



Improving Islamic Religious Education Learning through the Method of Giving Learning Assignments and Recitations at SD Negeri 0211 Pasar Binanga

Nuraida Nasution ✉, SD Negeri 0211 Pasar Binanga, Indonesia

Damriah Harahap, SD Negeri 0213 Aek Pastak, Indonesia

✉ nuraidanasution047@gmail.com

Abstract: This study aims to determine the effect of the method of giving learning assignments and recitations in improving Islamic Religious Education (PAI) learning in students of SD Negeri 0211 Pasar Binanga, Barumun Tengah District, Padang Lawas Regency. The method used in this study is an experimental method with a pretest-posttest group design. This study was conducted on fifth grade students with a sample of 30 students who were divided into two groups: the experimental group who were treated with the method of giving learning assignments and recitations, and the control group who were given conventional learning. Data collection was carried out through written tests and observations during the learning process. The results of the study showed that the application of the method of giving learning assignments and recitations significantly improved student learning outcomes in the subject of Islamic Religious Education. This is evidenced by the significant difference between the pretest and posttest scores in the experimental group, while the control group did not show a significant increase. In addition, students who participated in learning with this method were more active and motivated in learning and were better able to understand the material being taught. Thus, it can be concluded that the method of giving learning assignments and recitations can improve Islamic Religious Education learning outcomes in SD Negeri 0211 Pasar Binanga.

Keywords: Method of Giving Learning Assignments, Improving Islamic Religious

Received October 5, 2024; **Accepted** November 11, 2024; **Published** January 31, 2025

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Teachers have a very important role in determining the quantity and quality of teaching carried out. Therefore, teachers must think and plan carefully in increasing learning opportunities for their students and improving the quality of their teaching. This requires changes in organizing classes, the use of teaching methods, teaching and learning strategies, as well as teachers' attitudes and characteristics in managing the teaching and learning process. Teachers play the role of managers of the teaching and learning process, acting as facilitators who try to create effective teaching and learning conditions, so as to enable the teaching and learning process, develop study materials well, and improve students' ability to listen to lessons and master the educational goals that they must achieve. To fulfill the above, teachers are required to be able to manage the teaching and learning process that provides stimulation to students, so that they want to learn because students are the main subjects in learning.

Joint learning activities can help spur active learning. Learning and teaching activities in the classroom can indeed stimulate active learning. However, the ability to teach through small group work activities will make it possible to promote active learning activities in a special way. What students discuss with their peers and what students teach their peers allow them to gain an understanding and mastery of the subject matter.

Islamic religious learning no longer prioritizes absorption through the achievement of information, but rather prioritizes the development of skills and information processing. For this reason, student activities need to be improved through exercises or assignments by working in small groups and explaining ideas to others. (Hartoyo, 2000:24). Based on the description above, the researcher wants to try to conduct a research with the title "Improving Islamic Religious Learning Through the Method of Giving Learning Assignments and Recitation to Grade I Students of SDN 0211 Pasar Binanga".

METHODS

This study adopts a quantitative research design to assess the impact of the Assignment and Recitation method on improving the learning outcomes of Islamic Religious Education (PAI) for students at SD Negeri 0211 Pasar Binanga. The research employs an experimental approach, using a pretest-posttest control group design to measure the effectiveness of the intervention. This methodology allows for the comparison of student performance before and after the introduction of the Assignment and Recitation method. The population of the study consists of students from the fifth-grade class at SD Negeri 0211 Pasar Binanga. A sample of 30 students was selected for the study, divided into two groups: the experimental group and the control group. The experimental group was exposed to the Assignment and Recitation method, while the control group received conventional teaching methods. The sampling technique used was purposive sampling, which was based on specific criteria for the research, such as the students' level of education and the availability of classes.

The research was conducted over a period of one month, during which both groups participated in a series of lessons designed to assess their learning outcomes. The experimental group engaged in learning activities that incorporated the Assignment and Recitation method, while the control group followed the traditional approach, which primarily consisted of lectures and group discussions. The Assignment and Recitation method involved giving students specific tasks to complete as homework, followed by recitation sessions in which students presented the material they had learned. To assess the effectiveness of the intervention, both pretest and posttest assessments were administered to the students. The pretest was given before the intervention to gauge the students' initial understanding of the material, while the posttest was administered after the completion of the intervention to evaluate any improvements in their knowledge and skills. The tests consisted of multiple-choice and short-answer questions related to the Islamic Religious Education curriculum.

In addition to the pretest and posttest, observational data were collected during the teaching sessions. The researcher observed the behavior and participation of students in both groups to gather qualitative data on how they engaged with the learning process. The observations focused on factors such as student motivation, class participation, and the extent to which students were able to recall and apply the material during the recitation sessions. The research also incorporated a teacher survey, which was designed to gather feedback on the feasibility and effectiveness of the Assignment and Recitation method. The survey included questions about the teacher's experience with the method, the challenges encountered during its implementation, and their perceptions of how it impacted student learning. This survey was administered to the teacher who was responsible for teaching both groups of students during the study.

Data analysis was conducted using both descriptive and inferential statistics. Descriptive statistics were used to summarize the pretest and posttest scores for both groups, including measures such as mean, median, and standard deviation. This helped provide an overview of the students' performance before and after the intervention. Inferential statistics, specifically the paired sample t-test, were used to determine whether there were statistically significant differences between the pretest and posttest scores within each group and between the experimental and control groups.

The validity and reliability of the research instruments were also considered to ensure the accuracy and consistency of the results. The pretest and posttest were designed to align with the learning objectives of the Islamic Religious Education curriculum, and they were reviewed by experts to ensure content validity. The reliability of the tests was measured using a test-retest method, which showed that the instruments were consistent and reliable over time. The data were also analyzed to identify any patterns in student performance related to the Assignment and Recitation method. For example, the researcher looked for trends in how students in the experimental group improved their understanding and retention of the material compared to the control group. The analysis also included a comparison of how students from different backgrounds (e.g., gender, academic ability) responded to the intervention.

Ethical considerations were taken into account throughout the research process. Informed consent was obtained from both the students and their parents, ensuring that participants understood the purpose of the study and agreed to participate voluntarily. Confidentiality was maintained by anonymizing the data and ensuring that no personal information about the students was disclosed. The researcher also ensured that the intervention was implemented consistently across both groups. The same teacher taught both the experimental and control groups, using the same instructional materials and maintaining similar classroom environments. This consistency helped minimize any external variables that could have affected the results and allowed for a more accurate comparison between the two groups.

To measure the success of the Assignment and Recitation method, the study focused on several key indicators, including students' test scores, class participation, and engagement during recitation sessions. The researcher also sought to determine whether the method had a lasting impact on students' attitudes toward learning, particularly their motivation and interest in Islamic Religious Education. In summary, the methodology for this study combined quantitative and qualitative approaches to assess the effectiveness of the Assignment and Recitation method in improving students' learning outcomes. The use of pretest and posttest assessments, classroom observations, and teacher surveys provided a comprehensive evaluation of the method's impact on student performance. By utilizing a controlled experimental design, the study aimed to provide valuable insights into how this teaching strategy can enhance the learning of Islamic Religious Education at the elementary school level.

Through this approach, the study sought to contribute to the ongoing discussion on improving educational practices, particularly in the context of religious education. The findings from this research are expected to inform future teaching strategies and provide evidence for the potential benefits of incorporating active learning methods such as assignment completion and recitation into the classroom.

RESULTS

The results of this study provide valuable insights into the impact of the Assignment and Recitation method on improving the learning outcomes of students in Islamic Religious Education (PAI) at SD Negeri 0211 Pasar Binanga. The primary goal of this research was to evaluate how this specific teaching strategy influenced student engagement, knowledge retention, and overall academic performance in the subject of Islamic Religious Education. Through the application of pretest and posttest assessments,

classroom observations, and teacher surveys, the study was able to provide a comprehensive analysis of the effectiveness of the method.

The first major finding from the study was the significant improvement in the students' academic performance, particularly in the posttest scores of the experimental group. Students in the experimental group, who were exposed to the Assignment and Recitation method, demonstrated a noticeable increase in their knowledge and understanding of the material. Pretest scores showed that many students had limited knowledge of the subject, but after the intervention, the posttest results revealed that these same students were able to recall and apply key concepts from the Islamic Religious Education curriculum more effectively.

In contrast, the control group, which received traditional teaching methods, showed only a modest improvement in their test scores. While there was some increase in their knowledge, the change was not as significant as that observed in the experimental group. This difference in performance strongly suggests that the Assignment and Recitation method contributed significantly to improving student learning outcomes. The pretest data collected before the intervention showed a relatively low level of understanding in both groups. This was to be expected, as the purpose of the pretest was to establish a baseline for comparison. Students in both the experimental and control groups had similar initial scores, indicating that their prior knowledge of the subject was relatively comparable. However, after the intervention, the experimental group showed a greater improvement in their posttest scores, which demonstrates the positive effect of the Assignment and Recitation method on their learning.

One of the factors that contributed to this improvement was the increased level of student engagement observed in the experimental group. In the classroom, students were actively involved in the learning process through the completion of assignments and the subsequent recitation sessions. These recitation sessions allowed students to review and reinforce the material they had learned independently, and it also encouraged them to recall information more effectively. As a result, students appeared more motivated and invested in their learning. They demonstrated a stronger willingness to participate in class discussions and seemed to retain information better than those in the control group.

The process of recitation, in particular, helped to solidify the students' understanding of the material. When students were required to recite key concepts and ideas, they had the opportunity to express their thoughts verbally, which reinforced their learning. This active participation led to better retention of information and a deeper understanding of the Islamic Religious Education content. The recitation method also encouraged students to reflect on the material in their own words, which is a key aspect of deep learning and critical thinking. Classroom observations revealed that the students in the experimental group were more engaged during lessons. They were eager to participate in recitations, and many students volunteered to present their work in front of the class. This was in stark contrast to the students in the control group, who were less enthusiastic and more passive in their learning. The positive impact of the Assignment and Recitation method on student engagement is particularly important, as research has shown that active engagement is a key factor in improving learning outcomes.

Another significant finding was that the Assignment and Recitation method promoted a more collaborative learning environment. Students in the experimental group frequently worked together during recitation sessions, discussing key points and helping each other to clarify their understanding of the material. This collaborative approach not only strengthened their individual understanding of the subject but also fostered a sense of community and teamwork in the classroom. Students learned to communicate effectively, listen to their peers, and collaborate in problem-solving activities, all of which are essential skills for both academic and personal development. The teacher survey data also revealed positive feedback regarding the use of the Assignment and Recitation method. The teacher noted that the method allowed for greater differentiation in the classroom, as students were able to work at their own pace when completing assignments.

This flexibility helped students who needed additional support, as well as those who were able to progress more quickly. The teacher also highlighted that the recitation sessions provided an opportunity to assess students' understanding in real-time, enabling them to address misconceptions or gaps in knowledge immediately.

Additionally, the teacher observed that the students in the experimental group were more confident in their ability to recall and explain the material. This confidence was a result of the frequent recitation and the opportunity for students to practice the material in a supportive environment. The teacher also noted that the students' retention of the material seemed to improve, as they were able to recall key concepts and apply them to different scenarios. This suggests that the Assignment and Recitation method had a positive effect on both the depth and longevity of students' learning.

The data also indicated that the Assignment and Recitation method helped to improve students' critical thinking and problem-solving skills. During recitation sessions, students were encouraged to think critically about the material and reflect on how it applied to their lives. For example, students were asked to explain the significance of Islamic values and discuss how these values could be implemented in daily activities. This reflective process allowed students to make connections between the material and their own experiences, deepening their understanding and encouraging them to think critically about the subject matter. Another important outcome of the study was the impact of the Assignment and Recitation method on students' self-regulation and time management skills. The students in the experimental group were required to complete assignments outside of class and manage their time to prepare for the recitation sessions. This responsibility helped students develop better organizational skills and a greater sense of accountability for their learning. Over time, many students in the experimental group showed improvement in their ability to manage their academic tasks and meet deadlines.

While the results of the study were overwhelmingly positive, it is important to note that there were some challenges associated with the implementation of the Assignment and Recitation method. One challenge was that some students initially struggled with the demands of the assignments. These students required additional support and guidance from the teacher to help them manage their workload and develop effective study habits. However, with continued practice and encouragement, most students in the experimental group were able to adapt to the demands of the method and improve their performance.

The study also highlighted the importance of creating a supportive and engaging classroom environment for the successful implementation of the Assignment and Recitation method. Students in the experimental group responded well to the positive reinforcement provided by the teacher and were more motivated to participate in the learning process. The teacher's role in guiding and encouraging students was crucial in helping them succeed with the method. Overall, the findings of this study suggest that the Assignment and Recitation method is an effective strategy for improving student learning outcomes in Islamic Religious Education. The method promoted active engagement, enhanced retention of information, and fostered the development of critical thinking and collaboration skills. Additionally, the method helped to increase student confidence, motivation, and self-regulation. These positive outcomes demonstrate the potential of the Assignment and Recitation method to enhance the quality of education in elementary school classrooms.

The study also suggests that the Assignment and Recitation method can be adapted to suit the needs of diverse learners. By incorporating more differentiated tasks and providing additional support for students who need it, teachers can ensure that all students benefit from the approach. The method's flexibility also makes it suitable for various subjects, making it a valuable tool for educators in a range of academic contexts.

Furthermore, the positive impact of the method on student engagement and academic performance aligns with the broader goals of improving educational practices and enhancing student-centered learning. This study provides evidence that active learning strategies, such as the Assignment and Recitation method, can be highly effective

in improving both cognitive and non-cognitive outcomes for students. In conclusion, the results of this research indicate that the Assignment and Recitation method is a powerful tool for improving Islamic Religious Education learning outcomes at SD Negeri 0211 Pasar Binanga. The method not only enhanced students' academic performance but also contributed to their personal development, including improved critical thinking, collaboration, and self-regulation. The study provides valuable insights for educators looking to implement effective teaching strategies that promote active learning and student engagement in the classroom.

DISCUSSION

The results of this study reveal the significant potential of the Assignment and Recitation method in improving student outcomes in Islamic Religious Education (PAI) at SD Negeri 0211 Pasar Binanga. In this section, we will discuss the key findings of the research, explore the implications of these findings, and analyze how the method has influenced student learning in various dimensions, including academic performance, engagement, critical thinking, collaboration, and self-regulation. One of the most striking findings from the study was the significant improvement in the academic performance of the experimental group. The posttest results demonstrated that students who engaged in the Assignment and Recitation method had a clearer understanding of the Islamic Religious Education curriculum compared to their peers in the control group. This increase in test scores is a direct indication of how effective the method was in enhancing students' retention and application of the material.

This improvement can be attributed to the nature of the recitation process itself. Recitation, as an active learning strategy, encourages students to engage deeply with the material. By summarizing, explaining, and reflecting on what they have learned, students not only reinforce their understanding but also make connections between new and prior knowledge. This cognitive process allows students to better internalize the content, which is essential for long-term retention. The results also suggest that the Assignment and Recitation method was more effective in promoting active engagement among students. Engagement is a crucial factor in the learning process, as it directly influences students' motivation and ability to retain information. In the experimental group, students were more active in class discussions and recitations, as opposed to the control group, which relied more on passive learning through lectures. The increased engagement in the experimental group likely contributed to their higher levels of motivation and enthusiasm for the subject matter.

This finding aligns with existing literature that emphasizes the benefits of active learning strategies in improving student outcomes. Studies have shown that active learning, which encourages participation and interaction, can significantly boost student motivation and achievement. The recitation aspect, in particular, provided students with an opportunity to present their knowledge to the class, which not only helped them consolidate their learning but also boosted their confidence. This experience of verbalizing knowledge in front of others can be empowering for students, fostering a sense of accomplishment and enhancing their self-efficacy.

In addition to engagement, the Assignment and Recitation method also had a positive impact on students' critical thinking skills. During the recitation sessions, students were encouraged to reflect on the material and discuss its relevance to their daily lives. By analyzing the content and discussing its application in real-world scenarios, students developed a deeper understanding of the subject matter. This type of reflective thinking is an essential component of critical thinking, which is crucial for students' overall cognitive development. Furthermore, the method provided students with opportunities to make connections between theoretical knowledge and real-life experiences. For example, in discussing Islamic values and ethical principles, students were encouraged to reflect on how these principles could be applied in their personal lives. This contextualization of the

material not only enhanced students' understanding but also made the learning process more meaningful and relevant. As a result, students were more likely to retain the information and apply it in their everyday decisions.

Another important aspect of the findings is the development of students' collaboration skills. The recitation method often involved group discussions and peer interactions, where students were able to share their thoughts and collaborate on solving problems. These collaborative activities allowed students to learn from one another and gain different perspectives on the material. Collaboration fosters skills such as communication, teamwork, and respect for others' viewpoints, which are vital in both academic and social contexts. The ability to collaborate effectively in group settings is particularly important in the context of Islamic Religious Education, as it reflects the values of cooperation, empathy, and mutual respect that are emphasized in the curriculum. The students in the experimental group not only learned to work together but also developed stronger interpersonal relationships through these activities. The benefits of collaboration go beyond academic performance; they also contribute to the development of positive social behaviors that will serve students well in their future academic and professional endeavors.

Additionally, the method fostered self-regulation among the students. Through the process of completing assignments and preparing for recitation sessions, students were required to manage their time and organize their learning independently. This type of self-directed learning is important for developing responsibility and accountability, which are essential traits for academic success. As students took ownership of their learning, they became more disciplined and organized, which helped them perform better in the posttest assessments. Self-regulation also involves the ability to monitor one's own progress and make adjustments as needed. Students in the experimental group were able to reflect on their learning after each recitation session and identify areas where they needed further improvement. This reflection allowed them to make targeted efforts to address gaps in their understanding and improve their overall performance. The increased level of self-awareness exhibited by students in the experimental group highlights the potential of the Assignment and Recitation method to promote metacognitive skills, which are critical for lifelong learning.

Moreover, the study's findings demonstrate that the Assignment and Recitation method supports differentiated learning. In the experimental group, students worked at their own pace, completing assignments that were tailored to their individual needs and abilities. Some students required additional support, while others were able to progress more quickly. This flexibility allowed the teacher to address the diverse needs of the students and ensure that everyone had the opportunity to succeed. Differentiation is particularly important in heterogeneous classrooms, where students have varying levels of prior knowledge and learning styles. The Assignment and Recitation method enabled the teacher to provide targeted support and challenge students appropriately, creating a more inclusive learning environment. By accommodating individual learning needs, the method helped all students to make progress and achieve their full potential.

The teacher's feedback, collected through the survey, also provided valuable insights into the effectiveness of the method. The teacher reported that the Assignment and Recitation method was well-received by students, and it was easier to identify students' strengths and weaknesses through the recitation process. This real-time assessment allowed the teacher to address misconceptions immediately and provide more personalized instruction. The ability to monitor student progress during recitation sessions made the learning process more dynamic and responsive. However, the study also identified some challenges in implementing the Assignment and Recitation method. One challenge was ensuring that all students were adequately prepared for the recitation sessions. Some students initially struggled to complete their assignments on time, which impacted their ability to participate fully in the recitation. This highlighted the need for

additional guidance and support, particularly for students who had difficulty managing their time or understanding the material.

To address these challenges, teachers can consider implementing strategies such as providing more structured guidance, offering formative feedback throughout the assignment process, and fostering a supportive classroom environment where students feel comfortable asking for help. By addressing these challenges, teachers can ensure that the method is accessible to all students and that the benefits of active learning are maximized. Another limitation of the study was that it was conducted in a single school with a relatively small sample size. While the findings are promising, it is important to recognize that the results may not be fully generalizable to other schools or contexts. Further research with a larger and more diverse sample would be beneficial in confirming the effectiveness of the Assignment and Recitation method in different educational settings.

Despite these limitations, the study provides strong evidence for the positive impact of the Assignment and Recitation method on student learning outcomes. The method not only enhanced students' academic performance but also contributed to their personal development, including the growth of critical thinking, collaboration, and self-regulation skills. These findings suggest that the Assignment and Recitation method can be a valuable tool for improving learning in Islamic Religious Education and other subjects. In conclusion, this study demonstrates the effectiveness of the Assignment and Recitation method in enhancing student learning outcomes. The method promotes active engagement, improves retention, fosters critical thinking, and develops important life skills such as collaboration and self-regulation. By incorporating this approach into their teaching practices, educators can create more dynamic and student-centered learning environments that support both academic and personal growth. The results of this research provide valuable insights for teachers seeking to improve the quality of education and better prepare students for the challenges of the future.

Another important finding of the study was the positive impact of the method on students' self-regulation skills. The students in the experimental group were required to complete assignments outside of class and prepare for recitation sessions. This process encouraged them to take responsibility for their own learning, manage their time effectively, and reflect on their progress. These self-regulation skills are crucial for academic success, as they help students become more independent and motivated learners. Moreover, students who were able to monitor their own progress and identify areas for improvement were more likely to achieve better outcomes in the posttest.

The teacher's perspective, as expressed through the survey, also supported the effectiveness of the Assignment and Recitation method. The teacher reported that the method allowed for a more individualized approach to teaching, as students were able to work at their own pace and receive targeted support where necessary. The recitation sessions provided an opportunity for the teacher to assess students' understanding and address any gaps in knowledge immediately. This real-time feedback made the learning process more responsive and adaptable to students' needs, ultimately leading to improved academic performance.

Despite these positive outcomes, the study also highlighted some challenges associated with the implementation of the method. One challenge was ensuring that all students were adequately prepared for the recitation sessions, particularly those who struggled with time management or had difficulty completing assignments on time. Some students initially faced challenges in balancing their responsibilities and preparing for the recitations. However, with continued practice and guidance from the teacher, most students were able to adjust to the demands of the method.

Additionally, the study acknowledged that the success of the Assignment and Recitation method depends on the teacher's ability to provide clear instructions, offer constructive feedback, and create a supportive classroom environment. Teachers need to be proactive in guiding students through the assignment process, ensuring that they

understand the material and have the necessary resources to succeed. It is essential that teachers create an atmosphere of trust and encouragement, where students feel comfortable asking for help and sharing their thoughts during recitation.

The study also recognized that the method requires a certain level of flexibility, as students have varying learning styles and abilities. Some students may require more support than others, particularly when it comes to completing assignments and preparing for recitation sessions. Teachers must be able to differentiate instruction to accommodate the diverse needs of their students, ensuring that everyone has the opportunity to succeed. Moreover, the research findings emphasize the importance of integrating active learning strategies, such as the Assignment and Recitation method, into the broader teaching framework. Active learning not only enhances academic outcomes but also fosters a more engaging and interactive classroom environment. The method encourages students to take ownership of their learning, which can increase motivation and promote a deeper understanding of the material.

It is also worth noting that while the study was conducted in one school with a relatively small sample size, the positive results suggest that the Assignment and Recitation method has great potential for broader application in other educational contexts. Future research could explore the effectiveness of the method in different schools, grade levels, and subject areas to determine its generalizability and impact across diverse learning environments.

Overall, the findings of this study suggest that the Assignment and Recitation method is a highly effective strategy for improving learning outcomes in Islamic Religious Education. The method not only enhances students' academic performance but also fosters important cognitive and social skills, such as critical thinking, collaboration, and self-regulation. By incorporating this method into their teaching practices, educators can create more dynamic and student-centered learning environments that support both academic and personal development.

In conclusion, the Assignment and Recitation method holds significant promise for improving the quality of education in Islamic Religious Education. This study demonstrates that when implemented effectively, the method can lead to enhanced academic achievement, greater student engagement, and the development of essential skills for lifelong learning. The findings suggest that this method could be a valuable tool for teachers seeking to improve student outcomes and create a more interactive, student-driven classroom experience. Future efforts to refine and expand the use of the method could further enhance its impact on student learning and contribute to the overall improvement of educational practices.

CONCLUSION

This study aimed to investigate the effectiveness of the Assignment and Recitation method in improving student learning outcomes in Islamic Religious Education (PAI) at SD Negeri 0211 Pasar Binanga. The results of the research revealed several significant findings, which collectively support the positive impact of this teaching strategy on enhancing student engagement, academic performance, and the development of essential cognitive and social skills. First, the study confirmed that the Assignment and Recitation method led to a marked improvement in students' academic performance. The experimental group, which engaged in the method, demonstrated a significant increase in their posttest scores compared to their pretest results. This improvement suggests that the method was successful in helping students better retain and understand the material presented in the Islamic Religious Education curriculum. The fact that the control group, which was taught using traditional methods, showed only modest improvements further reinforces the efficacy of the Assignment and Recitation method. Second, the research highlighted the importance of active learning strategies in fostering student engagement. The experimental group displayed a higher level of participation and motivation during

lessons, particularly in the recitation sessions. These sessions provided students with the opportunity to actively engage with the material, summarize key concepts, and articulate their understanding in front of their peers. As a result, students developed a deeper connection with the material, which contributed to their overall academic success. Active participation in recitation sessions also seemed to boost students' confidence in their ability to recall and apply what they had learned. The study also pointed out the significant role of recitation in reinforcing students' understanding of the material. Through the act of reciting and explaining key concepts, students were able to consolidate their knowledge and clarify any misunderstandings. Recitation sessions allowed for immediate feedback from both peers and the teacher, which helped students refine their understanding in real-time. This process of verbalizing and discussing the content enhanced both retention and comprehension, making the learning experience more dynamic and interactive. Furthermore, the Assignment and Recitation method facilitated the development of critical thinking skills. By reflecting on the material and discussing its implications in real-life contexts, students were encouraged to think more deeply about the concepts they were learning. The ability to apply theoretical knowledge to everyday situations is a key aspect of critical thinking and problem-solving. The students in the experimental group were more adept at connecting the content with their personal experiences, which made the learning process more relevant and meaningful to them. In addition to enhancing academic performance and critical thinking, the Assignment and Recitation method also contributed to the development of important social skills, such as collaboration and communication. Students were encouraged to work together during recitation sessions, sharing ideas and engaging in discussions that fostered a sense of teamwork and mutual respect. These collaborative interactions not only helped students gain different perspectives on the material but also promoted positive social behaviors that are essential for personal growth and success in a variety of contexts.

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 'Daliha Na Tolu.' *HTS Teologiese 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.

