

The Effectiveness of Strip Story Media on Students' Learning Outcomes in Islamic Cultural History at MTs Ma'arif Balong Ponorogo

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ABSTRACT

This study aimed to examine the effectiveness of Strip Story learning media in improving students' learning outcomes in Islamic Cultural History at MTs Ma'arif Balong Ponorogo. The research employed a quantitative approach using a quasi-experimental method with a non-equivalent control group design. Two classes participated in the study: an experimental class that learned using Strip Story learning media and a control class that used PowerPoint-based learning media. Prior to hypothesis testing, the post-test data were found to be not normally distributed; therefore, the Mann–Whitney U test was used to examine differences between the two groups. Islamic Cultural History learning is often delivered through teacher centered explanations, which may reduce students' engagement and make historical material appear monotonous. Therefore, the use of interactive learning media is needed to create a more engaging and meaningful learning experience. The results showed that the use of Strip Story learning media had a significant effect on students' learning outcomes. The Mann–Whitney U test produced an Asymp. Sig. (2-tailed) value of 0.000, which is lower than 0.05, indicating that H_0 was rejected and H_a was accepted. These findings indicate that Strip Story learning media can effectively improve students' understanding of Islamic historical narratives. The novelty of this study lies in the application of Strip Story as an interactive learning medium in Islamic Cultural History at the junior secondary level, extending its use beyond language learning contexts to enhance students' engagement and academic achievement.

Keywords: Islamic Cultural History, Learning Outcomes, Strip Story Media

INTRODUCTION

Education plays a strategic role in shaping high-quality human resources who possess faith, knowledge, and noble character. According to Law Number 20 of 2003 concerning the National Education System, education aims to develop students' potential so that they become individuals who are faithful, knowledgeable, creative, independent, and responsible. To achieve these objectives, the learning process must be designed effectively, meaningfully, and in accordance with students' characteristics (Wina Sanjaya, 2021), (Nurul Azizah dkk., 2025).

Islamic Cultural History (SKI) has distinctive characteristics that differentiate it from other subjects. It contains narrative and chronological content that presents various events from the past. This material involves historical figures, sequences of events, and moral values that can

be exemplified in daily life. However, in practice, SKI learning is often delivered through lecture-based methods that emphasize factual mastery rather than a deep understanding of historical events. This condition potentially limits students' ability to comprehend the sequence of events, explain cause-and-effect relationships, and explore the values that can be derived from them.

Based on preliminary observations at MTs Ma'arif Balong Ponorogo, SKI learning is still dominated by teacher-centered approaches, with limited use of instructional media and a reliance on lecturing. The learning process tends to emphasize memorization, resulting in students mainly acting as passive listeners who memorize the material presented. As a result, students face difficulties in organizing events, understanding cause-and-effect relationships, and constructing meaningful historical understanding. Considering that SKI is inherently narrative and chronological, the lack of appropriate visual and sequential media reduces student engagement and negatively affects learning outcomes.

The effectiveness of learning is strongly influenced by the use of appropriate instructional media. Strip Story media is a visual learning medium that presents instructional content through a sequence of images accompanied by structured narratives. This medium helps students understand historical events chronologically, increases students' interest in learning, and supports better retention of information. Therefore, the implementation of Strip Story media is considered relevant for enhancing students' learning outcomes in Islamic Cultural History lessons. (Rokhaniatun, 2023). Based on these conditions, innovative efforts are needed to improve the quality of Islamic Cultural History learning through the use of engaging and student-centered instructional media (Warsidah dkk., 2024).

However, the use of Strip Story media in Islamic Cultural History learning has not been widely implemented or thoroughly explored. This condition reveals a research gap that is worth further investigation. Therefore, this study aims to examine the effect of using Strip Story as a learning media on students' learning outcomes in Islamic Cultural History. Through this study, it is expected to provide both theoretical and practical contributions, particularly in expanding the use of Strip Story media. This media is not only relevant for language learning but also has strong potential to be applied in history subjects, which are rich in narratives and storytelling.

One approach teachers use to enhance the quality of education is the incorporation of relevant learning materials in the instructional process, which facilitates students' comprehension of the subject (Jeffrey Ifeanyichukwu & Christiana Nwadiokwu, 2024). Teachers need to be more innovative and professional in their instruction if they want pupils to learn effectively and quickly

and meet the highest possible learning outcomes. Teachers must select the appropriate instructional strategies, models, learning materials, and learning media in order to make learning more engaging. The diverse characteristics of students in the classroom make the use of learning media one of the innovative approaches employed by teachers to help students understand the learning material. (Lativatul Fitriyah dkk., 2024).

Teachers play an important role in the educational process. They are not only conveyors of information, but also act as facilitators and motivators in developing students' potential. (Hasanah Lubis dkk., 2023). The judicious utilization of instructional material is important to accomplish these objectives. Suitable educational media must align with the attributes of the learners and the essence of the subject matter. Functioning as a conduit between educator and learner, effective media augments conceptual understanding, fosters engagement, and converts classroom activities into significant learning experiences, (Azhar Arsyad, 2020).

During the learning process, educational media is a tool to help spread knowledge. Teachers can make complicated instructional materials easier to understand by using media in the classroom, which makes teaching and learning more participative and interesting (Neo & Neo, 2004). Moreover, the strategic use of media enhances students' motivation and supports deeper comprehension of the subject. In Islamic Cultural History (SKI) learning, this is particularly significant because students are expected not only to achieve the Minimum Completion Criteria (KKM) but also to understand the historical narratives and values embedded within the material.

Learning outcomes in Islamic Cultural History for seventh-grade students at MTs Ma'arif Balong show average scores of 57 (VII-A), 55 (VII-B), and 54 (VII-C). These results have not yet met the minimum mastery criterion (KKM), which is set at 65. This condition indicates that students' learning outcomes have not improved optimally and may be influenced by low student engagement and limited instructional innovation, (Wina Sanjaya, 2010).

Strip Story media is a type of instructional resource that utilizes visual components, such as text and images, to enhance understanding, particularly for learners at the elementary level. Strip Story learning media, known in Arabic as *al-qissah al-mutaqatta'ah*, are educational materials consisting of deliberately segmented sheets of paper used for teaching purposes (Hijriyah dkk., 2022). Strip Story media represent a form of visual instructional media that integrates sequences of images and text to facilitate students' understanding. This medium, known in Arabic as *al-qissah al-mutaqatta'ah*, consists of segmented story elements arranged systematically for instructional purposes (Hijriyah et al., 2022). Strip Story media has visual and sequential

characteristics that enable students to understand narrative structures, organize events chronologically, and establish connections between historical events. Previous studies have also shown that Strip Story media is effective in enhancing students' narrative skills and engagement, particularly in language learning contexts, making it relevant for application in Islamic Cultural History (SKI) learning, (Bimawati Rumapea dkk., 2025).

Islamic Cultural History (SKI) is a subject that examines the development of Islamic civilization, covering historical periods from pre-Islamic times to the modern Muslim world. The material is narrative and chronological in nature, involving interconnected events, prominent figures, and value stories. (Günther, 2020), Therefore, SKI learning requires instructional media that can facilitate students in understanding the sequence and relationships between historical events, rather than merely memorizing facts.

The use of Strip Story media is relevant as it aligns with the narrative and chronological characteristics of SKI content. By presenting historical events in visual sequences, this media helps students understand the flow of events, strengthen their comprehension of chronology, and encourages active engagement in the learning process. However, SKI learning still faces several challenges, including low student engagement and limited use of innovative instructional media (Sulastri dkk., 2024). Although previous studies have examined the effectiveness of Strip Story media, most have focused on language learning contexts. Empirical research investigating its application in history-based subjects, particularly Islamic Cultural History at the secondary school level, remains limited. Despite the strong alignment between the narrative characteristics of SKI and the sequential nature of Strip Story media, this potential has not been widely explored in Islamic education settings. This gap highlights the need for further investigation (Ardani & Prospery Mwansa Mwila, 2025), (Alimasdar & Maksum, 2025).

Based on these considerations, this study aims not only to examine the effect of using Strip Story learning media on students' learning outcomes, but also to analyze its effectiveness in supporting students' understanding of historical narratives, strengthening their comprehension of chronological sequences, and enhancing their engagement in Islamic Cultural History learning. Accordingly, this study addresses the following research question: "Is there a significant effect of Strip Story learning media on students' learning outcomes in Islamic Cultural History?"

METHOD

This study employed a quantitative research approach using a quasi-experimental design, specifically the non-equivalent control group design. Quasi-experimental research is appropriate when random assignment of participants is not feasible. In this study, the classes had already been formed by the school, making randomization impractical (Toni Indrayadi & Helty, 2020).

The population of this study consisted of all seventh-grade students at MTs Ma'arif Balong Ponorogo, totaling 54 students. Two classes were selected using purposive sampling, Purposive sampling is a sampling technique frequently employed to identify and select information-rich participants, enabling researchers to optimize the use of limited resources (Tajik dkk., 2025) with Class VII-A assigned as the experimental group and Class VII-B as the control group. This sampling technique was employed because both classes showed comparable academic performance in Islamic Cultural History (SKI) based on their previous examination results. The experimental group used Strip Story learning media, while the control group received conventional instruction..

The experiment was conducted in four meetings, each lasting two lesson periods (2×40 minutes) or 80 minutes per session. *The first*, meeting was used to administer the pre-test to both the experimental and control groups to assess students' initial learning outcomes. *The second and third*, meetings were devoted to the learning treatment, in which the experimental group was taught using Strip Story learning media, while the control group received instruction using Power Point-based learning media.

Table 1. The Experimental Group Used Strip Story Learning Media

No	Part	Strip Story Learning Media Method (the experimental group)	PowerPoint Learning Media Method (the control group)
1	Opening Activities	- Greeting and prayer; - Apperception through questioning; motivation - Introducing strip story media; - Stating learning objectives.	- Greeting and prayer; - Apperception through questioning; motivation. - Introducing PowerPoint media); - Stating learning objectives.
2	Core Activities	- Distributing sentence strips; - Students memorise and interpret their parts; individual presentation; - Arranging strips into a coherent story through group discussion; - Teacher appreciation and clarification; - Rewriting the completed story	- Presenting slides (key points and images); - Interactive explanation and Q&A; - Small-group discussion based on guiding questions; - Concluding with summary slide and reinforcement.

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No	Part	Strip Story Learning Media Method (the experimental group)	PowerPoint Learning Media Method (the control group)
3	Closing Activities	• Conclusion; • Short evaluation; • Closing prayer and greeting.	• Conclusion; • Short evaluation; • Closing prayer and greeting.

The fourth, meeting involved the final learning session followed by the administration of the post-test to measure students' learning outcomes after the treatment.

The research instrument used in this study was a multiple-choice test consisting of 25 items developed based on the learning indicators of Islamic Cultural History material. The instrument was subjected to validity and reliability testing. The results of the validity test indicated that 15 items were valid, while 10 items were invalid. Therefore, the 15 valid items were used as the research instrument for both the pre-test and post-test to measure students' learning outcomes.

Data analysis techniques included descriptive statistics, normality testing using the Shapiro–Wilk test, and homogeneity testing using Levene's test. The normality test was conducted to determine whether the data were normally distributed, while the homogeneity test was used to examine the equality of variances between groups. If one or both groups were not normally distributed, parametric tests such as the Independent Samples t-test could not be applied (Sedgwick, 2015). Therefore, the non-parametric Mann–Whitney U test was employed to determine whether there was a significant difference in learning outcomes between the experimental and control groups, to measure the effectiveness of the learning process, a gain score analysis (N-Gain) was conducted to assess the improvement in students' learning outcomes from pre-test to post-test.

RESULT AND DISCUSSION

Validity and reliability of instruments

Before using the instrument in this study, the researcher is required to conduct validity testing which has two stages: theoretical validity and empirical validity, as well as reliability calculation of the instrument that will be used in the research later. Validity and reliability testing are

essential to ensure that the test instrument accurately measures the intended variables and produces consistent and reliable results (Chetwynd, 2022).

Table 2. Results Validity Test

No	Item Question	r Count	r Table	Sig. (2-tailed)	Description
1	Question 1	0.990**	0,576	0.000	Valid
2	Question 2	0.990**	0,576	0.000	Valid
3	Question 3	0.990**	0,576	0.000	Valid
4	Question 4	0.990**	0,576	0.000	Valid
5	Question 5	0.990**	0,576	0.000	Valid
6	Question 6	0.017	0,576	0.958	Invalid
7	Question 7	-0.207	0,576	0.519	Invalid
8	Question 8	0.990**	0,576	0.000	Valid
9	Question 9	0.990**	0,576	0.000	Valid
10	Question 10	0.456	0,576	0.136	Invalid
11	Question 11	-0.047	0,576	0.884	Invalid
12	Question 12	0.256	0,576	0.422	Invalid
13	Question 13	0.091	0,576	0.778	Invalid
14	Question 14	0.069	0,576	0.832	Invalid
15	Question 15	0.372	0,576	0.233	Invalid
16	Question 16	0.158	0,576	0.623	Invalid
17	Question 17	0.990**	0,576	0.000	Valid
18	Question 18	0.990**	0,576	0.000	Valid
19	Question 19	-0.224	0,576	0.484	Invalid
20	Question 20	0.990**	0,576	0.000	Valid
21	Question 21	0.990**	0,576	0.000	Valid
22	Question 22	0.990**	0,576	0.000	Valid
23	Question 23	0.990**	0,576	0.000	Valid
24	Question 24	0.990**	0,576	0.000	Valid
25	Question 25	0.990**	0,576	0.000	Valid

The initial instrument consisted of 25 items. Based on the validity test results, 15 items were declared valid and were subsequently used as the research instrument in this study. After the validity testing, the study proceeded to reliability testing. Reliability refers to the

consistency of a measurement instrument, indicating that repeated measurements of the same variable yield stable results. The instrument's reliability was analyzed using the following SPSS output table.

Table 3. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
1.000	15

The results indicate that the Cronbach's Alpha value is 1.000 with a total of 15 questions. This value is higher than the minimum threshold of 0.70, so it can be concluded that the instrument has a very high level of reliability

This study adopted a quasi-experimental pre-test–post-test design. The pre-test was conducted to determine whether the experimental and control groups were equivalent in their initial abilities. The pre-test results are presented as follows;

Data Analysis

Result of Pre-Test for Experimental and Control Classes

The pre-test conducted in the control and experimental classes aimed to determine the initial abilities of students in both groups (Agustianti, R., dkk., 2022).

Table 4. Descriptive Statistic Control Class And Experimental Class

Descriptive Statistics									
Descriptive Statistics	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest Control	16	8	1	9	82	4.82	.530	2.186	4.779
Pretest Experimental	16	2	3	5	63	3.94	.213	.854	.729
Valid N (listwise)	16								

The Group Statistics table indicates that the control class included 16 students and the experimental class 16 students. The mean score of the experimental class was 3.94, compared to 4.82 in the control class.

The normality results for the pre-test results for the experimental class and control class

Table 5. Tests of Normality for the pre-test results

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are as follows:

Tests of Normality							
Pretest Data	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Scores Pretest Experimental Class and Control Class	Control Class	.233	16	.015	.907	16	.089
	Experimental Class	.239	16	.015	.796	16	.002
a. Lilliefors Significance Correction							

The experimental class has a Sig. value (Shapiro-Wilk) = 0.002 < 0.05, so the data is not normally distributed. The control class has a Sig. value (Shapiro-Wilk) = 0.089 > 0.05, so the data is normally distributed.

Then, the researchers conducted a homogeneity test to determine whether the variance of pretest scores in the experimental class and the control class is the same or not significantly different. The test was conducted using Levene's Test for Equality of Variances.

Table 6. Test of Homogeneity of Variances

Homogeneity Test		Levene Statistic	df1	df2	Sig.
Scores Pretest Experimental Class and Control Class	Based on Mean	5.683	1	31	.023
	Based on Median	5.520	1	31	.025
	Based on Median and with adjusted df	5.520	1	19.179	.030
	Based on trimmed mean	5.691	1	31	.023

The significance value (based on the mean) was 0.023 < (0.05), indicating that the variances of the pre-test scores in the experimental and control groups were not homogeneous. This suggests that the score distributions between the two groups differed. Consequently, the students' initial abilities were not evenly distributed prior to the treatment. Since the pre-test data were not normally distributed and the variances were not homogeneous, the Mann-Whitney U test was

employed to examine whether there was a significant difference in the initial abilities of the two groups before the treatment.

Table 7. Test of Statistics for the pre-test results

Test Statistics ^a	
Nonparametrik	Scores Pretest Experimental Class and Control Class
Mann-Whitney U	103.000
Wilcoxon W	239.000
Z	-1.232
Asymp. Sig. (2-tailed)	.218
Exact Sig. [2*(1-tailed Sig.)]	.245 ^b
a. Grouping Variable: Kelas	
b. Not corrected for ties.	

The Asymp. Sig. (2-tailed) value = 0.218 > 0.05, so it can be concluded that there is no significant difference between the pretest scores of the experimental class and the control class. This result indicates that the initial abilities of the students in both groups are statistically equivalent before any treatment is given. Therefore, both groups are suitable to be compared in the posttest stage.

Result of Post-Test for Experimental and Control Classes

The post-test administered to both the experimental and control classes aimed to measure students' learning outcomes after the treatment and to compare the differences in learning outcomes between the two groups (Marsden & Torgerson, 2012). The data analysis descriptively by finding the minimum, maximum, mean, and standard deviation using the SPSS application. The statistical data for the class using conventional learning media (Control Class) are as follows:

Table 8. Descriptive Statistics Control Class for the post-test results

Descriptive Statistics									
Descriptive	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic

Control Class	16	6	1	7	75	4.17	.422	1.790	3.206
Valid N (listwise)	16								

Based on the descriptive analysis table obtained through data processing using SPSS, the research sample consisted of 35 students divided into two classes: a class using conventional learning media (Control Class) and a class using strip story learning media (Experimental Class). The number of students in the experimental class was 16, while the control class consisted of 16 students. The descriptive analysis results for the class using conventional learning media (Control Class) showed a mean score of 4.17, with a standard deviation of 1.790, variance of 3.206, range of 6, minimum score of 1, maximum score of 7, and total score (sum) of 75.

After the author conducted a descriptive analysis test for the control class, the next step is to perform a descriptive analysis test on the class using Strip Story learning media (Experimental Class). The descriptive analysis of the class using Strip Story learning media, the Experimental Class, is as follows:

Table 9. Descriptive Statistics Experimental Class for the post-test results

Descriptive Statistics									
Descriptive	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Experimental Class	16	4	5	9	115	6.76	.338	1.393	1.941
Valid N (listwise)	16								

The results of the descriptive analysis for the class using strip story learning media (Experimental Class) showed that the mean score was 6.76, with a standard deviation of 1.393, variance of 1.941, range of 4, minimum value of 5, maximum value of 9, and a total sum of scores of 115. The normality results for the post-test results for the experimental class and control class are as follows:

Tests of Normality

Table 10. Tests of Normality for the post-test results

Test	Class	Smirnov ^a					
		Statistic	df	Sig.	Statistic	df	Sig.
Value _Posttest	Posttest Control Class	.290	16	.000	.873	18	.020
	Posttest Experimental Class	.224	1	.023	.854	17	.013

a. Lilliefors Significance Correction

The results of the normality test indicated that the post-test data in the control group were not normally distributed, with significance values of 0.000 (Kolmogorov–Smirnov) and 0.020 (Shapiro–Wilk), both below 0.05. According to the normality criterion ($p < 0.05$), these results suggest non-normal distribution.

Similarly, the experimental group showed significance values of 0.023 (Kolmogorov–Smirnov) and 0.013 (Shapiro–Wilk), which were also below 0.05. Given that the sample size was fewer than 50 students, the Shapiro–Wilk test was used as the primary reference. Therefore, the post-test data in the experimental group were also not normally distributed.

Following the normality test, a homogeneity test was conducted to examine whether the variances of the two groups were equal. The homogeneity test is essential to determine the appropriate statistical analysis and to ensure the comparability of the groups. The results of the homogeneity test provide information on whether the data variability between groups is similar. The homogeneity data are presented as follows:

Table 11. Tests of Homogeneity of Variances for the post-test results

Test of Homogeneity of Variances					
Homogeneity Test		Levene Statistic	df1	df2	Sig.
Value _Posttest	Based on Mean	.794	1	33	.379
	Based on Median	.064	1	33	.801
	Based on Median and with adjusted df	.064	1	24.215	.802
	Based on trimmed mean	.737	1	33	.397

The homogeneity test results indicated that the variances of the control and experimental groups were homogeneous. The significance value based on the mean was 0.379 (> 0.05), showing

equal variances between the two groups. This result was supported by other measures, including the median (0.801), median with adjusted df (0.802), and trimmed mean (0.397), all exceeding 0.05. Therefore, the data from both groups can be considered homogeneous. However, since the normality test previously indicated non-normal distribution, the Mann–Whitney U test was used for further analysis. The final stage of the experimental research involved hypothesis testing to examine the significance of the difference between groups following the treatment. The results are as follow:

Table 12. Test Statistics^a for the post-test results

Test Statistics ^a	
Nonparametrik	Nilai_Posttest
Mann-Whitney U	39.500
Wilcoxon W	210.500
Z	-3.889
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^b

a. Grouping Variable: Kelas

b. Not corrected for ties.

The Mann–Whitney U test results showed an Asymp. Sig. (2-tailed) value of 0.000 (0.05). The effect size was calculated to determine the magnitude of the treatment effect. Since the Mann–Whitney U test was used, the effect size (r) was computed based on the Z value. The result showed a Z value of -3.889 with a total sample size of 32, resulting in an effect size of $r = 0.69$. According to Cohen’s criteria, this value indicates a large effect size. This finding suggests that the use of Strip Story learning media has a strong effect on students’ learning outcomes in Islamic Cultural History.

The N-Gain analysis was used to determine the improvement in students’ learning outcomes based on the mean scores of the pretest and posttest. The descriptive statistics showed that the mean pretest score of the control group was 4.31, while the mean posttest score of the experimental group was 6.81, with a maximum possible score of 10. The N-Gain value was calculated using the following formula:

$$N-Gain = \frac{\text{Posttest} - \text{Pretest}}{\text{Maximum Score} - \text{Pretest}}$$

Based on the calculation:

$$\begin{aligned} \text{N-Gain} &= (6.81 - 4.31) = 2.50 \\ (10 - 4.31) &= 5.69 \\ &= 0.44 \end{aligned}$$

The result shows that the N-Gain value of 0.44 falls into the medium category. This indicates that the use of Strip Story media is moderately effective in improving students' understanding in Islamic Cultural History.

Based on these findings, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicates that there is a significant difference in students' learning outcomes between the control and experimental groups

DISCUSSION

The findings of this study indicate that the use of Strip Story media makes a significant contribution to improving students' learning outcomes in Islamic Cultural History (SKI). Beyond merely demonstrating statistical differences, the results affirm that when instructional media are carefully aligned with the characteristics of the subject matter, they can foster deeper and more meaningful understanding, rather than simply improving test scores.

Islamic Cultural History (SKI) requires students to understand sequences of events, identify key historical figures, and recognize cause-and-effect relationships across historical periods. Strip Story media, which presents content in the form of sequential visual story fragments, effectively supports this process. When students are asked to rearrange the story segments into a logical sequence, they actively engage in cognitive processes such as sequencing events, connecting historical facts, and understanding continuity across events. As a result, learning shifts from a passive reception of information to a more active and participatory process. The findings of this research align with the theory put forward by Athiqur Rokhaniatun, (Rokhaniatun, 2023b) who asserts that Strip Story media serve as an effective instructional tool for improving students' learning outcomes. This is achieved by fostering a learning environment that is engaging, participatory, and efficient. Through the use of this medium, learners can grasp lesson content more readily, as the material is presented visually in the form of appealing story fragments or illustrated sequences. Such visualization helps maintain students' attention and reduces the likelihood of boredom during the learning process.

This study also reinforces the findings of (Lativatul Fitriyah dkk., 2024), that Strip Story media has a significant effect on students' learning outcomes. This is indicated by a significance value of $0.000 < 0.05$, which means that the media has a positive and significant impact on improving students' learning outcomes.

Through the use of this media, students become more motivated and actively engaged in the learning process, as learning is no longer monotonous but more interactive. In addition, Strip Story media offers several advantages, including creating engaging learning experiences, enhancing students' understanding of complex material, and encouraging active participation in the learning process. This media is also flexible as an instructional strategy that can be applied in various communicative activities, such as monologues and dialogues, and is relevant to history learning. Furthermore, its practical and cost-effective nature makes it easy to implement in classroom settings. The positive findings of this study are consistent with theoretical frameworks emphasizing the importance of interactive, student centered, and accessible instructional media in improving learning outcomes (Hijriyah dkk., 2022).

In the context of Islamic Education, particularly in Islamic Cultural History (SKI) learning, this media is highly relevant as it not only presents historical events in a narrative form but also helps students think sequentially and identify key points in the material. Thus, Strip Story media can support the development of students' conceptual understanding. However, this study has several limitations. The relatively small sample size, drawn from a single institution, may limit the generalizability of the findings. In addition, the use of a quasi-experimental design without full randomization, along with the relatively short duration of the intervention, indicates the need for further research to strengthen and validate the results.

Practically, these findings suggest that SKI teachers may consider using Strip Story media to enhance students' understanding, making the learning process more meaningful. Future research is recommended to involve larger and more diverse samples, extend the duration of intervention, or compare this media with other instructional strategies to further examine its sustainability and effectiveness within broader Islamic education contexts.

CONCLUSION

This study confirms that the use of Strip Story media makes Islamic Cultural History (SKI) learning more meaningful. It not only improves learning outcomes but also facilitates students in developing a more coherent and structured understanding, thereby promoting higher-order

thinking skills (HOTS). Strip Story media enables students to reconstruct sequences of events, identify key historical figures, and understand the interconnections among historical developments more systematically.

The findings indicate that Strip Story media is relevant and well-aligned with the characteristics of SKI, which emphasize storytelling, historical figures, and continuity of events. Through the activity of reconstructing historical narratives, students become more actively engaged in the learning process and achieve deeper understanding at the HOTS level.

This study contributes to the development of Islamic Education by demonstrating that instructional strategies designed in accordance with the nature of the subject matter can enhance the quality of learning. Therefore, integrating creative and contextual media such as Strip Story can serve as a strategic approach in SKI instruction.

For future research, it is recommended to examine the application of this media in other Islamic Education subjects or at different educational levels in order to broaden its practical relevance.

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