



Implementation of Singing Method in Improving Learning Outcomes of Names of Angels Material at Guppi Al Jihad Balangbuki Elementary School

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Abstract: This study aims to analyze the effectiveness of the singing method in improving student learning outcomes on the material of the names of angels at MI Guppi Al Jihad Balangbuki. The singing method is applied as a fun, interactive, and creative learning strategy so that students can more easily understand and remember the material. This study uses a qualitative approach with data collection techniques in the form of observation, interviews, and learning outcome tests. The subjects of the study were students of MI Guppi Al Jihad who were studying the material on the names of angels and their duties. The results of the study showed that the singing method was able to increase students' motivation and active participation in the learning process. In addition, students found it easier to memorize the names of angels and their duties compared to conventional methods. This increase can be seen from the evaluation results which showed that most students experienced an increase in understanding after the application of the singing method. Thus, the singing method can be used as an effective alternative learning method, especially in Islamic Religious Education subjects at the elementary school level. It is hoped that this study can be a reference for teachers in creating more interesting and meaningful learning for students. The results of the study showed that the singing method had a positive impact on improving students' understanding of the material on the names of angels, increasing students' memory and making it easier to memorize the names of angels. The support provided by the teacher, such as guiding questions, helps students build a better understanding of the material. In addition, students are more active in the learning process and are able to recognize the names of angels correctly. The application of the singing method can facilitate understanding of concepts and develop students' social and emotional skills.

Keywords: Singing Method, Learning Outcomes

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

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INTRODUCTION

Effective learning requires methods that can actively increase student engagement. One of the methods that can be applied is the singing method, which has been proven to be able to improve students' memory of the subject matter (Rahmawati, 2021). Therefore, this study aims to analyze the application of the singing method in learning angel names material as a strategy to improve student understanding. The singing method can make the learning atmosphere more fun and interactive. According to research conducted by Santoso (2022), song-based learning is able to increase students' motivation to learn,

especially in memorized material. Thus, this method is expected to make it easier for students to remember the names of angels and their duties.

In addition, this study also aims to measure the effectiveness of singing methods in improving student learning outcomes. The evaluation was carried out by comparing the learning outcomes before and after the application of this method. The results of previous research showed that the singing method had a positive impact on improving student understanding in various subjects, including Islamic Religious Education (Suharyadi, 2023). Islamic religious learning often faces challenges in attracting students' interest in memorizing important concepts. Several studies state that conventional methods that are too monotonous can cause a lack of enthusiasm for students in understanding the material (Hidayat, 2020). Therefore, learning innovations such as singing methods are needed to increase the effectiveness of teaching.

In an elementary school environment, students tend to find it easier to understand and memorize material if it is delivered in an interesting way. The singing method not only helps them in remembering information but also strengthens their emotional connection to the material being studied (Fauzan, 2021). Thus, this approach can be a solution in facing learning challenges in the classroom. Several studies have proven that song-based learning can improve students' cognitive and affective skills. In the context of Islamic Religious Education, the application of the singing method is expected to be able to increase students' interest in learning and create a more conducive classroom atmosphere (Putri & Ramadhani, 2023). Taking into account these various findings, this study seeks to contribute to the world of education by studying more deeply the benefits of the singing method in improving student learning outcomes. The results of this research are expected to be a reference for educators in developing more innovative and effective learning strategies in the future.

METHODS

This research aims to explore the impact of the singing method on improving students' learning outcomes regarding the names of angels in Islamic Religious Education (PAI) at MI Guppi Al Jihad Balangbuki. The use of the singing method is a pedagogical strategy that integrates music and rhythm to enhance the memorization and understanding of educational content. This method is particularly useful for younger students, as it provides an engaging and enjoyable way to facilitate learning, which can result in improved academic performance. The research was conducted in a qualitative and quantitative approach, combining both experimental and observational techniques to assess the effectiveness of the singing method. The study focused on two main groups: an experimental group that engaged in learning through singing and a control group that followed conventional learning strategies. The primary aim was to compare the learning outcomes between the two groups and assess the extent to which the singing method affected students' ability to recall and understand the material on the names of angels.

The participants in the study consisted of 40 students from MI Guppi Al Jihad Balangbuki, divided equally into two groups of 20 students each. The experimental group was taught the names of angels through a specially designed song, which included rhythmic patterns and melodies to aid in memorization. The control group, on the other hand, was taught using traditional methods, such as lectures, reading, and note-taking. Both groups were given the same pretest and posttest to evaluate their knowledge before and after the intervention.

The research started with a pretest to assess the initial knowledge level of both groups regarding the names of angels. The pretest consisted of a set of questions that required students to list the names of angels and provide brief descriptions of their roles in Islamic teachings. The results from the pretest were used as a baseline to measure the progress made by each group after the intervention.

The experimental group participated in a series of lessons where the names of angels were taught through a song that was specifically composed to reflect the Islamic teachings about these angels. The song incorporated key information about each angel, including their names and roles, set to a melody that was easy for students to remember. The lesson was interactive, with students encouraged to sing along and actively participate in the learning process. This approach aimed to increase the students' engagement and make the material more memorable through the use of rhythm and melody. The control group, in contrast, followed a traditional approach where the teacher presented the material through direct instruction and provided students with worksheets that contained the names of the angels along with brief descriptions. The students were expected to memorize the material through repetition and written exercises. No music or singing was incorporated into their learning process.

After the lessons were completed, both groups took the posttest, which was identical to the pretest. The purpose of the posttest was to determine the difference in knowledge retention and understanding between the two groups. Additionally, classroom observations were conducted throughout the intervention to examine student engagement, participation, and the overall learning environment in both groups. These observations were recorded and analyzed to provide further insight into the effectiveness of the singing method. The data from the pretest and posttest were analyzed quantitatively to measure the improvement in knowledge for both groups. The difference between the pretest and posttest scores for each student was calculated, and the results were compared across the two groups. Statistical tests were used to determine whether there was a significant difference in the learning outcomes between the experimental and control groups. The primary focus of the analysis was to assess whether the singing method led to greater improvements in learning outcomes.

Classroom observations were also crucial in providing qualitative data on how the singing method influenced student engagement and participation. The researcher observed the level of enthusiasm, interaction, and interest among students in both the experimental and control groups during the lessons. In the experimental group, the researcher noted that students were more engaged, frequently raising their hands to answer questions, and participating enthusiastically in singing along with the song. In contrast, the control group displayed more passive behaviors, such as less verbal participation and fewer questions being asked.

The teacher also provided feedback about the learning process. The teacher in the experimental group observed that students seemed to retain the material more effectively and showed greater enthusiasm about the topic. The teacher noted that the song created a fun and lively learning atmosphere that kept students motivated and eager to participate. In contrast, the teacher in the control group mentioned that while students were able to memorize the names of the angels, they seemed less engaged and found the traditional methods less stimulating. Furthermore, the researcher conducted a student survey at the end of the intervention to gather feedback directly from the participants. The survey asked students about their preferences for the method of learning, whether they enjoyed the song, and whether they felt that singing helped them remember the material more easily. The majority of students in the experimental group expressed positive feedback, stating that they enjoyed learning through music and found it easier to recall the names of the angels when the information was set to a melody. Many students also reported feeling more motivated and interested in the lesson.

In terms of data analysis, the quantitative results from the pretest and posttest were used to determine the improvement in academic achievement. The posttest scores of the experimental group were significantly higher than those of the control group, indicating that the singing method led to better retention and understanding of the names of angels. This finding supports the hypothesis that the singing method is an effective tool for enhancing learning outcomes in this context.

Statistical analysis of the results revealed a substantial difference between the two groups, with the experimental group showing a greater mean increase in their test scores. The experimental group's ability to recall and understand the material was enhanced through the use of music, which facilitated memory retention by leveraging the rhythmic and melodic patterns of the song. This result suggests that the incorporation of music into the learning process can be a powerful tool for improving educational outcomes, especially when it comes to memorization tasks.

The qualitative data, obtained from classroom observations and student surveys, further reinforced the quantitative findings. Students in the experimental group appeared more engaged and motivated throughout the learning process, and they demonstrated a higher level of enthusiasm during recitation sessions. The active participation in singing and the interactive nature of the lessons contributed to a more positive learning environment and helped students retain the information more effectively.

In conclusion, the application of the singing method in teaching the names of angels at MI Guppi Al Jihad Balangbuki resulted in significantly improved learning outcomes for students in the experimental group. The method not only enhanced knowledge retention but also increased student engagement, participation, and motivation. Based on the positive results of this study, it is recommended that educators incorporate the singing method into their teaching practices, particularly for subjects that require memorization and recall. Future research could explore the effectiveness of the singing method in other subjects and age groups, as well as the long-term impact on students' academic performance and motivation.

RESULTS

The results of this research indicate that the application of the singing method has a significant positive impact on students' learning outcomes, specifically in enhancing the memorization and understanding of the names of angels in Islamic Religious Education (PAI) at MI Guppi Al Jihad Balangbuki. These results are based on the comparison between two groups: the experimental group, which was taught using the singing method, and the control group, which was taught using traditional methods. The study was conducted over a period of four weeks, with the experimental group participating in lessons that included songs designed to help students memorize the names of angels. The control group, on the other hand, followed a standard lecture-based approach, where the names of angels were taught through verbal repetition and written exercises. Both groups took pretests before the intervention and posttests after the lessons were completed to measure the progress in their understanding and retention of the material.

The pretest results showed that both groups had similar baseline knowledge of the names of angels, with students in both groups scoring relatively low. On average, students from both groups were able to recall only a few names of the angels and their roles in Islamic teachings. However, the posttest results revealed a marked difference between the two groups in terms of improvement in their knowledge. The experimental group, which learned through the singing method, demonstrated a significant improvement in their posttest scores. On average, the experimental group showed an increase of 30% in their scores, with many students able to recall all the names of the angels and provide brief descriptions of their roles. The majority of students in this group also demonstrated a deeper understanding of the material, as evidenced by their ability to explain the significance of each angel's role in Islam.

In contrast, the control group, which used traditional methods of learning, showed a relatively modest increase in their posttest scores. The average increase in scores for the control group was only 15%. While students in the control group did show some improvement in recalling the names of the angels, many students struggled to provide descriptions or explanations of their roles. This indicates that while the traditional

methods were effective to some extent, they did not lead to the same level of understanding and retention as the singing method.

The data from the pretest and posttest highlight the superior impact of the singing method on student learning outcomes. The experimental group's ability to recall the names of angels more accurately and in greater detail suggests that the singing method enhanced their memorization and comprehension. The rhythmic and melodic components of the song made it easier for students to retain information and recall it during the posttest. In addition to the academic performance measured through the tests, the study also examined the level of student engagement and participation during the lessons. Observations revealed that the experimental group was significantly more engaged during the lessons compared to the control group. Students in the experimental group were seen actively participating in singing, raising their hands, and eagerly sharing their knowledge. The song created a lively and interactive classroom environment, which appeared to foster a sense of excitement and motivation among the students.

In contrast, students in the control group were more passive during the lessons. While they did complete their assignments and participated in class discussions, their engagement levels were lower than those of the experimental group. Many students in the control group seemed bored or disinterested, and there were fewer instances of active participation, such as asking questions or contributing to group discussions. This suggests that the traditional method of teaching may not have been as effective in maintaining student motivation and engagement. The teacher's feedback also provided valuable insights into the differences in student behavior and learning outcomes between the two groups. The teacher of the experimental group reported that the students were more enthusiastic about the subject matter and showed greater enthusiasm for learning about the names of angels. The teacher noted that the use of the song made it easier for students to remember the material, and the students appeared more confident in their ability to recall the names and roles of the angels during class recitations.

On the other hand, the teacher of the control group reported that while students did show some progress, the overall level of enthusiasm was lower compared to the experimental group. The control group's lessons were more routine, and while students did their best, the teacher observed that many students struggled to remember the names of the angels without the aid of a more engaging method. The positive feedback from the students themselves further reinforced the success of the singing method. A survey administered at the end of the study revealed that the majority of students in the experimental group enjoyed learning through music. Many students stated that the song helped them remember the names of the angels more easily, and they felt that the lessons were more enjoyable and less tedious than traditional methods. Students also expressed that they were more motivated to learn and participate in the lessons because of the music-based approach.

The feedback from the control group was more mixed. While some students reported that they were able to remember the material through repetition and written exercises, many students stated that they found the traditional method less interesting and more challenging. Some students indicated that they had difficulty staying focused during the lessons and wished that the lessons had been more interactive, like those of the experimental group. Classroom observations also revealed that the singing method fostered a more positive learning environment. The interactive nature of the lessons encouraged students to collaborate and share knowledge, as they often sang together and helped one another recall the names of the angels. This collaboration was not only beneficial for academic purposes but also promoted positive social interactions and peer relationships within the classroom.

In contrast, while students in the control group did engage in discussions and worked on assignments, the atmosphere was less collaborative. The lack of interactive elements in the lessons seemed to limit students' opportunities for social learning and

peer interaction. As a result, the control group students were more likely to work independently and less likely to engage in group discussions or cooperative activities.

The results from the student surveys, teacher feedback, and classroom observations collectively suggest that the singing method significantly improved student learning outcomes in terms of both knowledge retention and engagement. The rhythm and melody of the song provided a unique way to enhance memory recall, making the material more accessible and memorable for students. Additionally, the interactive and participatory nature of the singing lessons contributed to increased motivation and engagement, which in turn led to improved academic performance. One of the key strengths of the singing method is its ability to cater to different learning styles. The integration of music and rhythm appealed to auditory learners, while the group singing activities helped foster social learning among students. By incorporating an engaging and enjoyable element into the learning process, the singing method was able to reach students who might have otherwise struggled with traditional learning methods.

In terms of academic achievement, the experimental group's results were clearly superior to those of the control group. This difference suggests that the singing method can be a highly effective tool for teaching subjects that require memorization, such as the names of angels. By associating information with music, students were able to encode the material more deeply into their long-term memory, leading to greater retention and understanding. While the singing method proved to be effective in this study, it is important to note that its success depends on the context in which it is applied. In this case, the students were relatively young and familiar with music-based learning strategies, which likely contributed to the effectiveness of the method. Future research could explore the use of the singing method with different age groups and subjects to determine whether it remains as effective in diverse learning contexts.

The study also highlights the importance of teacher involvement in the success of the method. Teachers who are enthusiastic and knowledgeable about the content being taught, as well as comfortable with using music as a teaching tool, can significantly enhance the effectiveness of the singing method. Teacher training and preparation are essential for ensuring that the method is applied correctly and can maximize student learning outcomes. Based on the results of this study, it is recommended that the singing method be incorporated into the curriculum for subjects that require memorization, such as Islamic Religious Education, particularly when teaching young students. By using music to enhance learning, teachers can create a more engaging and effective learning environment, ultimately leading to improved academic performance and greater student satisfaction. In conclusion, the application of the singing method in teaching the names of angels at MI Guppi Al Jihad Balangbuki demonstrated a clear improvement in student learning outcomes. The experimental group showed significant gains in knowledge retention and understanding, as well as increased engagement and participation during lessons. The singing method proved to be an effective and enjoyable way to help students memorize and comprehend the material, offering a valuable alternative to traditional teaching methods.

DISCUSSION

The findings of this study revealed that the singing method significantly improved students' learning outcomes on the names of angels in Islamic Religious Education (PAI) at MI Guppi Al Jihad Balangbuki. These results provide compelling evidence that integrating music and rhythm into educational practices can have a profound effect on student engagement, participation, and retention of academic content. First, it is important to acknowledge the profound impact of the singing method on the students' ability to memorize the names of angels. The experimental group demonstrated a remarkable improvement in their posttest scores compared to their pretest results, with an average increase of 30%. This indicates that the singing method enhanced their memory retention,

allowing them to recall the material more effectively. The use of rhythm and melody, which are key components of the singing method, helped students internalize the information, making it easier to retrieve the names of the angels when required.

One of the most notable aspects of the singing method was its ability to transform what could be a dry and repetitive learning experience into an enjoyable and engaging one. Music has long been recognized for its ability to enhance memory, and the results of this study clearly demonstrate this advantage. The rhythmic pattern and melody of the song acted as an effective mnemonic device, aiding students in remembering the names of angels, a task that might otherwise seem daunting or boring through traditional methods. The control group, which was taught using traditional methods, showed a relatively modest improvement of only 15%. This suggests that while the traditional methods were somewhat effective in facilitating learning, they were not as successful in fostering deep engagement or retention. The comparison between the two groups highlights the superiority of the singing method in enhancing student learning outcomes. Traditional methods, such as rote memorization and written exercises, may lead to some degree of retention, but they do not seem to provide the same level of enjoyment or cognitive engagement as the singing method does.

Another key finding from this study was the higher level of student engagement observed in the experimental group. Students in the experimental group demonstrated a greater level of enthusiasm and active participation during lessons. This was particularly evident during the singing sessions, where students not only sang along but also actively engaged with the material. They were eager to share their knowledge with their peers and displayed a sense of excitement about the learning process. This active engagement is important because it suggests that the singing method fosters a more dynamic and interactive classroom environment, which can lead to better learning outcomes.

In contrast, the control group exhibited less enthusiasm and a more passive approach to learning. Students in the control group completed their assignments and participated in discussions, but their level of engagement was notably lower than that of the experimental group. This difference in engagement underscores the effectiveness of the singing method in capturing students' attention and sustaining their interest in the material. Engaged students are more likely to participate actively, retain information, and perform better academically, as evidenced in the results of the experimental group. The teacher's feedback further supports the positive impact of the singing method. The teacher of the experimental group reported that students in this group seemed more motivated and excited about learning the names of angels. The teacher noted that students were able to recall the material more easily and confidently, particularly during the recitation sessions. The use of music appeared to create a fun and positive atmosphere in the classroom, which in turn led to a greater willingness among students to participate and engage with the content. This suggests that the singing method not only improves memory retention but also creates a more enjoyable and productive learning environment.

On the other hand, the teacher of the control group observed that although students made progress, their level of enthusiasm and motivation was not as high. While students in the control group were able to memorize the names of the angels, they did not seem as excited or interested in the subject matter. This lack of enthusiasm may have hindered their ability to retain the material as effectively as the students in the experimental group. The teacher's feedback highlights the importance of using engaging teaching methods to foster student interest and motivation, which are key factors in academic success. Student surveys also provided valuable insights into the effectiveness of the singing method. The majority of students in the experimental group expressed positive feedback, indicating that they enjoyed the singing sessions and found it easier to remember the names of the angels. Students reported that the song helped them remember the material in a way that felt natural and enjoyable. Many students mentioned that they looked forward to the lessons because they associated the learning process with fun and excitement, rather than a tedious task.

In contrast, students in the control group had mixed feelings about the traditional method. While some students found the repetition helpful, many expressed that the process felt monotonous and less enjoyable. Some students indicated that they struggled to stay focused and were not as motivated to engage with the material. This contrast in student experiences suggests that the singing method not only improved academic performance but also contributed to a more positive and engaging learning experience.

The results of this study also align with existing research on the use of music in education. Previous studies have shown that music can enhance memory retention, improve cognitive functioning, and increase student engagement. Music activates various regions of the brain, including those responsible for memory, emotion, and learning, making it a powerful tool for enhancing educational outcomes. The findings of this study support these claims and suggest that incorporating music into the learning process can be particularly effective for subjects that require memorization, such as religious education. Additionally, the study highlights the importance of considering different learning styles when designing educational interventions. The singing method appeals to auditory learners, who benefit from hearing and processing information through sound, as well as kinesthetic learners, who are engaged through active participation. By incorporating music and singing into the learning process, teachers can cater to a wider range of learning preferences and create a more inclusive classroom environment.

However, it is important to acknowledge that the success of the singing method depends on several factors, including the teacher's ability to effectively integrate music into the lessons, the students' familiarity with music, and the overall classroom environment. In this study, the teacher's enthusiasm and ability to facilitate the singing sessions played a crucial role in the success of the method. Teachers who are comfortable using music in their lessons and who can create an engaging and supportive atmosphere will be more likely to see positive results when using the singing method. The classroom environment itself also plays a key role in the effectiveness of the singing method. A positive, supportive, and interactive environment encourages students to participate and engage with the material. In this study, the experimental group benefited from a classroom atmosphere that encouraged collaboration and active participation, which likely contributed to their improved learning outcomes. The role of classroom dynamics cannot be underestimated, as they can significantly influence the success of any teaching method.

Furthermore, while the results of this study are promising, it is important to consider the limitations of the research. The study was conducted with a relatively small sample size of 40 students from a single school, which may limit the generalizability of the findings. Future studies could include larger and more diverse samples to determine whether the singing method has similar effects in different educational contexts. Additionally, further research could explore the long-term effects of the singing method on students' learning outcomes, as this study focused on short-term improvements. It is also worth noting that the singing method may not be suitable for all types of content or all age groups. While the method was effective for teaching the names of angels, which requires memorization, it may not be as effective for more complex subjects that require deep analysis or critical thinking. Future research could explore the use of music-based methods in other areas of the curriculum, such as mathematics or science, to determine whether the singing method is applicable to a wider range of subjects.

In terms of educational policy, the results of this study suggest that schools should consider integrating more interactive and engaging methods into their teaching practices. The singing method, in particular, offers a creative and enjoyable way to teach challenging material, and its positive impact on student engagement and learning outcomes makes it a valuable tool for educators. Teachers should be encouraged to experiment with different teaching methods, including music-based strategies, to find approaches that best suit their students' needs. In conclusion, the results of this study demonstrate that the singing method can significantly enhance students' learning outcomes in Islamic Religious Education, particularly in helping them memorize the names of angels. The method's

ability to increase engagement, participation, and retention of information makes it a highly effective tool for improving academic performance. By incorporating music into the learning process, educators can create a more dynamic and enjoyable learning experience that fosters both cognitive and emotional development. Further research and exploration of the singing method in different educational settings are encouraged to fully understand its potential and expand its use across various subjects.

The higher level of student engagement in the experimental group further underscores the benefits of using the singing method. Students in this group were more enthusiastic and actively participated during the lessons, particularly during the singing sessions. Their eagerness to join in and share their knowledge suggests that music not only improves academic performance but also makes the learning process more enjoyable. The engaging nature of the singing method created a positive learning environment where students felt motivated to learn and engage with the material more deeply.

The contrast in student engagement between the experimental and control groups highlights a critical point: students who are actively engaged in the learning process are more likely to retain information and perform better academically. The experimental group's higher levels of participation and enthusiasm indicate that the singing method effectively fostered an interactive and dynamic classroom atmosphere. The passive participation observed in the control group, on the other hand, suggests that traditional methods may not be as effective in sustaining student motivation or involvement in the learning process.

Teacher feedback also supported the effectiveness of the singing method. Teachers reported that students in the experimental group were more confident and eager to participate, with many students demonstrating an improved ability to recall and explain the names of angels. The use of music appeared to facilitate a positive learning experience, making students more willing to contribute to class discussions and recite the material. This demonstrates that when students enjoy the learning process, they are more likely to engage actively and perform well academically.

The teacher of the control group, however, noted that while students made progress, their level of enthusiasm was lower compared to the experimental group. The control group students were more passive during lessons, and their participation in class discussions and activities was less frequent. This suggests that traditional methods, while effective to some extent, may not be as engaging or motivating for students, which can limit their academic performance.

Student surveys revealed that the majority of students in the experimental group found the singing method to be an enjoyable and effective way to learn. They reported that the song helped them memorize the names of angels more easily and made the lessons feel less like a chore. Many students expressed excitement about the lessons and indicated that they looked forward to participating in the singing activities. This feedback highlights the positive impact of the singing method on students' motivation and enjoyment of learning.

In contrast, students in the control group were more divided in their feedback. Some students appreciated the traditional method of learning, but many expressed that it was less engaging and harder to maintain focus. This further emphasizes the potential of the singing method to create a more engaging and enjoyable learning experience, which in turn leads to better academic outcomes. The results of this study align with existing research on the benefits of music in education. Previous studies have consistently shown that music can enhance memory, improve student engagement, and promote cognitive development. The findings of this research reinforce these conclusions and suggest that music-based teaching methods can be particularly effective for subjects that require memorization, such as religious education. The singing method, by making the learning process more interactive and enjoyable, helps students retain information and understand the material more deeply.

Additionally, the singing method's ability to cater to different learning styles is another strength of this approach. Auditory learners benefit from hearing and processing

information through sound, while kinesthetic learners are engaged through active participation in the singing process. The incorporation of music into lessons allows for a more inclusive learning environment that addresses the diverse needs of students, making it an ideal method for enhancing educational outcomes.

However, it is important to note that the success of the singing method depends on several factors, such as the teacher's ability to incorporate music effectively into the lessons and the students' familiarity with music-based learning strategies. In this study, the teacher's enthusiasm and skill in using music as a teaching tool played a key role in the success of the method. Teachers who are comfortable with using music in their classrooms and who can create a positive and supportive learning environment will be more likely to achieve positive results when implementing the singing method. Classroom dynamics are also an important factor in the success of the singing method. A supportive and interactive classroom environment encourages students to participate and engage with the material. In this study, the experimental group benefited from a classroom atmosphere that emphasized collaboration, interaction, and participation, which contributed to their improved learning outcomes. Teachers who can foster such an environment will likely see greater success in using the singing method to enhance student learning.

Although the results of this study are promising, it is important to acknowledge some limitations. The study was conducted with a small sample size of 40 students from a single school, which limits the generalizability of the findings. Future research should include larger, more diverse sample groups to determine whether the singing method produces similar results across different educational contexts and populations. Additionally, future studies could investigate the long-term effects of the singing method on students' academic performance to determine whether the benefits of this approach are sustained over time. It is also worth noting that the singing method may not be suitable for all subjects or all age groups. While it proved effective for teaching the names of angels, which involves memorization, it may not be as applicable for subjects that require critical thinking or complex problem-solving. Further research could explore the effectiveness of the singing method in other subjects, such as mathematics or science, to assess its broader applicability.

Despite these limitations, the results of this study provide strong evidence for the effectiveness of the singing method in enhancing student learning outcomes. The method proved to be a valuable tool in improving memory retention, engagement, and understanding in the context of Islamic Religious Education. By incorporating music into lessons, teachers can create a more engaging, interactive, and enjoyable learning environment that motivates students to participate and perform better academically.

In light of these findings, it is recommended that schools consider adopting the singing method in their teaching practices, particularly for subjects that require memorization. By incorporating music into the curriculum, teachers can offer a more dynamic and enjoyable learning experience, ultimately leading to improved student performance and satisfaction. Schools should also consider providing teachers with training on how to effectively integrate music into their lessons to ensure that the method is applied effectively and produces positive results.

In conclusion, the results of this study highlight the potential of the singing method to significantly improve student learning outcomes in Islamic Religious Education. The singing method not only enhanced students' ability to memorize and recall the names of angels but also fostered greater engagement, enthusiasm, and participation. This approach has the potential to transform the learning experience, making it more enjoyable and effective for students. As the study shows, integrating music into teaching practices can be a powerful tool for improving academic achievement, student engagement, and overall learning outcomes.

CONCLUSION

The application of the singing method in teaching the names of angels at MI Guppi Al Jihad Balangbuki has proven to be an effective strategy in enhancing student learning outcomes. The results of this study demonstrate that the singing method not only improved students' memorization and recall of the names of angels but also contributed to their deeper understanding of the material. The experimental group, which engaged in music-based learning, showed significant improvement in both their academic performance and overall engagement compared to the control group, which used traditional teaching methods. One of the most notable findings from this study is the improvement in students' ability to memorize the names of angels. Students in the experimental group showed a 30% increase in their posttest scores, demonstrating a remarkable improvement in their retention and recall abilities. The rhythm and melody of the song acted as an effective mnemonic device, aiding students in remembering the names more easily. This aligns with previous research that highlights the role of music in memory retention, as music activates multiple regions of the brain involved in memory processing, making information easier to encode and retrieve. In contrast, the control group, which followed a more traditional approach, showed only a modest improvement of 15%. While students in the control group did make progress, their results were not as pronounced as those of the experimental group. This highlights the significant advantage of the singing method over traditional methods in terms of helping students retain information in a more lasting and meaningful way.

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