, imagination, and concepts that students understand must be poured into worksheets in the form of written concepts, drawing projects, or presentations, so that students' understanding is clearly structured.

Seventh, case study learning requires collaboration and effective communication between groups of students to analyze problems, express opinions, and formulate argumentative solutions to problems.

Eighth, teachers prepare and design problem-based learning that requires students to find solutions in accordance with Islamic history material.

Ninth, teachers must create an interactive and open classroom atmosphere so that students dare to ask questions, express their opinions, and participate actively.

Tenth, humanist learning positions students as learning subjects who have the potential, freedom to learn, and responsibility to learn independently with teachers as facilitators and guides.

Analysis of Constraints/Limitations in SKI Learning

First, focused imaging and case studies are methods that require sufficient time allocation, therefore teachers must manage their time as well as possible, utilizing every minute of learning, because this is one of the main challenges.

Second, every innovative method requires teachers to prepare in detail and in a focused manner, such as materials, media, and case scenarios to support the smooth running of the learning process.

Third, afternoon activities often face a decrease in student focus and motivation, requiring teachers to create a lively and interactive classroom atmosphere.

Fourth, when using the focused imaging method, it requires conducive classroom conditions with minimal distractions, so that students' imaginations can develop optimally and avoid minor distractions that hinder concentration.

Fifth, when case study learning requires an active and interactive classroom atmosphere, it is possible to create a noisy and less conducive classroom environment, and teachers must be able to control it so as not to disturb other classes.

Practical Implications

1. Learning Innovation

- a) Islamic History learning is directed to be contextual, reflective, and problem-based so that students understand more than just historical facts, namely understanding the values of Islamic teachings and morals that are relevant to contemporary life.
- b) Innovation in history learning is designed by combining focused imaging strategies and case studies based on Problem Based Learning (PBL).
- c) Teachers reflect on every historical event such as the unity of multicultural society, consumer life, corruption, and the like, by tracing Islamic values and the history of past Prophets as the basis for solutions.
- d) The Focused Imaging method is used to build students' historical imagination so that they are able to understand abstract concepts into concepts that bring reason and imagination to life, such as the events of the downfall of sharia during the Medina era.
- e) Through Case Studies and PBL, students are trained to analyze problems, think critically, and find Islamic solutions by linking current and past contexts.
- f) This approach encourages creative, empathetic, and meaningful SKI learning in accordance with the needs of Islamic character education in the modern era.

2. Learning Planning

- a) Teachers prepare contextual and regressive learning plans by integrating Problem Based Learning steps.
- b) Basic Competencies (KD) and indicators are focused on the themes of values of struggle, faith, responsibility, and social morals that are relevant to the da'wah material of the Medina era.
- c) The teacher prepares visual and audio stimuli (pictures, videos, illustrations, or event maps) to support the Focused Imaging method.
- d) Teachers also prepare Student Worksheets (LKPD) in the form of actual case scenarios linked to Islamic historical values.
- e) In the planning stage, the teacher also prepares an assessment rubric to assess students' cognitive, affective, and psychomotor aspects comprehensively.
- f) Planning is focused on forming students who are active, interactive, and able to relate Islamic history to the realities of their lives.

3. Implementation of Learning

The implementation of learning follows the stages of Problem Based Learning (PBL) which have a regressive pattern (the flow pattern of the present to the past), starting from present problems to reflections on past history.

Stage 1: The teacher brings up relevant real phenomena such as the brotherhood of the Muhajirin and Anshar (the brotherhood of Indonesian Muslims across races, tribes and schools of thought).

Stage 2: Students form groups, discuss and identify the root of the problem and relate it to Islamic values.

Stage 3: Through Focused Imaging, students are invited to imagine the event of the migration of the Prophet and his Companions to understand the context and value of the struggle of Muslims.

Stage 4: Students explore historical sources, the Qur'an, and hadith to find moral solutions to the issues raised.

Stage 5: Students present the results of their reflections and conclude the relationship between historical events and contemporary life.

The teacher acts as a facilitator, guide, and discussion director, not as the sole source of knowledge.

4. Evaluation

- a) Evaluation is carried out in depth and comprehensively, covering aspects of the learning process, project results, and daily attitudes.

- b) Process assessment: assessing students' participation, activeness, and critical thinking skills during discussions and case analysis.
- c) Product assessment: assessing student work such as reflection reports, learning videos, or group presentations on Islamic solutions to current problems.
- d) Attitude assessment: carried out through observation of honesty, empathy, responsibility, and awareness of Islamic values during learning.
- e) Evaluation does not emphasize memorization, but rather on in-depth understanding, reflective ability, and internalization of Islamic moral values.
- f) Through this process, evaluation serves as a means to see the extent to which students relate Islamic historical values to real-life practices.

CONCLUSION

This study successfully designed a new learning model for 9th grade SKI learning at SMP Muhammadiyah 10 Sidoarjo. Based on needs analysis, this focused imaging method was designed to overcome obstacles in SKI learning that are generally experienced by most history teachers, namely boredom and saturation of lecture methods, narrative stories throughout the learning process, lack of relevance to everyday life, and lack of student enthusiasm for history lessons.

Through the focused imaging method based on case studies and PBL, students can train their visual abilities to design abstract concepts of historical material into concrete concepts that they imagine and write. With an interactive and fun approach, it allows students to get closer to civilization, political history, culture, society, and Islamic science through collaborative discussions and cooperation among peers. This is the advantage of the focused imaging method based on case studies and PBL, based on research observations, advantages such as increased enthusiasm, creativity, verbal skills, and a spirit of collaboration can be discovered and created in the classroom. This experiential learning basis also makes the learning process run in a structured and enjoyable manner.

Suggestion

However, despite its advantages, this history learning method also has drawbacks. The limitations of teachers' ability to design and instruct in a conceptual and interactive manner, coupled with students' busy schedules, mean this approach cannot be used all the time. Learning situations require teacher-led instruction and are not yet self-paced, necessitating further design and development.

Overall, the opportunities offered by this method can be further designed and developed by teachers and educational institutions. History learning must be taught in a fun and interactive way to avoid student boredom and fatigue, and multimedia offers this.

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