

ABSTRAK

Penelitian ini dilatarbelakangi oleh masih adanya peserta didik yang mengalami kesulitan dalam memahami materi Sejarah Kebudayaan Islam (SKI) secara prosedural, khususnya pada materi Peristiwa Hijrah Nabi Muhammad SAW. Penelitian ini bertujuan untuk mendeskripsikan pemahaman prosedural siswa berdasarkan tingkat kemampuan belajar, yaitu rendah, menengah, dan tinggi. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian berjumlah enam orang siswa kelas IV Zaid Bin Tsabit MIN 4 Lhokseumawe yang dipilih menggunakan teknik purposive sampling, terdiri atas dua siswa berkemampuan rendah, dua siswa berkemampuan menengah, dan dua siswa berkemampuan tinggi. Teknik pengumpulan data dilakukan melalui tes, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pemahaman prosedural siswa berbeda pada setiap tingkat kemampuan belajar. Siswa dengan kemampuan rendah belum mampu memahami dan menerapkan prosedur pembelajaran secara optimal serta masih memerlukan bimbingan guru dalam mengurutkan kronologi peristiwa, menjelaskan proses hijrah Nabi, dan menerapkan langkah-langkah belajar sejarah. Siswa dengan kemampuan menengah telah mampu memahami dan menjelaskan sebagian tahapan peristiwa hijrah secara runtut, namun masih membutuhkan arahan untuk memberikan penjelasan yang lebih lengkap dan mendalam. Sementara itu, siswa dengan kemampuan tinggi menunjukkan pemahaman prosedural yang baik, mampu mengurutkan kronologi sejarah secara tepat, menjelaskan proses peristiwa hijrah secara sistematis, serta menerapkan strategi belajar mandiri melalui membaca, mengulang materi, dan menulis kembali informasi yang dipelajari. Dengan demikian, penelitian ini menunjukkan bahwa kemampuan belajar berpengaruh terhadap tingkat pemahaman prosedural siswa dalam pembelajaran Sejarah Kebudayaan Islam.

Kata Kunci: Pemahaman Prosedural, Sejarah Kebudayaan Islam, Kemampuan Belajar, Peristiwa Hijrah Nabi.

ABSTRACT

This study was motivated by the fact that some students still experience difficulties in understanding Islamic Cultural History (ICH) learning materials procedurally, particularly on the topic of the migration (Hijrah) of Prophet Muhammad (PBUH). The purpose of this study was to describe students' procedural understanding based on their learning ability levels, namely low, medium, and high. This research employed a qualitative approach with a descriptive research design. The research subjects consisted of six fourth-grade students of Zaid Bin Tsabit class at MIN 4 Lhokseumawe selected through purposive sampling, comprising two students with low learning ability, two with medium learning ability, and two with high learning ability. Data were collected through tests, interviews, and documentation. Data analysis was conducted using the Miles and Huberman model, which includes data condensation, data display, and conclusion drawing. The findings revealed that students' procedural understanding differed according to their learning ability levels. Students with low learning ability had not yet been able to understand and apply learning procedures optimally and still required guidance from teachers in arranging historical events chronologically, explaining the process of the Prophet's migration, and applying systematic historical learning steps. Students with medium learning ability were able to understand and explain several stages of the migration event in sequence but still needed guidance to provide more complete and in-depth explanations. Meanwhile, students with high learning ability demonstrated good procedural understanding, were able to arrange historical chronology accurately, explain the migration process systematically, and apply independent learning strategies through reading, reviewing materials, and rewriting information they had learned. Therefore, this study indicates that learning ability influences students' procedural understanding in Islamic Cultural History learning.

Keywords: Procedural Understanding, Islamic Cultural History, Learning Ability, Prophet's Migration (Hijrah).