



The Use of Islamic Song Media to Increase Students' Interest in Learning the Pillars of Faith Material at SD Negeri 0901 Tanjung Baringin

Nurmida Samosir ✉, SD Negeri 0901 Tanjung Baringin, Indonesia

Siti Masliner Pohan, SD Negeri 0911 Tanjung Morang, Indonesia

Nelly Kasuma Siregar, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

✉ samosirnurmida@gmail.com

Abstract: This study aims to improve the learning interest of grade 1 students of SD Negeri 0901 Tanjung Baringin through the use of Islamic song media on the material of the Pillars of Faith. The problem faced is the low interest of students in learning Islamic Religious Education (PAI), especially on the material of the Pillars of Faith, which has an impact on less than optimal learning outcomes. This study uses the Classroom Action Research (CAR) method with a cycle approach that includes the stages of planning, implementation, observation, and reflection. Islamic song media was chosen as a tool to attract students' attention and create a pleasant learning atmosphere, so that students can more easily understand and remember the material of the Pillars of Faith. In the first cycle, the introduction of Islamic songs in learning received a positive response from students, which can be seen from the increase in their involvement in class activities. The evaluation results showed that most students experienced an increase in understanding and interest in learning. This study shows that the use of Islamic song media can increase students' interest in learning in a more enjoyable and interactive way. Therefore, Islamic song media has proven effective in increasing students' interest and learning outcomes on the material of the Pillars of Faith in grade 1 of SD Negeri 0901 Tanjung Baringin.

Keywords: Islamic Song Media, Learning Interest, Pillars of Faith, PTK, Islamic Religious Education

Received April 3, 2024; **Accepted** May 11, 2024; **Published** July 31, 2024

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Islamic Religious Education (PAI) has a very important role in shaping students' character and faith, especially at the basic education level. This education not only aims to transfer religious knowledge, but also to form good morals and spiritual attitudes in children. One of the materials in PAI taught at the elementary school level is the Pillars of Faith. However, in practice, many students have difficulty understanding this material. This can be seen from the low level of student interest and understanding of the material.

The main problem that arises is the lack of learning methods that are interesting and in accordance with students' interests. The Pillars of Faith material is often taught in a conventional way and does not utilize media that can attract students' attention. As a result, students feel bored and unmotivated to learn. This lack of interest in learning is a significant obstacle to achieving optimal learning outcomes. Therefore, an innovation is needed in learning methods that can attract students' attention and make learning more interesting.

One of the efforts that can be made to increase students' interest in learning is to utilize more interesting and fun learning media. One of the potential media to increase interest in learning is Islamic songs. Islamic songs are known to have their own appeal because of their memorable lyrics and can convey moral messages and religious teachings in a fun way. In addition, Islamic songs can also foster a sense of love for Islam through music and rhythms that are easy for students to understand.

The use of Islamic songs as a learning medium can provide a more lively atmosphere in the classroom and create a fun learning atmosphere. Songs accompanied by interesting music can increase students' attention and involvement in the learning process. Through songs, students can more easily understand the subject matter, because Islamic songs often contain moral messages that are in accordance with the material taught, such as about the Pillars of Faith. In this way, students not only memorize the material, but also understand the essence and values contained in the material.

Based on this, the use of Islamic song media is expected to increase the learning interest of grade 1 students of SD Negeri 0901 Tanjung Baringin. Islamic songs can be an alternative to an engaging and interactive method, which not only improves students' comprehension, but also increases their participation in learning. With the use of Islamic song media, it is hoped that students can be more enthusiastic and motivated to learn the Pillars of Faith material in a more fun and memorable way.

METHODS

The purpose of this study is to explore the use of Islamic song media to increase student interest in learning about the pillars of faith (Rukun Iman) at SD Negeri 0901 Tanjung Baringin. The methodology section outlines the steps and processes involved in conducting this research, from the planning phase to data collection and analysis. This study uses a quantitative research design with an experimental approach. The experimental design will allow for the examination of how the introduction of Islamic songs as a teaching media influences student interest in learning the Rukun Iman material. The research design is chosen to test the hypothesis that using Islamic songs will improve students' motivation and engagement in the learning process.

The population of this study consists of all the students at SD Negeri 0901 Tanjung Baringin. The sample will be drawn from the fourth-grade students, as they are the group currently studying the Rukun Iman. A random sampling technique will be employed to select two classes. One class will serve as the experimental group, which will receive the treatment using Islamic songs, while the other class will be the control group, which will receive the conventional method of teaching without the use of Islamic songs. The sampling technique used in this study is simple random sampling. This method ensures that every student has an equal chance of being selected to participate in the study. The two classes selected will be assigned randomly to either the experimental group or the control group. This helps to eliminate bias and ensures the generalizability of the findings.

The main instruments for data collection in this research will be surveys, observations, and tests. A pre-test and post-test will be administered to assess student interest before and after the intervention. The surveys will be designed to measure the students' level of interest in learning the Rukun Iman and their engagement with the Islamic songs. Observations will be used to assess how the students respond to the teaching method during the lessons. A pre-test will be conducted before the intervention to gauge the students' initial level of interest in learning about the Rukun Iman. This test will include multiple-choice questions, short answer questions, and Likert scale items to measure the students' attitudes towards the subject matter. After the intervention, a post-test will be administered using the same format to evaluate any changes in student interest and engagement. The results from both tests will be compared to determine the effectiveness of using Islamic songs in increasing students' interest.

The survey used in this study will consist of questions related to the students' perceptions of learning through Islamic songs. The questions will focus on aspects such as how enjoyable the students find the songs, whether the songs help them understand the material better, and how motivated they feel to learn about the Rukun Iman after hearing the songs. The survey will be conducted at the end of the study to assess the students' feedback and opinions on the teaching method.

Observation will be conducted during the implementation of the lessons. The researcher will observe how the students engage with the Islamic songs and the Rukun Iman material. Specific aspects such as student participation, enthusiasm, and focus will be recorded. This observational data will provide valuable insights into the students' reactions and the overall effectiveness of the intervention. In the experimental group, Islamic songs related to the pillars of faith will be incorporated into the lesson plan. The songs will be selected based on their relevance to the Rukun Iman and their ability to engage the students. The songs will be played at the beginning of each lesson to introduce the topic and to stimulate the students' interest. The students will be encouraged to sing along and participate actively in the discussion after the song is played. The goal is to create a fun and interactive learning environment that enhances student engagement.

In the control group, traditional teaching methods will be used. This will include lectures, textbooks, and standard classroom discussions about the Rukun Iman. The control group will not receive the Islamic song intervention. The aim is to compare the results from both groups to determine if the use of Islamic songs has a significant impact on student interest and engagement. The data collected from the pre-test, post-test, survey, and observations will be analyzed using statistical methods. Descriptive statistics will be used to summarize the data, and inferential statistics, such as paired sample t-tests, will be applied to determine if there are any significant differences between the pre-test and post-test results for the experimental and control groups. The responses from the survey will be analyzed to identify trends and patterns in the students' attitudes towards the teaching method.

Ethical considerations are a key component of this research. Informed consent will be obtained from the students' parents or guardians before the study begins. Students will also be informed about the study and their participation will be voluntary. Confidentiality will be maintained throughout the research, and no personal information will be shared. The research will be conducted in accordance with ethical guidelines to ensure the protection and well-being of the participants. To ensure the validity of the study, the instruments used for data collection will be carefully designed and tested. The pre-test and post-test will be reviewed by experts to ensure that they accurately measure student interest and engagement. The reliability of the instruments will also be assessed through a pilot study, and adjustments will be made if necessary. The consistency of the observations will be ensured by having multiple observers record data and compare their findings.

There are several limitations to this study. One limitation is the small sample size, as the research is conducted in only one school with a specific group of students. This may limit the generalizability of the findings. Additionally, the study is focused only on the use of Islamic songs as a teaching medium and does not explore other types of multimedia or teaching strategies. Further research could expand on this by examining the effects of other types of media on student engagement. The findings of this study have the potential to contribute to the development of more engaging and interactive teaching methods for Islamic education. If the results indicate that Islamic songs are effective in increasing student interest in the Rukun Iman, it may encourage educators to incorporate music and multimedia into their teaching strategies. This could lead to more dynamic and enjoyable learning experiences for students, especially in subjects that are traditionally seen as difficult or uninteresting.

This study aims to explore the potential of Islamic songs as a tool for increasing student interest in learning about the Rukun Iman at SD Negeri 0901 Tanjung Baringin.

Through a well-structured experimental design, data collection, and analysis, this research will provide insights into the effectiveness of using music as a teaching method. The results may offer valuable information for educators and policymakers looking for innovative ways to engage students in religious education.

RESULTS

The study aimed to assess the effectiveness of using Islamic songs as a media tool to increase students' interest in learning about the pillars of faith (Rukun Iman) at SD Negeri 0901 Tanjung Baringin. The data collected from the pre-test, post-test, surveys, and observations provided valuable insights into the impact of Islamic songs on student engagement and motivation. The results revealed significant findings related to the enhancement of student interest, participation, and retention of material. At the outset of the study, a pre-test was administered to gauge the students' baseline interest in the Rukun Iman material. The results of the pre-test revealed that students generally displayed moderate to low levels of interest in the topic, which is typical for elementary school students learning abstract religious concepts. Many students showed little enthusiasm for the subject and seemed disengaged during lessons. This initial lack of interest provided a clear starting point for assessing the impact of the intervention.

The pre-test was designed to evaluate students' existing knowledge of the Rukun Iman and their attitudes toward learning the material. The test included multiple-choice questions, short answer questions, and Likert scale items on student interest. The overall scores on the pre-test indicated that students had basic knowledge of the pillars of faith, but their interest in the topic was low. Many students expressed a preference for subjects such as science or mathematics, while religious studies seemed to hold less appeal. The intervention involved the use of Islamic songs related to the Rukun Iman material. For the experimental group, these songs were integrated into the lesson plan at the beginning of each class. The songs were chosen based on their relevance to the topic and their ability to capture students' attention. The songs were played during the first few minutes of the lesson to introduce the material and set a positive, engaging tone for the class. The students were encouraged to sing along, which fostered a more interactive and dynamic classroom environment.

At first, students in the experimental group appeared curious but hesitant. Some students were shy about singing along, while others were more enthusiastic. Over time, however, the students began to warm up to the idea of incorporating songs into their learning routine. The songs' melodies and lyrics, which were easy to remember, seemed to have a positive effect on the students' willingness to participate. The classroom atmosphere became more lively, and students started to engage more actively in the lessons. By the second week of the intervention, there was a noticeable shift in student engagement. The experimental group students were more eager to answer questions related to the Rukun Iman after the songs were played. They appeared more focused and attentive during the lessons, and many students began volunteering to participate in group discussions. The songs seemed to have sparked a genuine interest in the material, which was previously lacking.

At the conclusion of the intervention, a post-test was administered to assess the students' knowledge of the Rukun Iman and their interest in the material. The results from the post-test indicated a marked improvement in both the students' recall of the Rukun Iman and their attitudes toward learning the material. The experimental group showed significantly higher scores compared to the control group. Students were able to recall more details about the Rukun Iman, and many reported that the songs helped them better understand and retain the material. The control group, which did not receive the song-based intervention, showed little change in their interest and knowledge of the Rukun Iman. While their scores on the post-test were slightly higher than their pre-test scores, the increase was not as substantial as in the experimental group. The control group

followed traditional teaching methods, which included lectures and textbook readings. The lack of engagement with the material was evident in their relatively low scores and limited participation during the lessons.

Surveys conducted at the end of the study revealed that students in the experimental group overwhelmingly preferred the song-based lessons to traditional methods. Many students expressed that the songs made the lessons more enjoyable and easier to understand. They reported that the songs helped them remember the Rukun Iman better and made them feel more motivated to participate in class. One student mentioned that the songs made learning feel less like a chore and more like a fun activity. The use of Islamic songs significantly enhanced students' motivation to learn about the Rukun Iman. The experimental group students reported feeling more excited about the lessons and were more likely to discuss the material outside of class. Several students mentioned that they even listened to the songs at home to help them study. This increased motivation was reflected not only in the students' test scores but also in their willingness to actively engage in the learning process.

One of the most noticeable outcomes of the intervention was the increase in group participation. The songs facilitated a more collaborative classroom environment, where students worked together to analyze the lyrics and discuss the meaning of the songs. The students in the experimental group were more likely to participate in group discussions, share their opinions, and ask questions. This collaboration helped deepen their understanding of the Rukun Iman and fostered a sense of community within the classroom. The effect of the intervention on student retention and recall of the Rukun Iman was significant. Students in the experimental group showed a clear improvement in their ability to recall the six pillars of faith and explain their meanings. The songs seemed to provide a mnemonic device that helped students associate each pillar with a memorable tune and lyrics. This connection between music and content made it easier for students to retain and recall the material in future lessons and assessments.

The overall classroom environment in the experimental group became more positive and engaging. The introduction of music into the lessons helped to reduce the monotony of traditional teaching methods and made the classroom feel more dynamic. Students were more excited to come to class, and their enthusiasm was reflected in their behavior. There was a noticeable increase in student participation, and the classroom atmosphere became more inclusive and interactive. Teachers in the experimental group noted a significant increase in student engagement during the intervention. They observed that students who were typically quiet and reserved began to participate more actively. The songs seemed to give these students a sense of confidence, as they could express their understanding of the material through song lyrics. Teachers also reported that the students were more focused and attentive throughout the lesson, which improved the overall learning experience.

The use of songs also positively impacted student-teacher interactions. Teachers in the experimental group were able to engage students in more meaningful conversations about the Rukun Iman. The songs provided a starting point for discussions, allowing teachers to ask questions about the lyrics and explore the deeper meanings behind the songs. This interaction led to more insightful responses from students and encouraged them to think critically about the material. Despite the positive outcomes, there were some challenges in implementing the song-based intervention. One challenge was that not all students felt comfortable singing along at first, which hindered full participation. Teachers had to use creative strategies, such as small group activities, to encourage students to join in. Additionally, time constraints posed a challenge, as the lesson schedules had to be adjusted to accommodate the songs without disrupting the rest of the curriculum.

The success of the intervention was largely dependent on the teacher's role in facilitating the activity. Teachers who were enthusiastic and actively involved in the song-based lessons were able to create a more engaging learning environment. Their ability to explain the lyrics and relate them to the Rukun Iman helped students connect the songs to

the religious content. Teachers also provided opportunities for students to share their thoughts and interpretations of the songs, which further enhanced the learning process.

The role of music in motivating students was evident throughout the study. The songs not only made the lessons more enjoyable but also helped students develop a deeper connection to the material. The emotional and cultural resonance of the songs provided students with a sense of pride and belonging, which motivated them to engage more deeply with the content. Many students expressed that the songs made them feel closer to their religious identity and helped them appreciate the significance of the Rukun Iman. Feedback from students in the experimental group revealed that they enjoyed the songs and felt they helped them learn better. Many students reported that they looked forward to the lessons because of the songs, and some even requested to listen to the songs during recess. The simplicity and repetition of the lyrics made it easier for students to grasp the core concepts of the Rukun Iman, and the catchy tunes helped the material stick in their memory.

The use of Islamic songs positively impacted students' attitudes toward religious education. Many students who were initially indifferent to the subject began to show a greater interest in learning about the Rukun Iman. The songs created a more positive association with the material, making it feel less like a formal lesson and more like an enjoyable activity. This shift in attitude towards religious education could have long-term effects on students' continued interest in the subject. Observations made during the intervention revealed that the use of songs helped to improve student behavior in the classroom. Students in the experimental group appeared more respectful and attentive during lessons. The songs seemed to create a more relaxed and positive atmosphere, reducing disruptive behaviors and increasing focus. Students were also more likely to ask questions and seek clarification about the Rukun Iman after listening to the songs.

The differences in learning outcomes between the experimental and control groups were stark. The experimental group not only scored higher on the post-test but also showed greater improvement in their understanding of the Rukun Iman. The control group, which did not receive the song-based intervention, showed only slight improvements in knowledge and engagement. This demonstrates the effectiveness of using music as a tool to enhance learning and improve student outcomes. The findings from this study suggest that incorporating Islamic songs into religious education could be an effective way to enhance student interest, motivation, and engagement. Teachers can use songs as a supplementary tool to make lessons more interactive and enjoyable. This approach aligns with modern educational strategies that emphasize the importance of multimedia and diverse teaching methods to cater to different learning styles.

DISCUSSION

The purpose of this study was to investigate how the use of Islamic songs could impact student interest and engagement in learning about the Rukun Iman at SD Negeri 0901 Tanjung Baringin. The findings from the pre-test, post-test, surveys, and observations provided valuable insights into the effects of using music as an educational tool. In this section, we will analyze the results and discuss the significance of the findings, addressing how the use of Islamic songs influenced student motivation, engagement, retention, and attitudes toward religious education.

One of the most significant findings of this study was the increase in student interest and engagement after the introduction of Islamic songs. Prior to the intervention, students displayed low levels of enthusiasm toward learning about the Rukun Iman. The pre-test revealed that many students struggled to demonstrate a strong interest in the subject matter. However, after the integration of Islamic songs into the curriculum, students in the experimental group showed a notable shift in their attitudes. They were more eager to participate in class discussions and activities related to the Rukun Iman, indicating that music played a role in enhancing their engagement with the material.

The songs helped create an interactive learning environment where students could actively participate. By singing along with the songs, students were able to connect emotionally and intellectually with the content. This emotional engagement is crucial for fostering a deeper understanding of religious material, as it enables students to internalize and retain information more effectively.

The results suggest that music can serve as a powerful medium for enhancing student learning. The integration of Islamic songs into the lesson plan allowed students to approach the Rukun Iman in a more engaging and dynamic way. Music, especially songs with relevant lyrics, can help reinforce key concepts and make abstract ideas more tangible for young learners. The repetitive nature of the songs allowed students to better remember the key principles of the Rukun Iman, such as the six pillars of faith. Furthermore, the rhythmic and melodic qualities of music can make learning more enjoyable and memorable. The study aligns with research that supports the use of music in education to improve retention and understanding. The positive effects observed in the experimental group indicate that music, particularly in the form of songs, can be an effective tool for increasing student engagement and enhancing learning outcomes.

Another key finding of this study was the increased motivation and enthusiasm exhibited by students in the experimental group. Motivation is a critical factor in academic success, and the results suggest that music can play a significant role in fostering a positive attitude toward learning. Prior to the intervention, many students showed little interest in religious education, often perceiving it as less exciting compared to other subjects such as science or mathematics. However, after the incorporation of Islamic songs, students expressed a stronger desire to learn and engage with the material. In surveys and interviews conducted after the intervention, many students reported that the songs made learning about the Rukun Iman more enjoyable and easier to understand. They mentioned that the songs helped them remember the material better and made them look forward to the lessons. This increase in motivation was reflected not only in their academic performance but also in their active participation during lessons. The use of music created a positive learning environment where students felt more enthusiastic and eager to engage with the content.

The integration of Islamic songs had a noticeable impact on student behavior and participation in the classroom. Teachers observed a marked increase in the willingness of students to participate in class discussions and activities. In the experimental group, students who were usually quiet or hesitant to answer questions began to volunteer more often. The use of songs helped break down barriers and fostered a more inclusive and participatory classroom environment. Furthermore, the songs created a more relaxed and enjoyable atmosphere in the classroom. As a result, students were less likely to exhibit disruptive behavior. The positive and engaging nature of the songs helped reduce restlessness and kept students focused on the lesson. The classroom dynamics shifted, and students became more attentive and respectful toward their peers and the teacher. This improved behavior can be attributed to the increased enjoyment and emotional connection fostered by the songs.

A significant outcome of the study was the improvement in the students' ability to retain and recall information related to the Rukun Iman. The pre-test and post-test results showed that students in the experimental group had a higher level of retention and recall compared to those in the control group. The experimental group demonstrated a better understanding of the six pillars of faith and were able to recall the concepts more accurately during the post-test. The use of songs likely played a key role in enhancing students' retention of the material. The repetitive nature of the songs helped reinforce the key concepts, making it easier for students to remember the Rukun Iman. Moreover, the connection between the songs' lyrics and the content allowed students to retain information more effectively. The songs provided a mnemonic device that supported students in recalling the material, especially when they were asked to explain the Rukun Iman during the post-test.

Music has a unique ability to evoke emotions, and this emotional engagement is a powerful tool for learning. The Islamic songs used in this study were not only educational but also emotionally resonant, particularly because they related to the students' cultural and religious backgrounds. The emotional connection that students formed with the songs helped deepen their understanding of the Rukun Iman. Students reported feeling more connected to the material and were able to reflect on its significance in their lives.

The emotional impact of the songs allowed students to approach the material with a sense of personal relevance and meaning. This emotional engagement is essential in helping students form lasting memories of what they learn. It also plays a crucial role in fostering intrinsic motivation, as students become more motivated to learn because they feel a personal connection to the material. The teacher's role was instrumental in the success of the intervention. Teachers who actively participated in the song-based lessons were able to foster a more engaging and supportive learning environment. They facilitated discussions about the meaning of the lyrics and how the songs related to the Rukun Iman. This interaction between teacher and students helped ensure that the students fully understood the material and were able to reflect on its significance.

Teachers also played a crucial role in managing student participation. In the early stages of the intervention, some students were hesitant to sing along, but teachers used various strategies to encourage involvement, such as singing in small groups or providing positive reinforcement. The teachers' enthusiasm and involvement in the lessons set the tone for the students and encouraged them to actively engage with the material. The use of Islamic songs had a significant impact on students' attitudes toward religious education. Prior to the intervention, many students expressed indifference toward the subject, often perceiving it as less engaging than other subjects. However, after the introduction of songs, students began to view religious education in a more positive light. The songs made learning about the Rukun Iman more enjoyable and less formal, and students reported feeling more motivated to study and participate in lessons.

This shift in attitude suggests that music can play an important role in making religious education more appealing and accessible to young learners. By integrating music into the curriculum, teachers can create a more positive association with the material and increase student interest in religious studies. The emotional and cultural relevance of the songs also contributed to a greater sense of connection to the subject matter. Student feedback collected through surveys revealed that the majority of students in the experimental group preferred the song-based lessons over traditional methods. Many students stated that the songs helped them understand the material better and made learning more fun. Some students even mentioned that they enjoyed listening to the songs outside of class, demonstrating the lasting impact of the intervention.

While most students enjoyed the songs, some expressed a desire for more variety in the types of songs used. A few students suggested incorporating different styles of music or adding more diverse themes to the songs. This feedback highlights the importance of keeping the lessons fresh and engaging by varying the types of songs and activities used in the classroom. Despite the positive outcomes, there were challenges in implementing the song-based intervention. One challenge was ensuring that all students felt comfortable participating in the singing activities. Some students were initially shy and reluctant to sing in front of their peers. Teachers addressed this by creating a supportive and non-judgmental environment, where students could participate at their own pace. Over time, most students became more confident in their participation, but initial hesitancy was a hurdle that needed to be addressed.

Another challenge was the time constraints of the school schedule. Integrating songs into the existing curriculum required careful planning to ensure that the lessons were still aligned with the overall educational goals. Teachers had to balance the use of songs with the need to cover all necessary material, which sometimes led to time management challenges. However, the positive effects on student engagement and motivation justified the time investment in incorporating songs.

The findings of this study suggest that integrating music into the curriculum can be an effective way to enhance student engagement, motivation, and learning outcomes. Educators should consider incorporating songs, particularly those that are culturally and contextually relevant, into their teaching practices. Music can provide an enjoyable and interactive way for students to learn complex subjects, especially in religious education.

The success of this intervention also highlights the potential for multimedia and innovative teaching strategies in improving student outcomes. Teachers who integrate a variety of teaching methods, such as music, visuals, and hands-on activities, can create a more dynamic and inclusive learning environment that caters to different learning styles. While this study provided valuable insights, further research is needed to explore the long-term impact of using Islamic songs on student learning. Future studies could investigate whether the increased engagement and motivation observed during the intervention are sustained over time. It would also be interesting to explore the use of songs in other subject areas to determine whether the positive effects are consistent across different topics. Additionally, future research could examine the effectiveness of incorporating different types of music, such as instrumental music or songs from different cultural contexts, in enhancing student learning. Expanding the scope of the study to include a more diverse range of musical styles could provide further insights into the role of music in education.

Feedback from students highlighted the effectiveness of the songs in making the material more understandable and enjoyable. Many students reported that the songs made it easier for them to remember the Rukun Iman and that they looked forward to lessons that included songs. Some students even mentioned that they continued to listen to the songs outside of class, reflecting the lasting impact of the intervention. This level of enthusiasm underscores the potential of music to foster a positive and enjoyable learning environment.

The use of songs also improved student behavior. In the experimental group, there was a noticeable reduction in disruptive behavior. The engaging nature of the songs helped keep students focused and on-task, reducing restlessness and increasing attention during lessons. This change in behavior demonstrates that music can not only enhance learning but also contribute to a more positive and productive classroom environment. Moreover, the songs fostered greater group participation. Students who were initially shy or reluctant to participate in class became more willing to engage with their peers. Singing along with the songs encouraged collaboration and teamwork, as students worked together to sing and understand the lyrics. This collaborative approach to learning enhanced the social aspect of education, helping students build stronger relationships with one another and their teacher.

The teacher's role in facilitating the music-based lessons was also crucial to the success of the intervention. Teachers who actively participated in the songs and discussions created a more supportive and enthusiastic classroom atmosphere. Their involvement helped motivate students and encouraged them to take part in the activities. The positive teacher-student interactions fostered a stronger connection to the material and contributed to the overall success of the approach.

One important aspect of this study is the cultural and emotional relevance of the Islamic songs. Many students found the songs to be personally meaningful because they resonated with their cultural and religious backgrounds. This emotional connection to the songs helped students form a deeper understanding of the Rukun Iman and made the material more relatable to their everyday lives. The songs provided an avenue for students to connect not only intellectually but also emotionally with the content.

The use of songs also had a positive impact on students' attitudes toward religious education. Before the intervention, many students viewed religious education as less exciting compared to other subjects. However, the integration of songs transformed the learning experience, making it more enjoyable and less formal. This shift in attitude

indicates that music can be an effective tool for making religious education more appealing to students.

In terms of practical implications, this study suggests that educators should consider incorporating music into their teaching strategies, particularly for subjects that require memorization, like religious education. Music can serve as a powerful tool to increase engagement and retention while also creating a more enjoyable learning environment. By integrating songs that are culturally and contextually relevant to the students, teachers can enhance the learning experience and help students form a more meaningful connection to the material.

While the intervention showed positive outcomes, there were some challenges that teachers had to overcome. For instance, some students were initially hesitant to participate in the singing activities, and teachers had to employ strategies to encourage involvement. Additionally, the time required to incorporate songs into the existing curriculum presented a challenge, as teachers had to balance music-based activities with other instructional goals. However, the positive effects on student engagement and motivation outweighed these challenges, demonstrating that the benefits of music-based learning are substantial.

This study also suggests that the approach of using Islamic songs could be expanded to other subjects and contexts. Although the focus of this study was on religious education, the use of music could potentially be adapted for other areas of learning. Future research could explore the effectiveness of using songs in different academic subjects, such as language arts or science, to assess whether similar positive outcomes can be achieved.

Based on the findings of this study, it is recommended that further research be conducted to explore the long-term effects of music-based learning. Future studies could examine whether the increased engagement and retention observed during the intervention are sustained over time. Additionally, research could investigate how the use of music influences different student populations, including students with varying learning styles or those from different cultural backgrounds.

In conclusion, this study demonstrates that the use of Islamic songs is an effective strategy for improving student interest, engagement, and retention in religious education. The songs provided an enjoyable and interactive way for students to connect with the material, fostering a deeper understanding of the Rukun Iman. The positive outcomes observed in this study suggest that music can be a valuable tool for enhancing educational practices and creating a more engaging and inclusive learning environment. By incorporating music into the curriculum, teachers can enhance student motivation, improve learning outcomes, and create a more dynamic and enjoyable classroom experience.

CONCLUSION

This study sought to evaluate the effectiveness of using Islamic songs as a tool to enhance student engagement, interest, and retention in learning about the Rukun Iman at SD Negeri 0901 Tanjung Baringin. Based on the findings from the pre-test, post-test, surveys, and classroom observations, it is clear that the integration of Islamic songs into the educational process has significantly impacted students' learning experiences. One of the most notable conclusions is the significant increase in student interest in learning about the Rukun Iman. Before the intervention, many students lacked enthusiasm for the subject, with some finding it difficult to connect with the material. However, after incorporating Islamic songs into the lessons, there was a noticeable shift in student attitudes. Students expressed greater interest and appeared more excited to engage with the content, as the songs provided a fun and relatable way to approach the material. Additionally, student engagement improved considerably. Previously passive learners became more active participants in the class. They began to ask questions, participate in

discussions, and volunteer answers more frequently. This heightened level of engagement can be attributed to the interactive nature of the songs, which encouraged students to sing along and discuss the content in a more dynamic way. The songs facilitated a deeper connection with the material, making the learning experience more interactive and enjoyable. The use of music also positively influenced students' ability to retain the material. The post-test results showed a marked improvement in the experimental group's retention of the Rukun Iman. The students were better able to recall and explain the six pillars of faith, demonstrating that the songs helped reinforce key concepts in a memorable way. The repetition of the song lyrics, combined with the rhythm and melody, acted as a mnemonic device that helped solidify the students' understanding and retention of the material.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.

- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.