



Implementation of Lecture Method to Improve Student Learning Achievement in Islamic Education Learning at SMA Negeri 1 Aceh Barat Daya

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Abstract: This study aims to determine whether the application of the lecture method can improve the learning outcomes of class X students in Islamic Religious Education subjects in the aspect of Achieving Success Through Competing in Goodness and Work Ethic. The subjects in this study were class X E-1 students at SMA Negeri 1 Aceh Barat Daya. This study is a Classroom Action Research consisting of 2 cycles, namely cycle I, cycle II. Each cycle is a series of activities each consisting of 4 stages, namely planning, implementation, observation and reflection. This Classroom Action Research uses data collection methods, namely oral tests, observation sheets and documentation. Data analysis used by comparing the achievement of learning outcomes in each cycle is marked by an increase in the minimum completeness criteria or using descriptive-qualitative. The results obtained from this study are an increase in the learning outcomes of class X-E1 students in Islamic Religious Education subjects in the aspect of the Qur'an Achieving Success Through Competing in Goodness and Work Ethic. The average class in the pre-cycle stage was 6.78, in cycle I it increased to 75.89, in cycle II it increased again to 83.75. And classical completeness in the pre-cycle stage was 22.2%, in cycle I it became 75.4%, in cycle II it increased again to 83.75%. Based on these learning outcomes, it can be concluded that through the lecture method, it can improve the learning outcomes of class X E-1 students in the subject of Islamic Religious Education in the aspect of the Al-Qur'an, the Material Achieving Success Through Competing in Goodness and Work Ethic for the 2022-2023 Academic Year.

Keywords: Lecture method, student learning achievement, Islamic education learning.

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INTRODUCTION

The definition of achievement according to the Big Indonesian Dictionary is the result that has been achieved from what has been done or worked on. While the definition of learning according to (Nasution, 1986: 85) is changes in the nervous system, the addition of knowledge, learning as a change in behavior thanks to experience and training. (Purwanto, 1990: 85) said that learning is a person's behavior that occurs as a result of training or experience that has been passed, so learning will bring changes to individuals both physically and psychologically, these changes will appear not only related to aspects of knowledge, but also related to conversation, skills and attitudes. According to (Slamet, 1995: 5) learning is "a process of effort made by someone to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment". Furthermore (Winkel, 1996: 242) states that learning is "a mental / psychic

activity that takes place in active interaction with the environment, which results in changes in knowledge, understanding, skills and attitude values.

The change is relatively constant". Then (Hamalik, 1983: 45-46) defines learning as "a growth or change in a person expressed in new ways of behaving thanks to experience and practice". (Sumadi Suryabrata, 1993: 83) states that learning achievement is one of the most important sources of information in educational decision making, its measurement is obtained from learning achievement tests which are usually expressed in the form of academic values. Based on several definitions above, it can be interpreted that student learning achievement is the result achieved or obtained by students in the form of knowledge, skills and attitudes thanks to the experience and practice that has been passed by the individual. (Poerwanto, 1986: 28) provides an understanding of learning achievement, namely the result achieved by someone in learning efforts as stated in the report card.

Furthermore (Winkel, 1996: 226) says that "learning achievement is evidence of learning success or a student's ability to carry out their learning activities according to the weight they have achieved." Meanwhile, according to (S. Nasution, 1996: 17) learning achievement is: "Perfection achieved by someone in thinking, feeling and doing. Learning achievement is said to be perfect if it meets three aspects, namely: cognitive, affective and psychomotor, conversely, it is said to be less than satisfactory if someone has not been able to meet the target in the three criteria".

Based on the definition above, it can be explained that learning achievement is the level of humanity possessed by students in accepting, rejecting and assessing information obtained in the teaching and learning process. A person's learning achievement according to the level of success in learning a subject matter is usually expressed in the form of grades or reports for each field of study. Student learning achievement can be known after an evaluation is conducted. The results of the evaluation can show the high or low level of student learning achievement.

Psychological factors (mental) play an important role in achieving the level of learning achievement. This is because psychological factors are related to the functioning of students' minds in relation to understanding the subject matter so that mastery of the subject matter presented is easier and more effective (Sardiman, 2001: 3). Several efforts to strengthen the material are carried out at the end of learning, such as providing examples of simple research to determine each variable, as well as re-explanations. However, this does not contribute much to increasing students' interest in learning so that the results are not satisfactory. Based on these facts, it can be suspected that the reasons why the quality of student learning is low in the Material Achieving Success with Competition in Goodness and Work Ethic, include the following. Students are less enthusiastic about studying at home before studying at school; students feel bored in studying Islamic Religious Education because the teacher uses a teaching method with a memorization system, students are less interested in the Material Achieving Success with Competition in Goodness and Work Ethic because the teacher delivers material that is verbal/memorized; Islamic Religious Education lesson hours are after break and are at the end of the lesson; students' interest in reading is rather low; students do not have the courage to ask questions during the teaching and learning process; the teacher has a strict nature that is somewhat feared by students, the final grade results in the chapter do not meet the completion criteria.

Based on a number of problems mentioned above, there is one problem that is of concern to researchers, namely the Application of the Lecture Method to Improve Student Learning Achievement in the Material Achieving Success with Competition in Goodness and Work Ethic of Islamic Religious Education Subjects Class X-E1 at SMA Negeri 1 Aceh Barat Daya. In addition, students lack learning support from their parents and experience a decline in finding reading sources. Efforts that are estimated to be able to Improve Student Learning Achievement in the Material Achieving Success with Competition in Goodness and Work Ethic of Islamic Religious Education Subjects Class X-E1 at SMA

Negeri 1 Aceh Barat Daya by implementing the Lecture method. Students are asked to listen and internalize Islamic religious education material. Then students in groups are expected to be able to practice the material presented by the teacher. The choice of this lecture method is because students will be more interested in learning if it involves their psychomotor aspects. This means that students listen to material from the teacher so that they do not get bored in learning and enjoy the learning process that takes place in the class. This lecture method is one of the most widely used methods because it is cheap and easy to do, allows a lot of material to be delivered, there is an opportunity for teachers to emphasize important parts, and class arrangements can be done simply. Teaching with the lecture method means providing information through student hearing, students can understand what the teacher is saying by listening to what the teacher has said. This classroom action research is expected to be useful for spurring Student Learning Achievement in the Material Achieving Success with Competition in Goodness and Work Ethic of Islamic Religious Education Subjects Class X-E1 at SMA Negeri 1 Aceh Barat Daya. For teachers, it is used as input on the use of the lecture method in Islamic Religious Education learning in order to improve student learning achievement, as well as to improve school quality.

The education system plays a significant role in shaping the intellectual and moral development of students. In the context of Islamic Education, it is essential to employ effective teaching methods to ensure that students gain a deep understanding of Islamic principles, teachings, and values. Among the various teaching methods used in schools, the lecture method remains a widely practiced and influential approach, especially for subjects that require theoretical explanations, such as Islamic Education. It enables teachers to communicate essential information in a structured and organized manner, providing students with valuable insights into the subject matter. At SMA Negeri 1 Aceh Barat Daya, Islamic Education is a core subject that not only aims to provide knowledge about the religion but also seeks to instill moral and ethical values in students. The challenge lies in finding effective methods to enhance student learning outcomes and engagement in the classroom.

While the lecture method is a traditional approach, its effectiveness in improving student achievement, especially in the context of Islamic Education, needs further exploration and assessment. Given that Islamic Education is crucial for students' personal and moral development, it is vital to evaluate how the lecture method can be optimized for better results. In recent years, there has been growing concern about the need for more interactive and engaging teaching methods in the classroom. Although the lecture method offers a clear and structured delivery of content, it may lack the dynamic interaction needed to actively engage students in their learning.

As students' attention spans decrease and the demand for more interactive learning increases, it is essential to assess whether the lecture method alone is sufficient to improve student performance or if it requires additional strategies to enhance its effectiveness. This study aims to explore the impact of the lecture method on student achievement in Islamic Education at SMA Negeri 1 Aceh Barat Daya.

By examining the effectiveness of this method in promoting student understanding and academic performance, this research will provide insights into whether the lecture method can be optimized or if other methods should be integrated to enhance the overall learning experience. The findings of this study are expected to contribute to the improvement of teaching practices and the academic success of students in Islamic Education.

METHODS

Type of this Research is a classroom action research. Problem based learning (PBL) or problem-based learning (PBM) is a teaching model characterized by the presence of real problems as a context for students to learn critical thinking and problem-solving skills and

acquire knowledge while PBM is the development of a curriculum and teaching system that simultaneously develops problem-solving strategies and the basics of knowledge and skills by placing students in an active role as solvers of everyday problems that are not well structured, as quoted by Aris from Duch, Finkle and Torp. It can be concluded from both definitions, learning materials are mainly characterized by problems in the PBL process, the problems presented are problems that have a context with the real world. The closer to the real world, the better its influence on improving learner skills. Research Variables. This classroom action research focuses on the limitations of the problem on the Application of the Lecture Method to Improve Student Learning Achievement in the Material Achieving Success with Competition in Kindness and Work Ethic of Islamic Religious Education Subjects Class X-E1 at SMA Negeri 1 Aceh Barat Daya. The problems identified from this study are as follows; 1) Low learning achievement of students in Class X-E1 at SMA Negeri 1 Aceh Barat Daya on the material of Islamic Religious Education on the material of Achieving Success with Competition in Goodness and Work Ethic; 2) Lack of teacher strategies in meeting students' needs for learning achievement; 3) Students are less motivated to study at home before studying at school; 4) Students feel bored in studying Islam because teachers still rely on the lecture method; 5) Students are less interested in the material of Achieving Success with Competition in Goodness and Work Ethic because teachers deliver verbal/memorization material; 6) Students' interest in reading is low; 7) Students lack the courage to ask questions during the teaching and learning process; 8) Teachers have a strict nature that makes students afraid to ask questions. Subjects, and Location of Research This research will be conducted in Class X-E1 at SMA Negeri 1 Aceh Barat Daya. The subjects of the research are students of Class X-E1 at SMA Negeri 1 Aceh Barat Daya. While the object of the research is the application of the lecture learning method. This classroom action research was conducted from July 12, 2023 to August 12, 2023, academic year 2022/2023. In the subject of Islamic Religious Education Class X-E1 at SMA Negeri 1 Aceh Barat Daya. This research was conducted in Class X-E1 at SMA Negeri 1 Aceh Barat Daya. The implementation in the class was because students of Class X-E1 at SMA Negeri 1 Aceh Barat Daya were known to have decreased student responses to the material presented by the teacher, passive student activities, and lower mastery of concepts compared to other classes X. Research Instruments. Data collection techniques used in this classroom action research are; 1) Test A test is a set of stimuli given to someone with the intention of getting answers that are used to determine a score (Paizzaludin & Enalinda, 2012:131). So, a test is a method used to determine students' abilities. Tests as a tool to measure abilities and as an evaluation of student learning outcomes in learning mathematics on the subject of sets.

The form of test used by the researcher is a descriptive question sheet in cycle I and cycle II. In this case, students are given written questions, namely group questions as discussion material, individual questions for independent practice, and evaluation questions at the end of each learning to determine how much students' ability is in understanding the learning material in each cycle; 2) Observation. Observation is an observation activity (data collection) to capture how far the effect of the action has achieved the target (Arikunto et al., 2014:127). Observations are carried out during the learning process to observe the activities of teachers and students in implementing mathematics learning on the set material using the demonstration method. In this study, there is a teacher observation sheet to observe the accuracy of teachers in implementing learning steps with the lecture method according to the previously designed learning implementation plan (RPP). The instruments used in this study include several aspects that are observed (Rusman, 2011:99). Then the researcher also prepared a student observation sheet to observe students' skills, creativity, activeness, and politeness; 3) Documentation. Documentation according to (Sugiono, 2007:329) is a method used to obtain data and information in the form of books, archives, documents, writings, numbers, and images in the form of reports and information that can support research. This documentation is evidence that the researcher has conducted research, namely in the form

of photos of Islamic religious education learning activities on the material Achieving Success with Competition in Goodness and Work Ethic through the demonstration method. In this study, the aspects listed are the activities of teachers and students when carrying out learning activities. Data Collection Techniques. In this study there are three stages, namely pre-cycle, cycle I, and cycle II. Each cycle consists of planning, implementation, observation, and reflection. At the end of each implementation of classroom action, an evaluation is given to determine the development of student abilities, Arikunto (2010:17) explains that one PTK cycle consists of four steps, namely; 1) planning; 2) implementation; 3) observation, and; 4) reflection. Planning, Arikunto (2010:17) states that planning is a step taken by teachers when they are going to start their actions. In this planning stage, the following activities are carried out; 1) Designing a learning implementation plan (RPP) using the demonstration method; 2) Preparing teacher and student observation sheets; 3) Making evaluation questions. Implementation, at this implementation stage, it is carried out in accordance with the design of the learning implementation plan (RPP) that has been prepared by the researcher. Observation, observation is the process of observing the implementation of the action (Arikunto, 2010:18). At this stage, the researcher makes observations and records all things that are needed and occur during the implementation of the action. Arikunto (2010:18) explains in detail the things that teachers must pay attention to, including; 1) is there a match between planning and implementation; 2) is the action process carried out on students smooth enough; 3) what is the situation of the action process; 4) do students carry it out with enthusiasm, and; 5) what are the overall results of the action. This data collection was carried out using an observation/assessment format that had been prepared in the form of a wide range of teacher and student observations during the biology learning process using the demonstration method. Then at the end of the learning process, an evaluation was carried out by providing questions to determine the students' learning outcomes.

Reflection, reflection or known as contemplation is a step to remember past activities carried out by teachers and students (Arikunto, 2010:19). In this reflection stage, researchers thoroughly review the actions that have been carried out, based on the data that has been collected, and then conduct an evaluation to perfect the action. If cycle one has not succeeded with the provisions of the desired action success standards, then it is continued with the next cycle with the same steps, namely planning, implementation, observation, and reflection. The research ends when the student learning outcomes in the cycle have reached the standard of completion of individual student learning outcomes.

Data collection techniques used in this classroom action research are; 1) Test A test is a set of stimuli given to someone with the intention of getting answers that are used to determine a score (Paizzaludin & Enalinda, 2012:131). So, a test is a method used to determine student abilities; 2) Observation, observation is an observation activity (data collection) to capture how far the effect of the action has reached the target (Arikunto et al., 2014:127). Observation is carried out during the learning process to observe the activities of teachers and students in implementing mathematics learning on set material using the demonstration method; 3) Documentation, documentation according to (Sugiono, 2007:329) is a method used to obtain data and information in the form of books, archives, documents, writings, numbers, and images in the form of reports and information that can support research.

RESULTS

Based on the author's observations, information from colleagues, questionnaires, looking at previous daily test scores and pre-action test results, almost all X-E1 classes of SMA Negeri 1 Aceh Barat Daya in the 2022/2023 academic year, most students (more than 75%) did not meet the Minimum Completion Criteria (KKM) of 70 with an average daily test score of only 68 and an average deviation of 4. This indicates uneven abilities among students. The learning climate is less conducive and interest in learning tends to be

relatively low. This condition is dominated by class X-E1 with 36 students consisting of 9 male students and 27 female students. Based on student questionnaires and information from colleagues, it shows that the cause of low student understanding of a low concept of subject matter, especially in Islamic Religious Education and Character Education, most students said that the learning process was less interesting and less varied, the material was less interesting, the environment was less supportive, and the supporting learning facilities and infrastructure were inadequate. While the average pre-cycle score only reached 67. The completion criteria set for learning outcomes and learning activities are 70. This means that the level of student mastery of learning objectives has not been achieved, because only 27.7% of students have achieved the KKM score.

Therefore, through the drill and problem-based learning models, it is hoped that it can improve the learning outcomes of X-E1 students of SMA Negeri 1 Aceh Barat Daya. Data Analysis Results, to compare the scores in each cycle with the Minimum Completion Criteria (KKM) determined by the Islamic religious education teacher of SMA Negeri 1 Aceh Barat Daya, namely 70, data analysis is needed. Therefore, students are said to have completed their studies if they get a score of ≥ 70 . So, it is said to have not completed if there are students who get a score of less than 70 or have not reached the Minimum Completion Criteria (KKM) that has been determined.

Furthermore, to determine the end of the improvement of each cycle, the Classical Completion Criteria benchmark is used. A class is said to have completed their studies if in that class there are $\geq 85\%$ of students who have completed their studies (Daryanto, 2011:191). The initial activities of this cycle I were carried out based on observations of the PAI learning of class X-E1 which have been explained above, that in the PAI learning of class X-E1 there are still many shortcomings, this is because in teaching the teacher still uses conventional methods, namely lectures in the learning process, so that students are still busy with their personal activities, students are less active in answering and asking questions and the results of the PAI lesson are still not good, as can be seen from the results of the initial ability test that has been carried out. Based on the problems that arise, an action is planned in the learning process.

From the actions given, it is expected to improve the learning outcomes of Islamic Religious Education (PAI). Cycle I actions consist of several stages, namely: Planning, Implementation, Action, Observation and Reflection. Planning, based on the results of identification and determination of problems from the initial survey observation activities, the researcher proposed alternative solutions to the problem by implementing learning media. At this stage, the researcher prepared a learning scenario that applies the drill model and problem-based learning and uses the discussion method. The sequence of actions planned to be implemented in cycle I is as follows; 1) The researcher prepares a learning scenario using the drill model and Problem-based learning; 2) The researcher prepares the Cycle I Teaching Module, teaching materials, LKPD, and compiles indicators for achieving learning objectives; 3) The researcher prepares a video media "good tartil reading" which will be broadcast. Action, the planned cycle I actions went well, implemented within 2 x 45 minutes. This learning is carried out based on the scenario and Teaching Module that have been prepared by the teacher/researcher.

In cycle I, the material delivered by the teacher is about Tajweed reading in QS Al Ma'idah: 48. The teacher/researcher carries out learning activities as planned in the Cycle 1 Teaching Module. In one cycle, there is one meeting with a time allocation of 2 x 45 minutes. This stage is carried out together with observations of the impact of the action. Observation, observations will be carried out by researchers during the learning process. Observations are in the form of monitoring activities, recording, and documenting all activities during the implementation of learning. Based on the researcher's observations, in general, a picture of the teaching and learning process in cycle I is obtained as follows; 1) All students enter the classroom, and are ensured to be neat; 2) When the teacher asks questions, students are still shy to give answers; 3) Students tend to be less active in learning. This is reflected in several presentations of discussion results from each group,

responses from students in other groups are still minimal; 4) Disruption of learning conduciveness due to several things: there are several students who ask permission to go to the toilet. The atmosphere of the next class is still crowded, etc. The planned learning time is one meeting, which is 2 x 45 minutes, but it was delayed to several minutes. This is because there were several obstacles or constraints such as problematic equipment (sound tape). The results of observations on the implementation of actions in cycle I can be described that students follow the learning relatively well.

However, they have not been able to master the material Achieving Success with Competition in Goodness and Work Ethic. This can be concluded from the learning evaluation. Based on the results of research observations in cycle I, it can be said that the quality of learning has not experienced a significant increase. This is indicated by the following things; 1) Students' ability to understand the material Achieving Success with Competition in Goodness and Work Ethic is not as expected. Students who get scores reaching the KKM are only 10 students (27.8%) while the other 26 students (72.2%) are still below the KKM; 2) Students are less active in learning activities. This is reflected based on the assessment of the learning process, there are 63.8% of students who are not active. Based on the results of the analysis, the objectives to be achieved from the learning activities have not been met. Based on the analysis, the following is a reflection of the shortcomings that have been found. Teachers are expected to plan and implement a problem-based learning model with a more interesting or better strategy or method. Students are expected to be more active in the ongoing learning process, by actively asking questions, responding to the results of group discussions, answering teacher questions, and always responding to the stimulus given by the teacher. Based on the results of the analysis and reflection above, the actions in cycle I are said to have not been successful because they have not achieved maximum results. Therefore, cycle II is needed as an improvement to the learning process in cycle I, it needs to be implemented. Description of Cycle II Conditions. Based on the author's observations, information from colleagues, questionnaires, looking at previous daily test scores and pre-action test results, it was found that in almost all classes X-E1 of SMA Negeri 1 Aceh Barat Daya in the 2022/2023 academic year, most students (more than 75%) had an absorption rate that did not meet the Minimum Completion Criteria (KKM) of 70 with an average daily test score of only 68 and an average deviation of 4.

This shows uneven abilities among students. The learning climate is less conducive and learning interest tends to be relatively low. This condition is dominated by class X-E1 with 36 students consisting of 9 male students and 27 female students. Based on student questionnaires and information from peers, it shows that the cause of low student understanding of a low concept of subject matter, especially in Islamic Religious Education and Character Education, most students said that the learning process was less interesting and less varied, the material was less interesting, the environment was less supportive, and the supporting facilities and infrastructure for learning were inadequate. While the average pre-cycle score had only reached 67. The completion criteria set for learning outcomes and learning activities were 70. However, after implementing this second cycle, students had experienced a lot of progress and very good improvements, based on the description above, indicating that the level of student mastery of learning objectives had been achieved, because only 83.3% of students achieved the KKM score. Therefore, through the discussion and problem-based learning models, it is hoped that the learning outcomes of X-E1 students at SMA Negeri Aceh Barat Daya can be improved.

DISCUSSION

This discussion focuses on the use of the lecture method in Islamic Education at SMA Negeri 1 Aceh Barat Daya and how it affects student academic achievement. The lecture method, although one of the oldest teaching techniques, remains relevant in classroom settings, especially for theoretical subjects such as Islamic Education. This study aims to

assess how the lecture method contributes to improving student performance in this particular subject.

The lecture method is employed to deepen students' understanding of the material being taught. Through lectures, teachers can directly and systematically present the material, allowing students to absorb the information in a structured manner. Lectures are especially effective for explaining complex topics such as Islamic history, religious teachings, and moral values inherent in Islam. This method provides an opportunity for students to receive detailed explanations from teachers, who typically have extensive knowledge in the field.

One of the advantages of the lecture method is that it enables students to receive clear and accurate information from experts in the field. This helps students gain a correct understanding of Islamic teachings, including its history and key principles that are relevant to daily life. Lectures make it easier for students to absorb knowledge about Islam, as the information is delivered by a credible and knowledgeable source.

However, there are challenges associated with the implementation of the lecture method in the classroom. One major issue is the lack of interaction between the teacher and students. Lectures tend to be one-way communication, where the teacher speaks and the students listen without much involvement in discussion. This can cause students to become passive learners and possibly feel bored. To address this, teachers should incorporate interactive elements into the lecture, such as question-and-answer sessions or group discussions, to keep students engaged in the learning process.

Additionally, while lectures can efficiently deliver information, this method may not be suitable for all types of material. Some topics in Islamic Education may require a more creative approach, such as using visual media or project-based learning. Combining lectures with other methods, such as Problem-Based Learning (PBL), could be more effective in helping students understand the material in a more comprehensive and interactive way.

At SMA Negeri 1 Aceh Barat Daya, the lecture method is used to enhance students' understanding of the moral and ethical teachings of Islam that can be applied in daily life. The lecture gives students the opportunity to learn about the values of Islam, such as honesty, respect, and simplicity, which can be integrated into their lives. In this context, the lecture method not only teaches theory but also helps in shaping the character of students according to Islamic moral teachings.

To improve the effectiveness of the lecture method, teachers must prepare engaging and relevant material that aligns with the students' development and needs. The material should not only meet the curriculum requirements but also connect Islamic teachings with the students' social and cultural contexts. Using visual aids, such as slides or videos, can make lectures more engaging and help students better understand the material.

Evaluation plays an important role in the lecture-based learning process. Teachers need to evaluate how effectively lectures are enhancing student achievement. Evaluation can be done through exams, assignments, or quizzes that measure students' understanding of the material taught. Comprehensive assessments help teachers determine whether the lecture method is working effectively or if improvements are needed in the teaching process.

Overall, while the lecture method has some limitations in terms of interactivity, it remains an effective way to improve student achievement, especially in Islamic Education at SMA Negeri 1 Aceh Barat Daya. When applied correctly and tailored to the students' needs, lectures can help students gain a better understanding of Islamic teachings. Although challenges such as time constraints and limited interaction exist, lectures still provide valuable insights, especially when complemented by other interactive teaching methods.

his study also shows that while lectures can improve students' understanding of Islamic Education material, other factors such as student motivation, their involvement in learning, and interactions with the teacher also play a crucial role in determining academic

achievement. Therefore, teachers should combine lectures with other participatory methods so that students can be more actively engaged in the learning process.

The application of the lecture method in Islamic Education at SMA Negeri 1 Aceh Barat Daya can also serve as a model for other schools with similar conditions. However, a more creative approach to delivering lectures is necessary to ensure that students are not passive listeners but are actively participating in the learning process. This would help create a more dynamic learning environment and improve students' academic performance.

In addition, to ensure the success of the lecture method in improving student achievement, teachers need to continuously develop their teaching skills and create an engaging classroom atmosphere. The ability to manage the class and deliver material in an interesting way is crucial for effective learning. Therefore, training and professional development for Islamic Education teachers are essential to enhance the quality of teaching.

Effective education also requires adequate facilities and teaching aids provided by the school. Teachers with access to proper teaching materials can maximize the use of the lecture method and improve the quality of teaching. Supporting facilities will greatly assist students in absorbing the material and ultimately improve their academic performance.

In conclusion, the application of the lecture method in Islamic Education at SMA Negeri 1 Aceh Barat Daya has shown positive effects on student academic performance. While there are challenges related to interactivity and time limitations, this method remains effective when applied appropriately and supplemented with more interactive approaches. A collaborative effort between teachers, students, and the school will help create an effective learning environment that enhances overall student achievement.

CONCLUSION

This shows uneven abilities among students. The learning climate is less conducive and learning interest tends to be relatively low. This condition is dominated by class X-E1 with 36 students consisting of 9 male students and 27 female students. Based on student questionnaires and information from peers, it shows that the cause of low student understanding of a low concept of subject matter, especially in Islamic Religious Education and Character Education, most students said that the learning process was less interesting and less varied, the material was less interesting, the environment was less supportive, and the supporting facilities and infrastructure for learning were inadequate. While the average pre-cycle score had only reached 67. The completion criteria set for learning outcomes and learning activities were 70. However, after implementing this second cycle, students had experienced a lot of progress and very good improvements, based on the description above, indicating that the level of student mastery of learning objectives had been achieved, because only 83.3% of students achieved the KKM score. Therefore, through the discussion and problem-based learning models, it is hoped that the learning outcomes of X-E1 students at SMA Negeri Aceh Barat Daya can be improved.

The results of observations on the implementation of actions in cycle II can be described that students follow the learning relatively well. Most of them have been able to master the material Achieving Success with Competition in Goodness and Work Ethic, Based on the results of the analysis, the objectives to be achieved from the learning activities have been met. Based on the analysis, the following is a reflection of the shortcomings that have been found. Teachers are expected to plan and implement a problem based learning model with a more interesting or better strategy or method. Students are expected to be more active in the ongoing learning process, by actively asking questions, responding to the results of group discussions, answering teacher questions, and always responding to the stimulus given by the teacher. Based on the results of the analysis and reflection above, the actions in cycle II can be said to have been successful because they have achieved maximum results. Therefore, the next cycle is no longer

needed as an improvement to the learning process in cycle II, it does not need to be implemented.

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