The Influence of Teaching Reading Islamic Narrative Stories towards Students' Social Behavior

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Abstract

In this millennium era, Indonesia faced moral crisis within the school or outside the school. They are accustomed to do bad behavior due to spiritual lack. Spiritual crisis happened because they were not given enough lessons about religion. However, teachers must provide good learning materials, so that the students can change their behavior. Even when teachers/lecturers teach English they must include religious knowledge in their teachings. Such as reading moral stories, giving good advices to students, telling about prophet stories, etc. Reading or telling story can affect moral, as the study held by Dr. Kang Lee and Colleagues that was recently published in the article "Can Classic Moral Stories Promote Honesty in Children". In that case, the researcher should study "The Influence of Teaching Reading Islamic Narrative Stories Toward Students' Social Behavior". There are two research problems in this study. The first, is there any influence of using Reading Islamic Narrative Stories towards Social Behavior in intensive class IV semester IDIA Al-Amien Prenduan? The second, how significance does using Reading Islamic Narrative Stories towards Social Behavior in intensive class semester IV IDIA Al-Amien Prenduan? The research population of this study is the students of the intensive class IV semester IDIA Al-Amien Prenduan, they are 19 students. The main instrument used in this research is test, and the supporting instruments are observation and documentation. The tests were divided into pre-test and post-test. Since this study is quantitative, the researcher used statistical analysis as data analysis. The statistical formula which was used was t-test which was suitable with the research design, and it is one group pretest-posttest design. The research result shows that using Reading Islamic Narrative Stories towards Social Attitude in intensive class semester IV IDIA Al-Amien Prenduan with significance.

Keywords: islamic narrative story, reading, social behavior

Pengaruh Membaca Teks Cerita Narasi Islam terhadap Perilaku Sosial Siswa

Abstrak

Di era milenium ini, Indonesia menghadapi krisis moral di dalam sekolah maupun di luar sekolah. Mereka terbiasa melakukan perilaku buruk karena kekurangan spiritual. Krisis spiritual terjadi karena mereka tidak diberi pelajaran yang cukup tentang agama. Maka dari itu, guru harus menyediakan materi pembelajaran yang baik, sehingga siswa dapat mengubah perilakunya. Bahkan ketika guru atau dosen mengajar bahasa Inggris mereka harus memasukkan ilmu keagamaan dalam pengajaran mereka. Seperti membacakan kisah moral, memberikan nasehat yang baik kepada siswa, mendongeng tentang kisah nabi, dll. Membaca atau mendongeng dapat mempengaruhi moral, seperti penelitian yang diadakan oleh Dr. Kang Lee dan Kolega yang baru-baru ini diterbitkan dalam artikel "Can Classic Moral Stories Promote Honesty in Children". Dari pada itu, peneliti ingin meneliti "Pengaruh Membaca Teks Cerita Islam Terhadap Perilaku Sosial". Ada dua masalah penelitian dalam penelitian ini. Pertama, apakah adakah pengaruh penggunaan Membaca teks cerita Islami terhadap Perilaku Sosial di kelas intensif semester IV IDIA Al-Amien Prenduan? Kedua, seberapa signifikan penggunaan Membaca Teks Cerita Islami terhadap Perilaku Sosial pada kelas intensif semester IV IDIA Al-Amien Prenduan? Populasi penelitian ini adalah mahasiswa kelas intensif semester IV IDIA Al-Amien Prenduan yang berjumlah 19 mahasiswa. Instrumen utama yang digunakan dalam tes penelitian ini, dan instrumen pendukungnya adalah observasi dan dokumentasi. Tes dibagi menjadi pre-test dan post-test. Karena penelitian ini bersifat kuantitatif, maka penulis menggunakan analisis statistik sebagai analisis data. Rumus statistik yang digunakan adalah uji-t yang sesuai dengan desain penelitian, yaitu one group pretest-posttest design. Hasil penelitian menunjukkan bahwa penggunaan Membaca Cerita Narasi Islami terhadap Sikap Sosial pada kelas intensif semester IV IDIA Al-Amien Prenduan dengan signifikan.

Kata kunci: kisah narasi islami, membaca, perilaku sosial

INTRODUCTION

Indonesia faced moral crisis both within the school environment or outside the school environment. They are accustomed to do bad behavior due to spiritual crisis. In school environment students tend to do bad behavior, such as bullying, cheating, lying to teachers, stealing, fighting

among students, fighting against teachers, etc. Outside the school environment they tend to do such drugs consumption, fighting among students, lack of spiritual, lying to parents, etc.

Spiritual crisis happened because they were not given enough lessons about religion. In Indonesia, especially in junior and senior high schools, they study little about religion. While in Indonesia, religious education that is expected to be able to improve the moral system of Indonesian society experiencing sad conditions. Religious education is not the same as other sciences, on the contrary, it can even be said to be lower. According to Shindunata (Shindunata, 2002: 223) Religious knowledge was only taught as a formality and there were still no recent breakthroughs in developing religious education. so that almost religious knowledge did not experience development, because in its implementation there were many weaknesses. And also due to the lack of role models or example both parents at home and teachers. It is very important to provide a good role model for them.

Therefore, it is significance to study about behavior. Teachers must provide good learning materials, so that the students can change their behavior. Even when teachers/lecturers teach English they must include spiritual aspect in their teachings. Such as reading moral stories, giving good advices to students, telling about prophet stories, etc.

Reading or telling story can affect moral. The study held by Dr. Kang Lee and Colleagues that was recently published in the article "Can Classic Moral Stories Promote Honesty in Children". The participant of the experiment are 268 children and they told the moral stories about Pinocchio, The Boy Who Cried Wolf, and George Washington and the Cherry Tree. The study found that Stories can affect moral of children (Lee et al., 2014).

Social behavior can be said as something related to stimulus and response. This is the behavior of a person who is different from one another even in the same situation and condition.

According to the Indonesian Dictionary, social behavior is individual responses or reactions to stimuli or the environment (Indonesia, 2008: 859). Individual responses or reactions can become behavioral patterns that can be formed through a process of habituation and reinforcement by conditioning the stimulus in the environment (environmentalist). Not all

behavior can be observed objectively by eyes. It is also sometimes invisible to the eye.

According to Hari Cahyono's opinion (Cheppy, 1989: 73) behavior is divided into 2, namely behavior that is visible to the eye (over behavior) such as working, crying and others, and behavior that is not visible to the eye (covert behavior) such as thinking, feeling, emotion, needs, attitudes, and happiness and so on.

According to Skinner in Bimo, behavior is divided into 2 parts (Bimo, 2009: 71), namely natural behavior (innate behavior) and operant behavior, natural behavior is behavior that is brought from birth in the form of reflex and without prior learning, while operant behavior is behavior that is formed by the learning process.

Social behavior is behavior specifically aimed at other people. According to Max Weber in Albaraccin (Albarracín et al., 2005: 74-78) behavior affected social action in society which then creates problems. Weber realized problems in society as an interpretation. As for the degree to which a behavior is rational (according to logical or scientific standards or according to the standards of scientific logic). This can be understood immediately.

Another reference stated that social behavior is a function of people and situations (Atkinson et al., 1983: 251). What is meant here is that every human being will act differently in the same situation. Each person's behavior reflects a unique set of traits that carries in a certain atmosphere, namely one's behavior that shows to others.

The factors forming behavior included internal factors and external factors that have a role in the formation of these behaviors (Gerungan, 1986: 155). Internal factors were factors from within the individual himself, while external factors were factors from outside the individual. Humans as individuals were able to determine the choice to be affected or not to these internal and external factors.

Lickona (Lickona, 1991: 43) stated that there were several values that must be taught in school, including: honesty, tolerance, self-discipline, caring for others, working together, courage, etc.

Today, only a few people like to read books. Most people like reading stories, novels or short stories. Moreover, the best-selling books are novel,

and kind of short stories. Stories can give a good impact for them. Many people like to read story books because one of the goals of the story (narrative text) is to entertain the reader (*English Book Linked IX*, n.d.). Therefore they should be given readings about spiritual religion, both the history of the prophet or the history of friends of them, or the history of other pious people. That in order to influence the subconscious and so that they can follow the goodness experienced by the prophets and can be a guide for them to face tomorrow.

Margot Kinberg stated that a narrative text is a text that tells a story. Narrative text could take a variety of forms. From personal anecdotes to full-length novel. Most of narrative texts have in common certain elements such as characters, setting, and plot. Structurally, narrative texts have a beginning; where the characters and settings are introduced; a middle, where the plots unfold; and an end, where any conflicts are resolved (Kinberg, 2007: 76).

In Islamic religion, reading was very important. Even Allah's first commandment to the prophet Muhammad SAW through the angel Gabriel is written in the Surah Al'alaq verse 1 is "read in the name of your Lord who created". Although the prophet is an illiterate who cannot read and write but still Allah ordered him to read.

In English there are 4 competencies that must be mastered, namely Reading, Writing, Speaking, and Listening. One of the most important of them all is Reading. According to Nunan (Nunan, 1999: 249) Reading is same as listening that reading is sometimes viewed as passive skill. But the difference between reading and listening that listening is anything but passive and reading is anything but passive as well.

METHODS

The approach that was used in this study was experimental research, in form of one group pretest-posttest design. By this approach we can compare the condition before and after the treatment (Sugiyono, 2008: 74). The data was broken down in the forms of quantitative. This research aims to find the influence of Islamic text story towards social behavior so that the researcher used experimental research. According to Ary et al (Ary et al., 2006: 325) "experimental research design is to enable researcher to

estimate the effect of an experimental treatment" experimental research can be conducted in the field, in the class, in the laboratory, etc. In this study, the researcher conducted experimental research in the class, by giving treatment to the students.

The researcher wants to know is there any influence of reading Islamic text stories on students' social behavior aspects.

This research was conducted at IDIA Al-Amien Prenduan, which is one of the institutions in Al-Amien Prenduan. In Al-Amien Prenduan there are several institutions, there are TMI / TMAI, Tahfidz Putra-Putri, IDIA, Ponteg (Pondok Tegal) and Putri I. This study is conducted at IDIA (Institut Dirosat Islamiyah Al-Amien) Prenduan. IDIA Al-Amien Prenduan is located in the village of Pragaan Laok.

The population that will be researched is the students of IDIA Al-Amien Prenduan in the fourth semester intensive class. In this research the researcher uses sample population that means the researcher makes all of the population as sample. Population is group of people that attempted to apply the study (Fraenkel et al., 1993: 79). The population in this study is the fourth semester of IDIA Al-Amien Prenduan intensive class. The number of students is 19 students.

In this study, the researcher used test as instrument. The tests used in this study are pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment.

In this study the data will be analyzed by using statistical method, the analysis used in this research is t-test to know whether teaching reading Islamic stories can affect students' behavior. The formula used as follow: (Arikunto, 1993: 306)

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N\,(N-1)}}}$$

Where:
Md   : Mean of difference
Xd   : Deviation of each subject
X^2d : The sum of quadrate deviation
N   : Sample of subject

Then, to conclude the result of statistic analysis above, the writer take an interpretation using tt (t critics value table) as the appointment:

➢If t_o is lower than t_t, the alternative hypothesis is unaccepted
        or rejected.

➢If t_o is higher than t_t, the alternative hypothesis is accepted.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In this chapter the results of the study will be analyzed statistically based on research instruments which would be discussed based on hypothesis testing and discussion of findings.

One of the instruments in this study is observation by giving treatment to the students. In this study, the researcher directly conducted the observation in the school, namely IDIA Al-Amien Prenduan.

Before making this observation, first, the researcher made pre-test and after the observation post-test held to measure the outcome of the study.

In this study, the treatment used as an observation. As known, this study was conducted to know the influence of Reading Islamic text on students' social aspect. Then the researcher taught reading Islamic text for students, so that the researcher tested students' social aspect.

When the researcher attempted to observe and teach students about Islamic text stories, the researcher prepare the teaching media. In this study, the researcher wanted to know the influence of Reading Islamic Text, so the researcher prepared Islamic text stories. After preparing the text, the writer prepared questions about the text. The questions were in form of answering questions, multiple choice, or matching statements.After preparing the text and questions, the writer got ready for teaching in the class.

In the first observation, the researcher chose the text about one of Prophet Muhammad's *Sahabah* named Ibnu Jarir At-Thabari. *Sahabah* is the companion of the Prophet Muhammad SAW, people who lived with Prophet Muhammad SAW and became his main supporter in spreading Islam. Sahabah is the Followers of Muhammad SAW who had a personal contact with him. The text is about discipline in life. The first observation was held on Wednesday 27 of November 2019 for intensive class of semester IV.

The text of Ibnu Jarir AT-Thabari is about discipline in life. He is one of *Sahabah* that had strong will and discipline in life. The story began with the confession of his friends and his students about his discipline. He always had the same and exact activities in his day of life. After finished breakfast, he slept for a while in short-sleeved clothing. After waking up, he performed the *dzuhur* prayer. Then write the article until the *Asr* time arrives. Then go out to Asr prayer. Furthermore, he sat in the majlis with people to teach until the *Maghrib* time came. After that teaching *Fiqih* and other lessons until entering the *Isha* prayer ', then he returned home. He is good at dividing the time of day and night for the benefit of self, religion and neighbor as desired by Allah *Ta'ala*. Every day he can write 14 sheets, and if we multiply during his life he already written 300.058 sheets. *Subhanallah*.

In the second observation, the researcher chose the text about one of Prophet Muhammad's *Sahabah* named Ruba' bin Harsy. The text is about honesty in life. The second observation was held on Wednesday 04 of December 2019 for intensive class of semester IV.

The text of Ruba' bin Harsy is about honesty in life. He is one of *Sahabah* that famous with his honesty. He was well known that he never lied all the entire his life. The story tells that he has two sons who are being hunted by al-Hajjaj bin Yusuf al-Tsaqafi, the commander who is known to be very vile, bloodthirsty and fond of war. From an intelligence officer, al-Hajjaj received information that the father of the two children (Ruba' bin Harsy) was a person whom the community believed had never lied in his entire life. Then al-Hajjaj sent his troops to summon him. Afterwards, the commander asked him about his two sons.

So, Ruba' bin Harsy answered that they are at home. Ruba; bin Harsy was honest even in danger and his two sons wanted to be killed.

Next, the third observation, the researcher chose the text about one of Prophet Muhammad's well known story about care for others on the title "Prophet Muhammad and Blind Beggar". The text is about care for others. The third observation was helt on Wednesday 11 of December 2019 for intensive class semester IV.

The text of "Prophet Muhammad and Blind Beggar" is about care for others. The story is about caring of Prophet Muhammad for others. There was a blind beggar that insulted Prophet Muhammad every day. He said

that prophet Muhammad was a witch. But Prophet Muhammad wasn't angry and cared for him even he was not a Moslem and he insulted and insulted him every day. But Prophet Muhammad fed him every day with smooth and gentle. He didn't know that person who fed him was Prophet Muhammad. After prophet Muhammad passed away, Sayyidina Abu Bakar came to feed him. He realized that who fed him now wasn't the same person, because Prophet Muhammad fed him very gentle. Abu Bakar said that person who fed him passed away, and he was Prophet Muhammad SAW. Afterwards, the blind beggar converted to Islam and he declared two sentences of *Syahada.*

For the fourth observation, the researcher chose the text about Umar bin Abd Aziz. The text is about responsibility in life. The fourth observation was held on Wednesday 18 of December 2019 for intensive class semester IV.

The text of "Umar bin Abd Aziz" is about responsibility in life. He is one of Muslims' leader (*Khalifah*) and one the best figure in Islam. The story is about responsibility in life especially in leadership. The story began with Fatimah, his wife said that one day she entered her house. Then, she saw her husband sitting in his prayer hall. His cheek was placed on his hand. Tears rolled down his hands. Fatimah asked him why he cried.

Umar replied to Fatimah that he was just appointed as a leader. Then he thought of the needy people who were hungry, the sick who were wasted, people who had no clothes, orphans whose hearts were injured, widows who were lonely, people who were cast aside, wanderers, captives, elderly people, people with many children, poor people, and such exists throughout this region.

Umar also stated that he realized that God will hold him accountable, on the Day of Resurrection. He was also afraid he can't be held responsible. He felt sad and cried. "

After preparing the text, the researcher prepared questions about the text. The questions were in form of answering questions, multiple choice, or matching statements.

After preparing the text and questions, the researcher got ready for teaching in the class.

The main instrument in this study is test. In this study the researcher uses statistical method because this study is quantitative research.

In this study, there are also some findings of test data. In quantitative research, the test data will be analyzed in numeric form. So that, the researcher changes the data of the test in to numeric form to be easy to understand.

In this study, the test was presented in two kinds of test, namely pre-test and post-test. The form of the test was questionnaire. There are 25 questions in every test.

The researcher first measured the validity of the test. So the researcher made validity test measuring validity by using validity statistical formula in Microsoft Excel to test the validity of the test. After making validity test, there were some items not valid, so the researcher made some corrections to make all items valid.

After that, the researcher measured the reliability of the test. So the researcher made a reliability using the Reliability statistical formula in Microsoft Excel to test the reliability and the validity of the test. The reliability was held before giving the pre-test.

There are 25 questions of the questionnaire in the pretest. And before testing, the researcher made items from the test into odd and even items, then gave scores according to their respective numbers, then calculated the reliability using Microsoft Excel.

With the computation of Microsoft Excel, it is found that the reliability of the test was:

Table 1: Reliability Test

	Column 1	Column 2
Column 1	1	
Column 2	0,772965	1

As stated before, there were 25 questions in the test. The 25 questions were divided into 2 columns, namely Column 1(odd) and Column 2 (even). The first column were number 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25. And the second column were number 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24.

Then, to know whether the test instrument reliable or not, the researcher had to consult the value of r_{11} to r table. If the value of r_{11} is higher than the value of r table, so he can conclude that the pre-test is reliable.

After the consultation to the value of r_{11} to r table, it is known that the value of r_{11} 0,772 is higher than "r" table 0,590 ($r_{11} \geq r_t$). So, the test instrument is reliable.

After knowing the reliability of the test, the researcher made the Pre-Test in the intensive class IV semester. After that, the reasearcher made treatment to the students in four meetings, as mentioned above. And after the treatments the researcher made Post-Test. Next, the researcher made computation between the Pre-Test and the Post-Test, to know the influence and how significance was the influence. The treatments measured the computation of coefficient between Pre-Test and Post-Test, as follows:

Table 2. The Computation of Coefficient between Two Tests (Pre-test and Post-test)

No Respondent	Pre-Test	Post-test	Difference	Xd (d-Md)	X^2d
1	61	83	22	16,95	287,21
2	61	73	12	6,95	48,26
3	65	74	9	3,95	15,58
4	67	82	15	9,95	98,95
5	79	69	-10	-15,05	226,58
6	69	85	16	10,95	119,84
7	71	61	-10	-15,05	226,58
8	69	66	-3	-8,05	64,84
9	53	68	15	9,95	98,95
10	71	60	-11	-16,05	257,68
11	84	84	0	-5,05	25,53
12	65	81	16	10,95	119,84
13	82	85	3	-2,05	4,21
14	90	86	-4	-9,05	81,95
15	78	74	-4	-9,05	81,95
16	80	75	-5	-10,05	101,05
17	59	89	30	24,95	622,37
18	78	68	-10	-15,05	226,58
19	58	73	15	9,95	98,95
Total	1340	1436	96	0	2806,94

Based on the table above, we know that:

N   : 19
$\sum d$: 96
$\sum x^2d$: 2806,947

$M_d = \dfrac{\Sigma d}{N}$: 96/19 = 5,05

Steps of counting t-test are as follow:

➤ Totaling the subject of research (first column), N: 19

➤ Finding the difference by taking away post-test to pre-test, d: posttest-pretest

➤ Counting the mean of difference by totaling the sum of difference and dividing it to the sum of subject of research, Md:

➤ Counting the deviation of each subject by detracting difference to mean of difference, Xd (d-Md)

➤ Counting the quadrate of deviation (X^2d)

➤ Totaling the quadrate of subject deviation (ΣX^2d)

From the data above, the researcher can put the number in the formula of the t-test (one-group pre-test post-test design):

$$t = \dfrac{Md}{\sqrt{\dfrac{\Sigma X^2 d}{N(N-1)}}}$$

$$t = \dfrac{5,05}{\sqrt{\dfrac{2806,947}{19(19-1)}}}$$

$$t = \dfrac{5,05}{\sqrt{\dfrac{2806,947}{19.18}}}$$

$$t = \dfrac{5,05}{\sqrt{\dfrac{2806,947}{342}}}$$

$$t = \dfrac{5,05}{\sqrt{8,207}}$$

$$t = \dfrac{5,05}{2,86}$$

$$t = 1,766$$

From the data analysis above, the researcher knew that the value of t_o is 1,766

After the finding of the final score of the pretest and posttest we have to test the hypothesis. To test whether the hypothesis (H_a) is accepted or rejected, the researcher must consult the value of t_o to t table (t_t). If the value of t_o is higher or at least have the same value of t_t, so the alternative hypothesis is accepted. These are the value of t table (Sudjono, 2011: 374):

Table 3. The Critical Value of t table for certain df in significant level

Df	The critical value of t in significant level of	
	10%	5%
17	1,333	1,740
18	1,330	1,734
19	**1,328**	**1,729**
20	1,325	1,725
21	1,323	1,721

From the analysis above, the I knew that the value of t_o is 1,766. If I consulted into t_t with df: (N-1) t_o significant level of 5% (1,729). So that, the alternative hypothesis is accepted. It is concluded that there is an influence of Islamic narrative stories on social attitude.

And to test the second hypothesis whether is significance or not the influence of Islamic text towards social attitude is 95%, the researcher consults the result of to (1,766) t_o to t_t in significant level of 95% (1,729). Finally, I can conclude that $t_o \geq t_t$. Therefore, the second hypothesis that says the significance effect of Islamic text on social attitude is approximately 95% is accepted.

Discussion

In this study there are two research problems. The first, was to find out whether using Islamic narrative story effects the social behavior in fourth semester of intensive class IDIA Prenduan or not. The second, was to find out how significance level using Islamic narrative story effects the the social attitude in fourth semester of intensive class IDIA Prenduan.

Based on the data above after conducting the study, the researcher finds that using Islamic narrative story effects the social behavior in fourth semester of ntensive class IDIA Prenduan. It can be proven from the higher value of t_o (1,766) than the value of t_t (1,729). It is also found that the significance effect of using Islamic narrative story effects the social attitude in fourth semester in intensive class IDIA Prenduan is 95%. It is because the researcher takes the value of significance level of 95%.

CONCLUSION AND SUGGESTION

Based on the result of the study, the researcher tries to make some conclusions, they are:

First, Using Islamic narrative stories influences social behavior in intensive class semester IV of IDIA Al-Amien Prenduan. Using Islamic narrative story is good to grow good moral among students it makes students interested to reading a text because they like reading stories.

Second, the statement above is supported by the result of this study that proves that using Islamic narrative students' social behavior in intensive class semester IV IDIA Prenduan. It is proven that the higher value of t_o (1,766) is higher than value of t_t in significant level of 5%, and it is 1,729, it is also proven that the value of significant level of using Islamic narrative stories on students' social behavior in IDIA Al-Amien Prenduan is 95%.

Third, after making observation the researcher concludes that teaching Reading using Islamic stories makes students have more knowledge about Islamic history and they like and excited to study Islam and reading comprehension.

There are also some suggestions I can give for the teachers, the students and he next researchers related on this topic

In this study the researcher tries to find a better media in teaching reading especially for college students. The researcher believes that in addition to Islamic narrative stories, there are many medias in teaching reading to make students enjoy and more understand the text. In teaching reading, the teacher should find the media which can create fun in teaching reading process.

When the teacher teaches reading, he must choose a media not only for students easily to understand, but also to choose the text for maintaining the moral of students.

The students could bring a dictionary in teaching reading. It is a must to make the teacher easier in teaching reading process. They also must ask the teacher when they do not understand and must be active in teaching reading process.

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