

Training Play, Storytelling, and Singing (BCM) Methods for Islamic Religious Learning Teachers in Kulon Progo

Iwan Setiawani*¹, M Nurdin Zuhdi²

¹Department of Nutrition, Faculty of Health Sciences, Universitas Aisyiyah Yogyakarta, Yogyakarta, Indonesia

²Department of Physiotherapy, Faculty of Health Sciences, Universitas Aisyiyah Yogyakarta, Yogyakarta, Indonesia

 iwanunisayogya@gmail.com

Submitted: November 17, 2026

Revised: April 21, 2026

Accepted: April 23, 2026

Abstract

Islamic religious studies are often synonymous with memorization and are filled with rigid, unmotivating doctrines. Consequently, Islamic religious studies are often perceived as boring. Therefore, efforts are needed to make Islamic religious studies more enjoyable. Based on this foundation, Islamic religious studies training using the play, story, and singing (BCM) method was conducted. This community service program aimed to improve the pedagogical competence of Islamic religious teachers through BCM (Play, Storytelling, and Singing) method training. The program involved 80 Al-Islam teachers from Muhammadiyah elementary schools in Kulon Progo. A participatory training approach was applied through workshops and practical demonstrations. The results showed increased teacher understanding of active learning strategies and commitment to implementing BCM methods in classroom settings. The program contributed to creating more engaging and meaningful Islamic religious learning.

Keywords: religious teachers; storytelling and singing; training in learning methods of playing

1. Introduction

Engaging learning that engages students and makes them appreciate them is a teacher's dream. Many lessons lack appeal and even tend to be boring, resulting in students losing interest in the lesson (Fadila et al., 2025). Teacher creativity is essential in developing learning methods. Learning is an effort to direct students' activities toward learning.

The learning process encompasses two simultaneous activities: teaching (teaching) and learning. Teachers who use effective methods will make learning more engaging, at least keeping students engaged. Therefore, effective, engaging, and engaging learning methods are essential, as they create a sense of satisfaction for students (Hasanah & Supardi, 2020).

Teaching Islamic studies requires a method or approach to create a pleasant learning environment. This will encourage students to enjoy religious studies. The challenge faced by Islamic studies teachers is delivering Islamic studies in a doctrinal manner, yet in a fun and engaging way. Therefore, developing learning methods, including playing, storytelling, and singing (BCM), is one way to develop Islamic studies (Wulandari & Abdurrasyid, 2021). This Community Service (PKM) project aims to develop the BCM method for Islamic studies teachers at Muhammadiyah elementary schools throughout Kulonprogo.

The play, story, and sing (BCM) learning method is an approach used specifically in early childhood education (PAUD) and at the early school level. The goal is to make the learning process feel fun, natural, and appropriate to the child's world (Ramadani & Suriani, 2025). First, the Play Method is learning carried out through play activities, whether role-playing, educational games, or traditional games. Second, the Storytelling Method is conveying material through stories, fairy tales, or tales that are interesting and easy for children to understand. This method aims to foster imagination, increase vocabulary, train listening skills, and instill moral values and character. Third, the Singing Method

(Nasirudin et al., 2024; Hayya et al., 2024), namely learning done by singing or using songs as a medium. These three methods integrate learning with fun activities, so that children feel happy, easy to understand, and more motivated (Yeni, 2018; Mahmudah, 2025).

Islamic religious studies are often associated with rote learning and rigidity, often steeped in doctrine (Fathurrohman et al., 2025). This view is certainly not to be dismissed. Nearly all Islamic religious studies are steeped in memorization and religious doctrine. Therefore, a learning method that engages students in Islamic religious studies in a fun and engaging way is essential. The BCM method is suitable for Islamic religious studies, especially for elementary school students.

Islamic studies at Muhammadiyah elementary schools in Kulon Progo also face challenges. One of these is the quality of Islamic studies teachers and the development of teaching methods. The Muhammadiyah Kulon Progo Regional Leadership has been working for several years to improve the quality of Islamic studies teachers, such as collaborating with Ahmad Dahlan University (UAD) on Islamic studies teacher training.

The implementation of the Student Creativity Program (PKM), in collaboration with the Muhammadiyah Kulon Progo Regional Leadership, is an effort to address the quality of Al-Islam teachers, particularly regarding the development of learning methods. The goal of this PKM is to train Islamic Religious Education teachers using the BCM method. This training is expected to equip Al-Islam teachers with a variety of learning methods. This will ensure that learning Islam is not merely rote and rigid, but also enjoyable and enjoyable.

2. Methods

This PKM implementation uses a participatory approach, one that involves the active participation of partners or beneficiaries throughout the entire program. Partners serve as the subjects of the program, while the team acts as facilitators, assisting them in improving their product marketing skills through the marketplace. An equal relationship is established between partners and the team throughout the mentoring process, allowing both parties to learn from each other. To achieve better results, the team will involve other parties with specialized BCM training expertise.

This Community Service Program (PKM) was attended by 80 Al Islam teachers from Muhammadiyah elementary schools throughout Kulon Progo. The training began with a theoretical introduction to learning methods, specifically the BCM method. This was followed by a practical session. Teachers were expected to implement the BCM method in the classroom. The evaluation instrument used in this training was observation. Teachers were asked to directly practice the BCM method with fellow teachers. The data analysis technique used in this PKM was qualitative data analysis. Qualitative data analysis explained the success of the PKM through the participants' impressions, experiences, and opinions.

The PKM process is as follows:

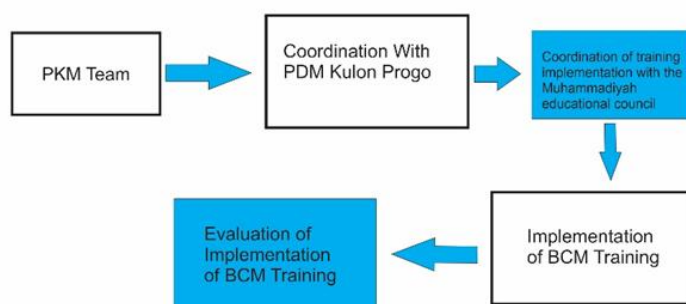


Figure 1. PKM Flow

3. Result and Discussion

3.1. Implementation

The PKM team began coordinating with the Muhammadiyah Kulonprogo Regional Leadership (Majelis Dikdasmen). This coordination is the initial step in conveying the program, objectives, and activities to be carried out. In the second stage, the team will develop a BCM Module. The goal is to have a completed module. In the third stage, the team will provide training on the BCM Learning Method. The goal of this training is for teachers to be able to implement one of the learning methods, namely BCM.

The BCM training was held on Wednesday, August 30, 2023, at the Kampungku Restaurant in Punukan, Beji, Wates, Kulon Progo. Eighty Al-Islam teachers from Muhammadiyah elementary schools across Kulon Progo participated in the event. The event was opened by the Head of the Kulon Progo Education Office, Arif Prastowo, and the Chairperson of the Kulon Progo PDM, Nurudin.

Mastering Active Learning, a teaching method that encourages students to be active and creative, is crucial, especially for teachers and lecturers. This is the goal of the BCM training. This PKM focuses on developing Islamic teaching methods using the BCM method. Its implementation is Active Learning training for Islamic subject teachers.

The training began with an explanation of the Active Learning method and its practical application, presented by Iwan Setiawan and M. Nurdin Zuhdi from UNISA Yogyakarta. M. Sutrisno, a learning practitioner, then presented the BCM practical application. This PKM is expected to equip Islamic elementary school teachers in Kulon Progo with the necessary tools to expand their knowledge of classroom teaching methods.



Figure 2. Documentation of activities

3.2. Training Results

This Community Service Program (PKM) program has an impact on learning development. The BCM training for Al-Islam teachers at Muhammadiyah elementary schools throughout Kulonprogo, particularly for grades 1 through 3, will expand the diversity and learning methods available to Al-Islam teachers. A good learning method is characterized by the following characteristics: (1) Able to create meaningful learning experiences for students; (2) Able to facilitate interactions between teachers and students, students with students, and teachers with teachers; (3) Able to enrich the learning experience for students; (5) Able to transform the learning atmosphere from passive to active.

This training revealed that engaging learning that encourages students to participate and appreciate is a teacher's dream (Tacoh, 2023). However, in practice, many lessons lack appeal. Students even find Al-Islam lessons boring, leading to a lack of student engagement. Therefore, mastering learning methods is crucial.

This training encompasses two activities: teaching (teaching) and learning. A teacher who uses effective methods will make learning more engaging, at least keeping students engaged. Therefore, a well-designed, engaging learning method is essential, and it will make students happy, using the methods the teacher has prepared. After participating in the BCM Method training, many participants were happy because they gained valuable knowledge in learning Al-Islam. Here are some things they will do after the training:

Methods	Old Methods	Metods After Following BCM Training
Teaching Concepts	Pasif	Aktif Learning
Methods	Talk	Various Metods
Learning Location	Inside Classrom	Inside and outside the classrom

This training aims to build teacher confidence in classroom management. The success of teaching Al-Islam is one indicator of the achievement of the mission of organizing and managing schools, particularly Islamic schools. Improving the quality of the process and outcomes of Al-Islam teaching must be carried out continuously and systematically. This training certainly provides teachers with the tools to develop their own learning methods.

This BCM method training is a learning method that encourages students to understand the material in a more in-depth, humanistic manner. It activates students' understanding. The training also emphasizes that learning methods are ways to provide students with understanding through active, rather than passive, means.

3.3. Discussion

This PKM (Community Service Program) opens the understanding to Al-Islam teachers of the variety of learning methods. These include quantum learning, quantum teaching, and active learning. With this training, Al-Islam teachers have a choice in implementing their own methods (Hamalik, 2022). The need for engaging learning methodologies, interconnected with global learning methods, and providing deeper meaning to learning, particularly within the educational setting, will make the learning process more engaging.

After participating in this training, Al-Islam teachers will have the skills to engage the cognitive, affective, and psychomotor domains of Al-Islamic material (Zaini et al., 2019). This dialogic learning process will make Islamic religious instruction more dynamic. The philosophy of Active Learning is that learning requires the active use of all the senses.

A more enjoyable and dialogical Islamic learning process will allow teachers and students to exchange ideas and information related to the material being taught, which will further develop their understanding. Interaction between teachers and students will foster a positive culture of dialogue. With engaging learning, the material presented will be well-received by students. Teachers also gain pride in their roles as educators, as students demonstrate their acceptance of their teachers.

Developing enjoyable and engaging learning methods is crucial, particularly in fostering active learning in schools (Hayya et al., 2024). The BCM method is one such active learning method. It is highly suitable for elementary school students in grades 1 through 3. The BCM training held for Al Islam teachers at Muhammadiyah Elementary School in Kulon Progo revealed the critical need for active learning methods in schools. Mastering active learning methods allows teachers to foster a relaxed and relaxed classroom atmosphere. Doctrinal Al Islam material can be delivered in a more enjoyable and engaging manner.

In the future, mastery of learning methods is essential for teachers, especially elementary school teachers in grades 1 through 3 (Fathurrohman et al., 2025). Enjoyable and engaging learning is essential.

Mastering learning methods will make it easier for teachers to manage learning. Students will also find the learning process engaging and engaging. Future learning challenges will be increasingly diverse. Teachers' ability to manage their classrooms is crucial. Many learning methods can be taught to teachers, one of which is BCM. This BCM training aims to build teacher confidence in managing learning.

4. Conclusion

The results of this training demonstrated that teachers gain confidence in managing their classes when they possess the skills to employ diverse learning methods. This was demonstrated after participating in the BCM training, as teachers felt better prepared to manage their classes. The BCM method they learned provided them with the necessary skills to manage their classes. Managing elementary school students in grades 1-3, whose mobility is still limited, is challenging. The BCM method enabled learning activities to align with the spirit of students who still want to play with their peers.

The recommendation from this BCM training is that teachers should be able to apply the Al-Islamic teaching method with the BCM method, especially to elementary school students in grades 1-3. Mastering the BCM method provides teachers with the necessary skills to manage learning. In fact, many learning methods can be applied in the classroom, and the BCM method is one of them.

Rujukan

- Ramadani, D., & Suriani, A. (2025). Strategi Pembelajaran Aktif Untuk Meningkatkan Minat Belajar Siswa SD. *Journal Central Publisher*, 2(6), 2097–2102. <https://doi.org/10.60145/jcp.v2i6.450>
- Fadila, C., Harsono, & Desstyia, A. (2025). Study on the Influence of Positive Learning Environment on Student Motivation and Achievement in Elementary Schools. *Jurnal Penelitian Pendidikan IPA*, 11(4), 829–833. <https://doi.org/10.29303/jppipa.v11i4.10876>
- Fathurrohman, M., Abbas, N., & Muslimin, E. (2025). *At Turots : Jurnal Pendidikan Islam Integrative strategy of learning methods to improve academic achievement in Islamic religious education*. 7(2), 1913–1923.
- Hamalik, O. (2022). *Proses BelajarMengajar*. Rineka Cipta.
- Hasanah, E., & Supardi, S. (2020). The Meaning of Friendship in The Process of Self-Identity Development for Indonesian Adolescents. *Journal of Social and Political Sciences*, 3(1). <https://doi.org/10.31014/aior.1991.03.01.160>
- Hayya, A. F., Mukminin, A., Mustofa, Z., & Saleh, M. (2024). Application of singing method to improve memorization of asmaulhusna for 1st grade students at kedungjati public elementary school. *Jurnal Ilmu Pendidikan Dan Sains Islam Interdisipliner*, 3(1), 28–33. <https://doi.org/10.59944/jipsi.v3i1.267>
- Zaini, H., Munthe, B., & Aryani, S. A. (2019). *Strategi pembelajaran aktif*. CTSD UIN Sunan Kalijaga.
- Mahmudah, M. (2025). The Use of Songs and Movement in Teaching Arabic for Early Grade Learners at Islamic Elementary Schools: A Systematic Literature Review. *EDUKASIA Jurnal Pendidikan Dan Pembelajaran*, 6(1), 315–328. <https://doi.org/10.62775/edukasia.v6i1.1427>
- Nasirudin, Z. D. @, Hashim, A. T. M., Othman, M. S., & Husin, M. R. (2024). Use of Physical Feedback in Qur'anic Teaching by Teachers in School. *International Journal of Religion*, 5(10), 4639–4655. <https://doi.org/10.61707/bs3ngj25>
- Tacoh, Y. T. B. (2023). Analysis of the “Deep Listening” Spiritual Pedagogy Approach in Online Learning To Build Intersubjectivity. *Jurnal Ilmiah Peuradeun*, 11(3), 905–924. <https://doi.org/10.26811/peuradeun.v11i3.935>

- Wulandari, J., & Abdurrasyid, R. A. (2021). Strategies Used by Teachers in Instilling Religious Values in Elementary School Students. *Elementary Education Journal*, 1(1), 29–39. <https://doi.org/10.53088/eej.v1i1.148>
- Yeni, I. (2018). *Development of Moral and Religious Values for Children through Singing Themed Islamic Songs*. 169(Icece 2017), 25–28. <https://doi.org/10.2991/icece-17.2018.7>