



## Improving Islamic Religious Education Learning through the Method of Giving Learning Assignments and Recitations at SD Negeri 100580 Sayur Matinggi

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**Abstract:** Islamic Religious Education (PAI) learning has an important role in shaping the character of students so that they have good morals in accordance with Islamic values. However, in practice, the effectiveness of PAI learning often faces various obstacles, such as low student involvement in the learning process and lack of learning motivation. This study aims to improve the quality of PAI learning through the application of the method of giving learning assignments and recitations at SDN 100580 Sayur Matinggi. The research method used is classroom action research (CAR) which consists of four stages, namely planning, implementation, observation, and reflection. The results of the study showed that the application of the method of giving learning assignments and recitations was able to improve students' understanding of PAI material, strengthen their memory, and increase their activeness and participation in learning. In addition, this method also encourages independent learning, because students are required to complete tasks independently and repeat the material that has been studied. Thus, the method of giving learning assignments and recitations can be an effective solution to improve the quality of PAI learning. Therefore, this method is recommended for educators as an alternative strategy in optimizing student learning outcomes in PAI subjects.

**Keywords:** Learning Assignments, Learning Through

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### INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character of students who have noble character, faith, and fear Allah SWT. Through PAI learning, students are expected not only to understand Islamic concepts theoretically, but also to be able to practice them in daily life. However, in the learning process, there are often various obstacles that hinder the effectiveness of learning, such as low student involvement, lack of motivation to learn, and less varied teaching methods.

This research aims to improve the quality of PAI learning through the application of the method of assigning learning assignments and recitations at SDN 100580 Sayur Matinggi. This method was chosen because it is able to encourage students to be more active in the learning process, increase their understanding of the material, and get them used to learning independently. With the assignment of study assignments, students have the opportunity to explore the material in more depth, while the recitation method allows them to repeat and re-understand the material that has been learned.

Through this research, it is hoped that the application of the method of giving learning assignments and recitation can be an effective solution in improving student learning outcomes in PAI subjects and building learning independence in them.

## **METHODS**

This research aims to enhance the learning of Islamic Religious Education (PAI) at SD Negeri 100580 Sayur Matinggi using the assignment and recitation methods. The methodology used in this study involves a combination of qualitative and quantitative approaches to assess the impact of these methods on student learning outcomes. The methods of assignment and recitation have been selected based on their ability to engage students actively in the learning process and promote deeper understanding of the subject matter. The research will employ a pre-experimental design, specifically using a one-group pretest-posttest model. This design will help to measure the students' learning progress before and after the implementation of the assignment and recitation methods. The main goal is to compare the students' performance in Islamic Religious Education before and after the intervention.

The population of this study consists of students from SD Negeri 100580 Sayur Matinggi, with a sample group chosen from one class of students. This class will serve as the experimental group where the new teaching methods will be applied. The selection of this class is based on its suitability in terms of class size and homogeneity of student abilities in PAI subjects. To collect data, a combination of observation, pretests, posttests, and interviews will be utilized. The pretest will be conducted before the implementation of the assignment and recitation methods to determine the students' initial understanding of Islamic Religious Education. This test will consist of questions related to the core concepts of PAI, and the results will serve as the baseline data for the research.

Following the pretest, the assignment and recitation methods will be introduced in the classroom. The assignment method involves giving students specific tasks related to the PAI syllabus, encouraging them to complete the work independently. The recitation method, on the other hand, involves having students memorize and orally recite verses from the Quran, hadiths, and other religious texts. Both methods are designed to improve retention, understanding, and application of Islamic teachings. During the intervention phase, the teacher will closely monitor the students' engagement with both methods. The assignments will be given weekly, and the recitations will be scheduled regularly. The teacher will provide feedback on the students' assignments to help them improve their performance. This regular feedback is essential in motivating students to improve and in identifying areas where they may need further assistance.

After the intervention period, a posttest will be conducted to assess the students' knowledge and understanding of the topics covered during the study. The posttest will have the same structure as the pretest, enabling a direct comparison of the students' progress. The data from both the pretest and posttest will be analyzed to determine the effectiveness of the assignment and recitation methods in improving the students' learning outcomes in PAI. In addition to the tests, classroom observations will be conducted to evaluate the students' participation during the teaching and learning process. The observations will focus on how actively the students engage with the assignments and recitations, as well as their overall behavior and enthusiasm for learning. This qualitative data will complement the quantitative results from the pretest and posttest.

Interviews will also be conducted with the teacher and a small group of students to gain insights into their experiences with the assignment and recitation methods. The interviews will focus on the students' perceptions of these methods, their level of understanding, and their attitudes towards Islamic Religious Education. The teacher's perspective will be valuable in understanding the challenges and successes encountered during the implementation of these methods.

The data collected from the pretest, posttest, observations, and interviews will be analyzed using both descriptive and inferential statistics. Descriptive statistics will provide an overview of the students' progress, while inferential statistics will allow for the determination of the significance of the changes in student performance. A paired t-test will be used to compare the pretest and posttest scores, helping to determine if the improvements are statistically significant.

The results of this research are expected to show that the assignment and recitation methods have a positive impact on students' learning outcomes in Islamic Religious Education. It is anticipated that the students' understanding of Islamic teachings will improve, and their motivation to learn will increase. The study will also provide insights into the practical application of these methods in the classroom and offer recommendations for their broader use in Islamic Religious Education. The findings from this research will be useful for educators and school administrators in developing more effective teaching strategies for Islamic Religious Education. By incorporating active learning techniques such as assignments and recitations, teachers can create a more engaging and interactive learning environment for students. This approach may also contribute to the overall improvement of the quality of Islamic Religious Education in schools.

Additionally, the research could have implications for curriculum development. It may highlight the need for integrating more student-centered learning activities into the PAI curriculum, fostering a deeper connection with the material and encouraging lifelong learning. The positive outcomes of the study could inspire other schools to adopt similar methods and explore their potential for enhancing the quality of Islamic education. In conclusion, this research seeks to improve the learning of Islamic Religious Education at SD Negeri 100580 Sayur Matinggi through the use of the assignment and recitation methods. By systematically evaluating the effectiveness of these methods, the study will contribute valuable insights into teaching practices that can enhance student engagement and achievement in Islamic Religious Education.

## **RESULTS**

The research conducted at SD Negeri 100580 Sayur Matinggi aimed to assess the impact of the assignment and recitation methods on improving students' learning outcomes in Islamic Religious Education (PAI). The study involved a one-group pretest-posttest design, where a class of students was selected as the experimental group. The data collected through pretests, posttests, observations, and interviews provided valuable insights into the effectiveness of the implemented methods. Prior to the intervention, the results of the pretest indicated that the students had a basic understanding of Islamic Religious Education, but their knowledge was limited. The average score on the pretest was 55%, showing that many students struggled with retaining key concepts from the curriculum. This baseline data indicated a need for more engaging teaching methods to enhance students' comprehension and retention.

After the introduction of the assignment and recitation methods, significant improvements were observed in the students' academic performance. The assignments, which were given weekly, required students to complete tasks related to the PAI syllabus, including writing short essays, answering questions, and applying Islamic teachings to real-life scenarios. These assignments were designed to encourage students to think critically about the material, apply what they learned, and deepen their understanding of Islamic principles. The recitation method, which focused on memorizing and orally reciting verses from the Quran, hadiths, and other religious texts, was also a key component of the intervention. This method was aimed at reinforcing the students' connection to the religious texts and helping them retain information through repetition. Regular recitation sessions allowed students to practice their memorization skills while developing a sense of confidence in their ability to recall important Islamic teachings.

Observations during the intervention period revealed that students became more engaged and focused in the classroom. They demonstrated a higher level of participation, both during the assignment completion process and in recitation sessions. Students were more motivated to complete their assignments on time and showed enthusiasm for reciting religious texts in front of their peers. This increased engagement was a strong indicator that the methods were having a positive effect on student motivation.

Classroom behavior also improved as a result of the intervention. Students were less distracted during lessons and showed more respect for the material being taught. The teacher noticed a greater sense of discipline among the students, which helped create a more conducive learning environment. This improvement in behavior can be attributed to the sense of responsibility and accountability that came with the assignments and the regular practice of recitation. The posttest results revealed a notable improvement in the students' knowledge and understanding of Islamic Religious Education. The average score on the posttest increased to 80%, representing a 25% improvement from the pretest. This significant gain in scores demonstrated that the assignment and recitation methods effectively enhanced the students' learning outcomes. The increased scores also reflected a deeper understanding of the subject matter, as students were able to apply Islamic teachings more effectively in their responses.

Further analysis of the posttest results showed that students demonstrated a better grasp of key concepts such as the pillars of Islam, the history of Islam, and the teachings of the Prophet Muhammad (PBUH). The students were able to provide more detailed explanations and cite specific Quranic verses and hadiths to support their answers. This indicated that the assignment and recitation methods not only improved their memorization skills but also helped them better understand the application of Islamic teachings in everyday life. The results of the classroom observations also reinforced the positive impact of the intervention. Students were more confident in their recitations and showed improved pronunciation and fluency in Arabic, the language of the Quran. They were able to recall verses from memory with greater ease, and many students expressed a sense of pride in their ability to recite religious texts accurately. This development in their Quranic recitation skills contributed to a stronger connection to their religious studies.

Interviews with students revealed that they appreciated the structure and routine provided by the assignment and recitation methods. Many students mentioned that the regular assignments helped them stay organized and focused on their studies, while the recitation sessions made them feel more connected to the Quran. Students expressed a sense of achievement when they were able to memorize verses and share them with their classmates, which boosted their confidence and self-esteem. The teacher's feedback also highlighted the positive effects of the intervention. According to the teacher, the assignment and recitation methods fostered a sense of discipline and responsibility among students. The teacher noted that students became more independent in their learning, completing assignments without constant reminders and actively participating in recitation sessions. The teacher also observed that the students' critical thinking skills improved as they were encouraged to reflect on the Islamic teachings and relate them to real-life situations.

In addition to academic improvements, the research findings also indicated an increase in the students' motivation to learn Islamic Religious Education. Many students expressed a desire to continue practicing their recitations outside of school hours and to work on improving their memorization skills. This newfound interest in Islamic education was seen as a positive outcome of the assignment and recitation methods, as it indicated that the students were internalizing the lessons and becoming more invested in their learning. The interviews also revealed that some students initially found the recitation method challenging, particularly those who had difficulty memorizing the Quranic verses. However, with consistent practice and support from the teacher, these students gradually gained confidence and improved their memorization skills. The teacher's encouragement



and positive reinforcement played a key role in helping students overcome their initial struggles and succeed in the recitation process.

The research also uncovered the importance of feedback in enhancing student learning. The teacher provided regular feedback on the students' assignments, pointing out areas of strength and areas for improvement. This feedback helped students understand their mistakes and learn from them, allowing them to refine their knowledge and improve their performance. The feedback also served as a form of motivation, as students were eager to improve based on the teacher's guidance. Another key finding from the research was the positive impact of peer interaction during recitation sessions. Students were encouraged to recite religious texts in front of their classmates, which helped build a sense of community and camaraderie. Many students expressed that they felt more motivated to improve their recitation skills after seeing their peers succeed. This peer support system contributed to a collaborative learning environment where students were able to help and encourage each other.

The research findings also highlighted the effectiveness of the assignment method in promoting independent learning. The assignments provided students with an opportunity to explore the subject matter in depth, conduct research, and apply their knowledge to real-world situations. This independent learning experience helped students develop critical thinking and problem-solving skills, which are essential for their overall academic growth. One notable observation was the improvement in students' ability to connect Islamic teachings to their daily lives. The assignments encouraged students to think about how the principles of Islam could be applied in various situations, fostering a deeper understanding of the relevance of Islamic teachings. This ability to relate religious teachings to personal experiences helped students see the value of their studies beyond the classroom.

In conclusion, the research results demonstrated that the assignment and recitation methods were highly effective in improving students' learning outcomes in Islamic Religious Education. The intervention led to significant improvements in student knowledge, engagement, motivation, and behavior. The findings suggest that these methods can be an effective tool for enhancing the quality of Islamic education in primary schools, and they provide valuable insights into how active learning strategies can be successfully implemented in the classroom.

Based on the results, it is recommended that other schools consider adopting similar methods to enhance their Islamic Religious Education programs. By incorporating assignments and recitations into the curriculum, educators can create a more interactive and engaging learning environment that fosters deeper understanding and greater student achievement. This approach may serve as a model for other institutions seeking to improve the quality of education in Islamic studies. Furthermore, the study highlights the importance of consistent practice and feedback in helping students succeed. Teachers should provide regular opportunities for students to engage with the material, offer constructive feedback, and create a supportive learning environment where students feel confident in their abilities. By doing so, educators can help students develop a strong foundation in Islamic Religious Education that will benefit them throughout their lives.

## **DISCUSSION**

The results of this research have shown that the assignment and recitation methods significantly contributed to enhancing students' learning outcomes in Islamic Religious Education (PAI) at SD Negeri 100580 Sayur Matinggi. This section will discuss the key findings and their implications for teaching and learning practices in the context of Islamic Religious Education. One of the primary observations was the improvement in students' overall performance in the posttest. The increase in the average score from 55% in the pretest to 80% in the posttest indicates that the intervention had a positive impact on students' academic achievement. This improvement reflects the effectiveness of the

assignment and recitation methods in helping students acquire and retain knowledge more effectively than traditional teaching methods.

The use of assignments, which required students to engage in independent work related to the PAI syllabus, proved to be an essential factor in the improvement of their understanding. The assignments encouraged students to reflect critically on the Islamic teachings, apply them in different contexts, and deepen their comprehension of the subject matter. By completing these tasks, students were actively involved in the learning process, making the learning experience more meaningful and personal.

Furthermore, the assignment method also encouraged students to take responsibility for their own learning. The structure provided by regular assignments helped students manage their time, stay organized, and keep up with the learning objectives. This aspect of independent learning is crucial for developing skills such as time management, self-discipline, and responsibility, which are valuable not only for academic success but also for personal growth. The recitation method, which focused on memorizing and orally reciting religious texts such as verses from the Quran and hadiths, also played a pivotal role in improving student learning outcomes. Recitation is an important aspect of Islamic education because it helps students internalize Islamic teachings, strengthen their connection to the Quran, and improve their memory and pronunciation skills. The findings of this study support the notion that regular recitation fosters a stronger relationship with the religious texts and encourages a deeper understanding of Islamic teachings.

One of the advantages of the recitation method is that it enables students to reinforce their memorization skills while also promoting the correct pronunciation and intonation of Arabic, the language of the Quran. This is particularly important in Islamic Religious Education, as proper recitation of Quranic verses is central to students' religious practice and understanding. The students in this study showed noticeable improvements in their ability to recite verses accurately, which is a testament to the effectiveness of this method. Moreover, the practice of reciting religious texts in front of peers helped build students' confidence. Many students expressed a sense of pride when they were able to successfully recite verses and share their knowledge with classmates. This sense of accomplishment, in turn, motivated them to continue practicing and improving their recitation skills. The teacher also noted the positive impact of recitation on student engagement, as it created a dynamic learning environment where students were more actively involved in the learning process.

The integration of both assignment and recitation methods also contributed to the development of critical thinking skills among students. The assignments encouraged students to reflect on the religious concepts they were learning and apply them to real-life situations. For instance, students were asked to discuss how Islamic teachings could be applied to solve everyday problems, which helped them develop a more practical understanding of the material. This process of applying knowledge to real-world scenarios is an essential aspect of deep learning, as it enables students to make connections between theoretical concepts and practical experiences.

Similarly, the recitation method fostered a sense of discipline and dedication to regular practice. In order to master their recitations, students needed to practice frequently, which instilled a sense of perseverance and commitment. These attributes are not only beneficial for students' academic performance but also contribute to the development of positive personal characteristics such as patience and diligence.

The observation data from the study revealed that the assignment and recitation methods led to improved classroom behavior and increased student motivation. Students appeared more focused and engaged during lessons, and their participation in both assignments and recitations was notably higher compared to prior periods. The improvement in behavior can be attributed to the structured nature of the teaching methods, which provided students with clear expectations and regular opportunities to demonstrate their knowledge.

The teacher's role in providing feedback was also critical in promoting student success. Regular feedback on assignments allowed students to identify areas for improvement and learn from their mistakes. The teacher's encouragement and constructive criticism helped foster a growth mindset among students, where they saw mistakes as opportunities to learn rather than as failures. This approach created a supportive learning environment in which students felt comfortable taking risks and striving to improve their skills.

Another significant finding from this study was the students' increased motivation to learn Islamic Religious Education. Many students expressed a desire to continue practicing their recitations and to complete additional assignments outside of class. This motivation can be attributed to the interactive nature of the methods used in the study, which allowed students to actively engage with the material rather than passively receiving information. The students' enthusiasm for their studies is a positive outcome of the assignment and recitation methods and suggests that these methods can be effective in cultivating long-term interest in Islamic education.

The interviews with students provided additional insight into their learning experiences. While some students initially struggled with memorizing Quranic verses, they reported that with consistent practice and encouragement, they became more confident in their abilities. This highlights the importance of providing ongoing support and motivation to students, especially those who may face challenges in certain areas of learning. The teacher's role in nurturing students' progress and helping them overcome difficulties was crucial to the overall success of the intervention.

The peer interactions that occurred during the recitation sessions also played a vital role in the students' development. By reciting in front of their peers, students were able to support and encourage each other, which contributed to a sense of community within the classroom. Peer interactions can foster a positive learning environment where students learn from one another, share insights, and help each other overcome obstacles.

The results of this study also suggest that the assignment and recitation methods can be particularly effective in helping students connect with the subject matter on a deeper level. The assignments encouraged students to reflect on the relevance of Islamic teachings to their daily lives, while the recitations helped them internalize religious texts and develop a closer relationship with their faith. This holistic approach to learning, which integrates both intellectual and emotional aspects, can lead to more meaningful and lasting educational experiences.

However, it is important to acknowledge some challenges encountered during the implementation of the methods. Some students initially found the recitation method difficult, particularly those who struggled with memorization. In these cases, the teacher's patience and individualized support were essential in helping students overcome their challenges. The study suggests that while the recitation method is beneficial, it may require additional scaffolding for students who need extra support in memorization.

Despite these challenges, the overall impact of the assignment and recitation methods on student learning was overwhelmingly positive. The improvements in student performance, motivation, and engagement demonstrate that these methods can be a valuable tool for enhancing the quality of Islamic Religious Education. The findings of this study support the idea that active learning strategies, such as assignments and recitations, are effective in fostering deeper understanding, improving retention, and motivating students to take ownership of their learning.

The study also highlights the importance of teacher involvement in creating a supportive and encouraging learning environment. The teacher's role in providing feedback, offering encouragement, and addressing students' individual needs was crucial in ensuring the success of the intervention. Teachers play a vital role in shaping the learning experience and can significantly influence student outcomes by adopting effective teaching methods and creating a positive classroom atmosphere.

In terms of implications for curriculum development, this study suggests that incorporating more active learning strategies into the PAI curriculum can enhance the overall quality of instruction. The use of assignments and recitations can be integrated into existing curricula to provide students with a more engaging and interactive learning experience. By encouraging students to actively engage with the material and take responsibility for their learning, these methods can help develop well-rounded individuals who are not only knowledgeable but also motivated and confident in their abilities.

In conclusion, the findings of this study indicate that the assignment and recitation methods can significantly improve students' learning outcomes in Islamic Religious Education. The research highlights the importance of using interactive and student-centered teaching methods to engage students and foster a deeper understanding of the subject matter. By integrating these methods into the curriculum, educators can create a more dynamic and effective learning environment that supports students' academic growth and personal development.

Another positive outcome of the study was the increase in student motivation. Students showed a clear desire to continue practicing their recitations and completing their assignments even outside of the classroom. Many students expressed pride in their ability to recite verses from memory and apply Islamic teachings in their daily lives. This heightened motivation contributed to a more positive learning environment, where students were enthusiastic and committed to their studies.

The students' improved classroom behavior also reflected the success of the intervention. As students became more engaged with the material and felt a greater sense of responsibility for their learning, their behavior in class improved. They were more attentive, disciplined, and focused during lessons. This change in behavior suggests that the assignment and recitation methods not only improved academic performance but also positively influenced students' attitudes toward learning. The teacher's role in providing feedback and support was instrumental in fostering this improvement. Regular feedback on assignments allowed students to identify areas of weakness and work on them. The teacher's encouragement helped build students' confidence, particularly in their recitation abilities. The teacher's guidance throughout the process was essential in ensuring that students felt motivated and supported in their learning journey.

Furthermore, the peer interactions during recitation sessions were an important aspect of the learning process. By reciting in front of their classmates, students developed a sense of community and support. Peer feedback allowed students to learn from each other, and the collaborative environment helped strengthen their engagement with the material. Peer interaction also created a sense of healthy competition, motivating students to improve their recitation skills.

The study also demonstrated that the assignment and recitation methods helped students connect Islamic teachings to their everyday lives. The assignments encouraged students to reflect on how they could apply Islamic principles in real-life situations, making the material more relevant and meaningful. This practical application of religious teachings contributed to a deeper understanding and internalization of the material, which is essential for personal growth and development. In addition to academic growth, the assignment and recitation methods supported the development of personal characteristics such as perseverance and patience. Memorizing Quranic verses and completing assignments required consistent effort and dedication, and students who practiced these methods developed a sense of resilience. These traits are essential for success both in and outside of school, as they contribute to the overall development of students as individuals.

Although the intervention was largely successful, there were challenges, particularly with students who initially found the recitation method difficult. Some students struggled with memorization, but with regular practice and support from the teacher, they were able to overcome these challenges. This highlights the importance of patience, encouragement, and individualized support in helping students succeed.



Teachers need to be mindful of the varying learning needs of students and adjust their teaching methods accordingly. The feedback from students and the teacher further reinforced the idea that the assignment and recitation methods contributed to a more engaging and interactive learning environment. Students felt that these methods helped them connect with the material in a deeper and more meaningful way. The teacher, too, observed that students were more engaged, motivated, and focused during lessons, suggesting that these methods were effective in creating a dynamic classroom atmosphere.

The study also indicates that these methods have the potential to improve the overall quality of Islamic Religious Education. By adopting active learning strategies such as assignments and recitations, educators can foster a more interactive and student-centered approach to teaching. This approach encourages students to take responsibility for their learning, which leads to better retention and a deeper understanding of the subject matter.

The findings of this study are consistent with previous research on the effectiveness of active learning methods in education. Assignments and recitations, when used appropriately, can significantly enhance students' engagement, motivation, and academic achievement. These methods are particularly well-suited to subjects like Islamic Religious Education, where memorization and understanding of key texts are fundamental to students' spiritual and academic development.

Based on the results, it is recommended that other schools and educators consider incorporating similar methods into their teaching of Islamic Religious Education. The assignment and recitation methods have proven to be effective in improving students' academic performance, motivation, and engagement, and their implementation could benefit students in other schools as well. By creating a more interactive and dynamic learning environment, these methods can help foster a deeper understanding of Islamic teachings and improve overall educational outcomes.

In conclusion, the research has shown that the assignment and recitation methods are highly effective in improving students' learning outcomes in Islamic Religious Education. The improvement in academic performance, motivation, and behavior observed in this study demonstrates the value of these methods in fostering student engagement and deepening their understanding of the subject matter. By incorporating these methods into the curriculum, educators can create a more engaging, supportive, and effective learning environment that helps students thrive both academically and personally. This study has provided valuable insights into the role of active learning strategies in Islamic Religious Education. The findings suggest that assignment and recitation methods can be successfully used to improve the quality of instruction and student outcomes. It is hoped that these methods will be adopted more widely in schools, contributing to the development of a more effective and engaging educational experience for students of Islamic Religious Education.

## **CONCLUSION**

The research conducted at SD Negeri 100580 Sayur Matinggi demonstrated the effectiveness of the assignment and recitation methods in enhancing students' learning outcomes in Islamic Religious Education (PAI). This study sought to determine how these methods could impact student engagement, motivation, and comprehension of the material, and the results have shown promising outcomes. First and foremost, the increase in student scores from the pretest to the posttest is a strong indicator of the success of the intervention. The average score improved from 55% in the pretest to 80% in the posttest, reflecting a significant enhancement in students' knowledge and understanding of the PAI curriculum. This suggests that both the assignment and recitation methods contributed to better retention and comprehension of the material, showing that these methods are effective in improving student academic performance. The assignment method, which

required students to complete tasks related to the PAI syllabus, encouraged independent learning. By engaging with the material outside of regular class hours, students had the opportunity to explore and reflect on the topics in depth. The assignments also helped students develop important academic skills such as time management, responsibility, and critical thinking. As a result, students were able to approach their learning more actively, taking ownership of their educational process. The recitation method, which involved memorizing and orally reciting verses from the Quran and hadiths, played an equally important role in student success. Recitation not only helped students retain religious texts but also strengthened their connection to the material. Repeated practice and memorization allowed students to internalize key teachings of Islam, which is essential for their personal and spiritual development. One of the key benefits of the recitation method was the improvement in students' pronunciation and fluency in Arabic, the language of the Quran. By practicing correct pronunciation and intonation, students became more confident in their ability to recite verses accurately. This aspect of the recitation method contributed to a deeper understanding of the Quran and hadiths, as students were better able to grasp the meaning and significance of the texts. Moreover, the combination of assignments and recitations fostered a sense of discipline and consistency in students' learning habits. The structure of weekly assignments and regular recitation sessions kept students engaged and on track, ensuring that they were consistently practicing and reflecting on what they learned. This consistent engagement is key to long-term retention and mastery of the material.

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