The Influence of Strip Story Media on Learning Outcomes and Collaboration Skills of Junior High School Students

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Abstract

This study aims to determine the effect of strip stoty media on students' learning outcomes and collaboration skills in the Al-Qur'an Hadith subject at Mtsn 6 Agam. This study uses a quantitative experimental method with a research design. posttest only group design. The population consisted of 10 classes from class VII 1 to VII 10 with the sampling technique using the techniqueclaster random sampling.The sample consists of class VII 3 as the control class and VII 4 as the experimental class. The data source was taken from the control class and the experimental class totaling 64 students through the provision of learning outcome tests and filling out questionnaires. The data were analyzed using descriptive statistical analysis and independent sample t-test using SPSS version 23. The results of the learning outcome test analysis showed an average of 76.88 for the control class, an average of 85.47 for the experimental class, and an independent sample t-test of $0.000 < 0.05$, which means there is an influence of strip story media on the learning outcomes of the Qur'an at MTsN 6 Agam. The results of the collaboration ability test analysis showed an average of 73.31 for the control class, an average of 83.06 for the experimental class, and an independent sample t-test of $0.001 < 0.05$, which means there is an influence of strip story media on the learning outcomes of the Qur'an at MTsN 6 Agam. The results of this study can be used as initial data for subsequent researchers in examining this problem in different contexts and issues.

INTRODUCTION

The Al-Quran and Hadith are guidelines for students in living their lives so that they have a pious or pious personality and provide students with initial knowledge about the Al-Quran and Hadith (Herlambang, et.al, 2024). Al-Quran education aims to improve students' ability to read, write, understand and practice the contents of the Al-Quran (Febriyanti, 2021). Given these demands, educators must be more creative and innovative. This can improve the quality of learning, which in turn improves the quality of education and the quality of students (Hapudin, 2021).

The subject Al-Qur'an Hadith is an important lesson to lay the foundations of understanding about Allah's verses and worshiping Allah SWT in students from an early age (Nuh, et.al, 2025). That studying the Qur'an and Hadith is very beneficial and can be absorbed by students and as educators must use strategies and media that can support the achievement of predetermined competencies. Based on observations at MTsN 6 Agam and interviews with one of the Al-Qur'an Hadith subject teachers, it was found that the learning process carried out did not use learning media that could train students' collaboration skills in the learning process. As a result, students were very individualistic and there was no collaboration between students during the learning process. This lack of collaboration between students significantly affected student learning outcomes, with many grade VII students at MTsN 6 Agam still not achieving the KTTP (Competency Standards). For more details, see Table 1 below.

Data on Learning Outcomes of the Qur'an and Hadith of Class VII MTsN 6 Agam Odd Semester of the 2024/2025 Academic Year

No.	Class	Completed	Not finished	Amount
1	VII 1	13 people	19 people	32 people
2	VII 2	13 people	19 people	32 people
3	VII 3	13 people	19 people	32 people
4	VII 4	15 people	17 people	32 people
5	VII 5	14 people	18 people	32 people
6	VII 6	12 people	20 people	32 people
7	VII 7	13 people	19 people	32 people
8	VII 8	12 people	20 people	32 people
9	VII 9	5 people	14 people	16 people
10	VII 10	8 people	10 people	18 people
	Total	115 people	175 people	290 people

Source: Grade book for the subject of Al-Qur'an Hadith, class VII MTsN 6 Agam, odd semester, 2024/2025 academic year

Based on Table 1 above, it is clear that the results of the odd semester exam scores for class VII students are still low because there are still many students who have not achieved the KTTP, namely 175 people and those who have achieved the KTTP are 115 people. Therefore, in order to attract students, make the learning process active, and make the learning process not boring by not being fixated on books alone, one of the media that can be used in learning the Qur'an and Hadith is the Strip Story media. Strip Story media are pieces of paper that are often used in learning foreign languages (Zahro, 2024).In this study, the Strip Story media will be made into pieces of Al-Quran verses, students are expected to be able to arrange the verses of the Al-Quran into a series of letters, the method of making it is cheap, does not take a long time, is simple, does not require special skills to use it, the use of Strip Story Media to make students memorize and read the holy verses of the Al-Quran without seeming boring and forced (Nurlailiyah, 2022).

Educators can directly bring media into the classroom, thus helping to improve students' collaborative skills. This statement aligns with research conducted by Hasanah (2021), which found that Strip Story media can improve students' collaborative skills in the Al-Qur'an Hadith subject. This media is also considered to be very supportive in learning the Al-Quran Hadith, because this media is very practical to use and students can learn the Al-Quran Hadith little by little understanding the verses and translations that are memorized (Auliyah, 2024).With the Strip Story media, students will work together to compile verse fragments and translations so that they become a complete verse (Moh, 2023).

The Strip Story media will train students' collaboration skills, because when using the Strip Story media, students will work together to memorize the verses of the Qur'an and discuss how to arrange the pieces of the verses of the Qur'an (Sepliana, et.al, 2025) Therefore, collaboration skills are one of the most important skills to develop and practice in students. Collaboration is a skill in interacting with others, which involves working together to achieve goals by respecting differences, participating in discussions, contributing suggestions, listening to, and supporting others.Afelia & Sulistyaningsih, 2024). Collaboration skills today make cooperation a structure of interaction designed in such a way as to facilitate collective efforts to achieve common goals (Yunus, 2023) Collaboration has become an important skill for achieving effective results. Collaboration between students is expected to improve learning outcomes in the collaborative skills of the Qur'an and Hadith (Without, 2023). Based on the explanation above, this research is entitled "The Influence of Strip Story Media on Student Learning Outcomes and Collaboration Skills in the Al-Qur'an Hadith Subject at MTsN 6 Agam"

METHODS

This study uses a quantitative method with an experimental research type (Aryanti et al., 2022; Efendi et al., 2022; Adel et al., 2025; Dasrizal et al., 2025; Rahman et al., 2025; Engkizar et al., 2025)., the sample in this study consisted of class VII 3 as the control class and class VII 4 as the experimental class with a total of 64 students. The instruments used were learning outcome test questions and questionnaires used to measure students' collaboration skills. The data obtained were then analyzed using descriptive statistics. Descriptive statistical analysis is used if the researcher intends to obtain an overview of the mode, median, mean (average), decile calculations, percentiles, standard deviations, percentage calculations, maximum values, and minimum values. After that, the prerequisite tests were carried out, namely normality and homogeneity tests, the final stage was to carry out an independent t-test and conclude the research results.

RESULT AND DISCUSSION

The average posttest scores of the experimental and control classes can be seen in Table 2 below:

Table 2
Average Value of Learning Outcomes of Control and Experimental Classes

Kelas	N	Min	Max	Mean	Std. Deviation
Kontrol	32	60	95	76.88	9.980
Eksperimen	32	70	100	85.47	8.459

Normality test of learning outcomes of the experimental class and control class with *kolmogrov-smirnow* can be seen in Table 3 below.

Table 3
Results of the Normality Test for Learning Outcomes in the Control Class and Experimental Class

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Say.	Statistic	Df	Say.
control class	0.130	32	0.187	0.949	32	0.133
experimental class	0.141	32	0.103	0.948	32	0.126

Based on Table 3 above, it can be seen that the learning outcomes of the control and experimental classes have a significance value > 0.05, so it can be concluded that the collaboration skills of the two classes are normally distributed. The homogeneity test of learning outcomes of the control class and the experimental class can be seen in Table 4 below.

Table 4
Results of the Homogeneity Test of Learning Outcomes of the Control Class and the Experimental Class

Levene Statistic	df1	df2	Sig.
1.755	1	62	0.190

Based on Table 4 above, a significance value of 0.190 was obtained. Therefore, the homogeneity test conclusion can be drawn that 0.190 > 0.05 means that the learning outcomes have homogeneous variance. Hypothesis testing of learning outcomes of the control class and experimental class was carried out using an independent t-test using SPSS 23. Table 5 below shows the results of the independent t-test for the control class and experimental class.

Table 5
T-Test Results of Learning Outcomes of Control Class and Experimental Class

t-test for Equality of Means				
F	Sig.	T	Df	Sig. (2-tailed)
1.755	0.190	-3.716	62	0.000
		-3.716	60.378	0.000

Based on Table 5 above, the sig. (2-tailed) obtained is 0.000 < 0.05, so the decision is taken that it is accepted, which means that there is an influence of the use of strip story media on student learning outcomes in the Al-Qur'an Hadith subject at MTsN 6 Agam. The average posttest scores of the experimental class and the control class for students' collaboration skills can be seen in Table 6 below:

Table 6
Average Score of Collaboration Skills

	N	Minimum	Maximum	Mean	Std. Deviation
Kontrol	32	50	93	73.31	11.59
Eksperimen	32	61	98	83.06	8.88
Valid N (listwise)	32				

Based on Table 6 above, the average value of the experimental class is higher than that of the control class. The results of the normality test with *kolmogrov-smirnow* can be seen in Table 7 below.

Table 7
Collaboration Skills Normality Test Results

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Nilai	kelas kontrol	0.146	32	0.083	0.954	32	0.185
	kelas eksperimen	0.083	32	.200*	0.977	32	0.694

From Table 7 above, it can be seen that the results of the control and experimental collaboration skills have a significance value > 0.05, so it can be concluded that the collaboration skills of both classes are normally distributed. The results of the normality test with *kolmogrov-smirnow* can be seen in Table 8 below.

Table 8
Collaboration Skills Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
1.490	1	62	0.227

Based on Table 8 above, a significance value of 0.227 was obtained. Therefore, the homogeneity test can conclude that $0.227 > 0.05$ means that collaboration skills have homogeneous variance. Testing the hypothesis of collaboration skills of the control class and the experimental class was carried out using an independent t-test using SPSS 23. Table 9 below shows the results of the independent t test for the control class and the experimental class.

Table 9
Collaboration Skills T-Test Results

t-test for Equality of Means				
F	Sig.	T	Df	Sig. (2-tailed)
1.490	0.227	-3.387	62	0.001
		-3.387	58.08	0.001

Based on Table 9 above, the sig. (2-tailed) obtained is $0.001 < 0.05$, so the decision is taken that it is accepted, which means that there is an influence of the use of strip story media on students' collaboration skills in the Al-Qur'an Hadith subject at MTsN 6 Agam. The use of story strips in learning has proven effective in developing various collaboration skills and positive attitudes in group work. Students collaborated in arranging separate Quranic verses into a cohesive whole. Students are actively trained to work with group members to achieve shared goals. In this process, each student is assigned a specific role and responsibility, which indirectly fosters personal accountability for the tasks to be completed. Furthermore, because the compilation of Quranic verses requires consensus and consideration, students learn to compromise and accept differences of opinion, producing a complete verse with content consistent with the Quranic verses. The intense discussion process during the compilation of Quranic verses and their content fosters effective communication, both in conveying ideas and listening to the opinions of others.

Strip story media also trains students to be flexible, namely being able to adapt to dynamic changes in group ideas or conditions. Thus, strip story media is not only an interesting learning tool but also a means to foster excellent collaboration skills. These findings indicate that learning with Strip Story media can improve students' collaboration skills. This is in accordance with the opinion of Meildawati, et.al (2022) who stated that Strip Story media not only increases student learning activity but also improves student collaboration in groups. The use of Strip Story media not only improves students' collaboration skills but also improves the learning outcomes of the Qur'an and Hadith of seventh-grade students at MTsN 6 Agam. This is because the use of Strip Story media can help students understand the meaning of the Qur'an and Hadith verses more easily and engagingly (Nurlailiyah, 2021; Engkizar et al., 2025; Rahman et al., 2025).

The results of this study indicate that there are significant changes in the learning outcomes of students taught using Strip Story media. This can be seen from the learning outcomes of the control and experimental classes, as described in the previous data analysis. This study is in line with previous research conducted by Pitrarul aini with the title of the influence of Strip Story media on the learning outcomes of class VIII students at MTsN 3 Pesisir Selatan. Based on quantitative data analysis using the t test, a sig of 0.000 <0.05 was obtained, which means there is a difference in learning outcomes between learning using Strip Story media and conventional learning.

Research conducted by Mufidhatul Hasanah with the title of the use of Strip Story media in improving student learning outcomes in the Al-Qur'an Hadith subject at an elementary school. The results of the study showed that using Strip Story Media, namely in cycle I, learning completeness increased by 64.00%, while in cycle II it increased by 88.00%. The results of the average class value of cycle I was 77.44 and the average class of cycle II increased to 87.20. So it can be concluded that the use of Strip Story media is able to improve learning outcomes of Al-Qur'an Hadith. Research conducted by Linda Yulfamita, (2025) with the title "The effect of using Strip Story learning media on the learning outcomes of Al-Qur'an Hadith students at MTsN 6 Agam". The results of this study indicate that there is an effect of using Strip Story learning media on the learning outcomes of Al-Qur'an Hadith at MTsN 6 Agam with an average score of 86.41 for the experimental class and 84.38 for the control class.

CONCLUSION

Based on the research results, it can be concluded that the use of strip story media has a significant impact on improving students' learning outcomes and collaboration skills in the Qur'an Hadith subject for grade VII. Strip story media, which presents teaching materials in the form of a series of images containing a storyline, is able to attract students' attention and increase their interest in learning religious materials that were previously considered difficult or less interesting. Specifically, this media helps students understand the content of Quranic verses and Hadith more easily through visual illustrations that are concrete, contextual, and relevant to everyday life. The learning process becomes more active and enjoyable because students act not only as recipients of information but also as active participants in compiling, analyzing, and discussing the content of the story strips related to Islamic values. Furthermore, the use of story strips has also been shown to develop students' collaborative skills. Through group learning activities, students are trained to work together, share tasks, express opinions, listen to their peers' ideas, and solve problems collectively. This is crucial in developing students' character, enabling them to interact positively in their social environment, both at school and outside of school. Thus, it can be concluded that the story strip media not only

functions as a visual aid in understanding the teaching material, but also as a means to develop students' soft skills, especially in terms of collaboration and communication. Therefore, this media is highly recommended for wider application in the learning of the Qur'an and Hadith as well as other subjects, as part of an innovative learning strategy that emphasizes active participation and skill development.

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