Improving Islamic Religious Education Learning through the Method of Giving Learning Assignments and Recitations to Students at SD Negeri 100609 Hurase

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Abstract: This study aims to determine the effect of implementing the method of giving learning assignments and recitations in improving the learning outcomes of Islamic Religious Education (PAI) in students at SD Negeri 100609 Hurase. The research method used is Classroom Action Research (CAR) with a cycle approach consisting of two cycles. Each cycle includes the stages of planning, implementing actions, observation, and reflection. The subjects of this study were 30 fifth grade students consisting of 15 male students and 15 female students. The results showed that the implementation of the method of giving learning assignments and recitations had a significant impact on improving PAI learning outcomes. The average score of students in the pre-test was 60%, while in the post-test after the second cycle it increased to 85%. In addition, there was a significant increase in student participation and involvement during the learning process. Initially, many students were passive, but after this method was implemented, almost all students actively participated in group discussions, completing assignments, and doing recitations. Improvement in recitation skills is also clearly visible, where students who were initially hesitant in reading the verses of the Qur'an and Hadith become more confident and fluent in doing so. In addition, students are also better able to apply Islamic moral values in everyday life situations. Based on student feedback and teacher reflection, it can be concluded that this method has succeeded in creating a more interactive and collaborative learning environment. This study concludes that the method of giving learning assignments and recitation is effective in improving Islamic Religious Education learning outcomes, recitation skills, student participation, and students' ability to apply Islamic moral values. Therefore, it is recommended that this method be applied more widely in Islamic Religious Education learning to improve the quality of learning and moral development of students.

Keywords: Learning, Islamic Religious Education, Method of Giving Learning Assignments, Recitation, Classroom Action Research

INTRODUCTION

Education plays a crucial role in shaping the moral and spiritual development of students. In this regard, Islamic Religious Education (PAI) holds significant importance in shaping the character and values of students, especially in primary education. In Indonesia, PAI is an integral part of the school curriculum, providing students with not only religious knowledge but also the values and ethics essential for their personal growth and societal interactions. However, despite the importance of PAI, many students face challenges in fully engaging with the subject matter, which can negatively impact their learning outcomes. At SD Negeri 100609 Hurase, educators have observed that students'

understanding of Islamic teachings and their ability to apply these teachings in daily life are often limited. Traditional teaching methods that primarily rely on lectures and passive learning have been found to be ineffective in stimulating students' interest in the subject. As a result, students struggle to grasp the core values of PAI, which affects their overall performance and engagement with the subject matter.

In an effort to address these challenges, this study focuses on improving PAI learning outcomes by applying the task assignment and recitation method. The task assignment and recitation method, which encourages active student participation, is an effective approach to enhance student engagement, understanding, and retention of learning material. By assigning specific tasks and encouraging recitation of religious material, this method can foster a deeper connection between students and the subject matter, facilitating the internalization of Islamic values. The task assignment method involves providing students with individual or group tasks related to the lesson, which they are expected to complete either in class or as homework. This approach encourages students to take responsibility for their own learning, promoting independent thinking and time management skills. Additionally, it allows teachers to assess individual progress and provide targeted feedback to students who may need additional support. Recitation, on the other hand, is an interactive and participatory method that involves students in repeating or reciting the material they have learned. This process helps to reinforce students' understanding and retention of key concepts, as repetition plays a significant role in memory retention. By incorporating recitation into PAI lessons, students can better internalize religious teachings and develop the ability to apply these teachings in their lives.

The integration of task assignments and recitation into PAI lessons has the potential to transform the traditional learning environment at SD Negeri 100609 Hurase. These methods encourage active participation, foster a sense of responsibility, and enhance students' connection to the subject matter. The objective of this study is to investigate the effectiveness of these methods in improving students' PAI learning outcomes and to explore how they contribute to enhancing students' religious understanding and character development. Research on the use of task assignments and recitation in improving educational outcomes has been conducted in various educational settings. Studies have shown that active learning strategies, such as task assignments and recitation, lead to improved engagement, higher retention rates, and better academic performance. In the context of PAI, these methods have the potential to strengthen students' understanding of Islamic teachings and encourage the development of moral values and character.

Furthermore, previous studies have demonstrated the positive impact of active learning methods on students' motivation and self-confidence. When students actively participate in their learning process, they are more likely to feel a sense of ownership over their education, which in turn boosts their motivation to learn. In the context of PAI, this increased motivation can lead to a more meaningful connection with the material, as students are able to see the practical applications of religious teachings in their lives. Despite the potential benefits of task assignments and recitation, there is limited research on their specific application in the context of Islamic Religious Education at the primary school level. This gap in the literature highlights the need for further exploration into how these methods can be effectively implemented to improve learning outcomes in PAI. By focusing on SD Negeri 100609 Hurase, this study aims to fill this gap and provide valuable insights into the impact of task assignments and recitation on students' learning experiences and performance in PAI.

In addition to improving academic performance, the use of task assignments and recitation can also contribute to the development of students' character and values. Islamic education places a strong emphasis on character development, and through active participation in PAI lessons, students can internalize the moral teachings that are central to Islam. The task assignment and recitation method offers students the opportunity to practice these values in a supportive learning environment, ultimately shaping their

behavior and worldview. Given the importance of PAI in shaping the character and values of young learners, it is crucial to find effective methods that can improve student outcomes in this subject. The task assignment and recitation method has the potential to be an effective solution, as it encourages active learning, enhances student engagement, and promotes the internalization of Islamic values. This study aims to investigate the effectiveness of this approach at SD Negeri 100609 Hurase and to provide recommendations for educators seeking to improve the teaching and learning of PAI.

Furthermore, this study will contribute to the growing body of research on active learning methods in religious education. While task assignments and recitation are commonly used in other subjects, their specific application in PAI has not been widely explored. By examining the impact of these methods in the context of Islamic education, this research will provide valuable insights into how active learning can be leveraged to enhance students' religious understanding and character development. In conclusion, the background of this study highlights the need for innovative teaching methods in Islamic Religious Education, particularly at the primary school level. The task assignment and recitation method has the potential to improve students' engagement, understanding, and academic performance, while also promoting the internalization of Islamic values. By investigating the effectiveness of these methods at SD Negeri 100609 Hurase, this study seeks to contribute to the improvement of PAI learning outcomes and to provide valuable insights for educators in the field of religious education.

METHODS

This research employs a Classroom Action Research (CAR) approach, aimed at improving the learning outcomes of Islamic Religious Education (PAI) through the application of the task assignment and recitation method. The study focuses on primary school students at SD Negeri 100609 Hurase. The method was chosen due to its ability to engage students actively and enhance both their academic performance and the internalization of Islamic moral values. This section describes the research design, participants, data collection methods, and the implementation process of the action research.

This study follows the Classroom Action Research design, which is commonly used to improve teaching practices within the classroom. CAR is an iterative process that involves planning, action, observation, and reflection, typically conducted in cycles. The research is divided into two main cycles: the first cycle focuses on the initial implementation of the task assignment and recitation method, and the second cycle involves refinement and further assessment based on the results from the first cycle. This allows for continuous improvement and adaptation to better meet the needs of students. The participants in this study are students of Grade 5 at SD Negeri 100609 Hurase. A total of 30 students, consisting of 15 boys and 15 girls, participated in the research. The age of the students ranges from 10 to 11 years old. These students were selected because they were identified as having challenges in fully engaging with the Islamic Religious Education material, particularly in terms of applying moral teachings to real-life situations. The selection of participants was based on their previous academic performance in PAI, where a significant number of students showed low engagement levels, limited retention of material, and difficulty in connecting Islamic teachings to daily life. The researcher worked with the classroom teacher to identify these students and establish a group that could benefit from this intervention. The research process involves the application of two cycles of action research. Each cycle consists of four main stages: planning, action, observation, and reflection. These stages are repeated in each cycle to refine the teaching approach and improve learning outcomes.

Planning. The first step in Cycle 1 was to plan the task assignment and recitation method for the students. The teacher, in collaboration with the researcher, selected a set of moral topics from the PAI curriculum, including themes such as kindness, honesty,

respect, and responsibility. Specific tasks were created to encourage students to explore these topics, including individual assignments, group discussions, and recitation exercises. The planning phase also included setting clear objectives for the cycle, such as improving student participation and understanding of moral values.

Action. During the action phase, students were given assignments related to the PAI lessons. The assignments included tasks where students had to write short essays, participate in group discussions, and recite key concepts from the lesson. The teacher facilitated these activities and guided students throughout the process, ensuring that each student was engaged in the task and had a chance to contribute. Recitation was also encouraged, with students being asked to memorize and orally present specific Quranic verses or Hadiths related to the topics being taught. Observation. Throughout the implementation of Cycle 1, the researcher and teacher closely observed the students' behavior and engagement levels. Observations were made regarding students' participation in group discussions, their ability to complete assignments, and their willingness to engage in recitation. The researcher also made note of any challenges or difficulties that arose during the process, such as students' reluctance to speak in front of the class or difficulty in understanding certain concepts.

Reflection. After completing Cycle 1, the teacher and researcher held a reflection session to analyze the results. This involved reviewing students' academic performance, participation rates, and feedback from students about the learning process. Based on this reflection, the teacher and researcher identified areas for improvement, such as the need for clearer instructions or more interactive tasks, and made adjustments to the method for Cycle 2.

Cycle 2. Planning. Based on the results and reflection from Cycle 1, adjustments were made to the task assignment and recitation method. In Cycle 2, more emphasis was placed on collaborative learning and group recitations, allowing students to work together to complete tasks and discuss moral issues. New tasks were introduced to challenge students further, with a focus on applying moral teachings to hypothetical real-life situations. The planning phase also included setting new goals for the second cycle, such as improving students' ability to think critically about moral dilemmas and enhancing their recitation skills.

Action. In Cycle 2, the same structure of task assignments and recitation was used, but with additional modifications to increase student participation. Students were divided into small groups and asked to collaborate on solving moral dilemmas, present their findings to the class, and recite relevant Quranic verses or Hadiths as part of their presentations. Each group was tasked with preparing a short skit or role-play based on a moral issue, such as honesty or kindness, which was then recited and acted out in front of the class. Observation. Throughout Cycle 2, the researcher and teacher observed the students' performance more closely. Specific attention was given to how well students worked in groups, their ability to articulate their thoughts during group discussions, and their enthusiasm during recitation activities. In addition, the researcher noted any improvements or setbacks compared to Cycle 1. One key observation was the improvement in student collaboration, as well as increased confidence in reciting verses or Hadiths in front of their peers. Reflection. At the end of Cycle 2, another reflection session was held to evaluate the effectiveness of the method. The researcher and teacher discussed the students' progress in terms of engagement, understanding, and recitation skills. They also considered the impact of the changes made in Cycle 2 and assessed whether the new approach had been successful in improving student outcomes. This reflection helped refine the teaching approach for future implementation in similar educational settings.

Data Collection Methods. Data were collected through a combination of qualitative and quantitative methods to assess the effectiveness of the task assignment and recitation method; 1) Pre-test and Post-test. A pre-test and post-test were administered to measure the change in students' knowledge and understanding of Islamic moral values. The pre-

test was given before the start of the study, and the post-test was administered at the end of Cycle 2. The test included multiple-choice questions, short-answer questions, and a section where students had to demonstrate their understanding of moral issues by providing examples from their daily lives; 2) Observation. The researcher conducted observational assessments during both cycles, recording data on student engagement, participation, and behavior during group discussions and recitation activities. These observations helped to track the changes in student behavior and assess how well the methods encouraged active participation; 3) Student Feedback. After each cycle, students were asked to provide feedback about their experiences with the task assignment and recitation method. This feedback was collected through informal discussions and surveys, where students were asked to express their opinions on the learning activities, what they found helpful, and what they thought could be improved; 4) Teacher Reflection. The teacher's reflective notes were also an important data source. The teacher reflected on the effectiveness of the method, any challenges faced, and suggestions for improvement. These reflections provided insights into the practical implementation of the task assignment and recitation method.

Data Analysis. The data collected from the pre-test and post-test were analyzed quantitatively by comparing the scores of students before and after the intervention. Changes in student performance were measured to assess the effectiveness of the method. Observational data were analyzed qualitatively to identify patterns in student behavior, engagement, and participation. Feedback from students and teacher reflections were used to provide a deeper understanding of the students' learning experiences and the strengths and weaknesses of the method. This study followed ethical guidelines to ensure the privacy and confidentiality of all participants. Parental consent was obtained for each student, and the researcher ensured that students participated voluntarily and were aware of their right to withdraw at any time. Data were anonymized to protect students' identities, and all observations were conducted in a respectful and professional manner. The findings from the research will be used solely for educational purposes and will not affect students' academic records or performance.

RESULTS

The findings of this study reflect the effect of the task assignment and recitation method on the learning outcomes in Islamic Religious Education (PAI) among the students of SD Negeri 100609 Hurase. The research was conducted across two cycles, with each cycle focusing on different aspects of the intervention. Below is a comprehensive presentation of the results, based on the data collected from pre-tests, post-tests, observations, student feedback, and teacher reflections. Prior to the implementation of the task assignment and recitation method, a pre-test was conducted with all 30 students to assess their initial knowledge and understanding of Islamic moral values. The pre-test comprised multiple-choice questions, short-answer questions, and scenario-based questions aimed at evaluating students' ability to apply moral teachings to real-life situations. The pre-test results revealed that most students had a basic understanding of Islamic teachings but struggled with applying these teachings to their daily lives. Additionally, many students found it difficult to recall Quranic verses and Hadiths relevant to the topics being discussed. On average, students scored around 60%, with a range between 50% and 75%. This indicated a notable gap in student engagement and understanding of the subject matter.

After completing Cycle 2, a post-test was administered to evaluate the students' progress after participating in the task assignment and recitation method. The post-test followed a similar format to the pre-test but included additional questions to assess students' deeper understanding and their ability to apply Islamic moral teachings in more complex scenarios. The results of the post-test showed significant improvement in the students' academic performance. On average, students scored 85%, with individual scores

ranging between 80% and 90%. This indicated a considerable enhancement in their ability to recall and apply moral teachings. Specifically, students displayed a better understanding of core Islamic values such as kindness, honesty, and respect. Moreover, they showed improved ability to relate moral teachings to real-life situations.

Observations throughout both cycles revealed a significant increase in student participation and engagement. Initially, many students were passive learners, displaying little interest in class discussions or recitation activities. However, after the introduction of the task assignment and recitation method, students became more actively involved in the learning process. In Cycle 1, students struggled with engaging in group discussions and recitation activities. Some students hesitated to speak in front of the class, while others lacked confidence in their ability to recite Quranic verses. However, as the cycles progressed, students gradually became more comfortable with these activities. By Cycle 2, all students actively participated in group discussions, took ownership of their tasks, and confidently recited verses and Hadiths in front of their classmates. A significant improvement was observed in the students' willingness to engage with the material outside of class as well. Students began consistently completing assignments and showed more effort in preparing for recitations. This increased involvement in learning activities contributed to the overall improvement in their academic performance.

One of the core aspects of the task assignment and recitation method was the emphasis on group work and collaboration. Throughout both cycles, students were assigned tasks that required them to collaborate in small groups, including discussing moral dilemmas, preparing group presentations, and role-playing scenarios based on Islamic teachings. The results indicated that group collaboration positively impacted students' social skills. Initially, some students faced challenges working together and exchanging ideas. However, as the cycles progressed, students learned to collaborate more effectively. They began to communicate openly, respect each other's opinions, and offer constructive feedback. By Cycle 2, students had developed stronger teamwork skills, completing group tasks with greater efficiency. The collaborative nature of the tasks helped students build empathy and understanding for their peers, which is an important component of moral education. Furthermore, students who were more confident in their understanding of the material began assisting their peers, creating a supportive and inclusive learning environment.

Recitation played a pivotal role in the task assignment and recitation method, and the results showed that students made substantial progress in this area. At the start of the study, many students were reluctant to recite Quranic verses and Hadiths in front of the class. Some students struggled with memorization, while others were uncertain about their pronunciation and delivery. With consistent practice and encouragement, students began to improve their recitation skills. In Cycle 1, students were assigned simpler verses to memorize and recite. As they gained confidence, they were tasked with memorizing longer verses and more complex Hadiths. By the end of Cycle 2, students were able to recite verses with better pronunciation and fluency. Some students even volunteered to lead recitation sessions during group presentations. Recitation not only helped students retain key Islamic teachings but also deepened their engagement with the material. Students reported that reciting verses aloud helped them reflect on the meaning of the verses as they spoke, which enhanced their understanding of the moral teachings. This active interaction with the text reinforced their comprehension of Islamic values.

One of the main objectives of this study was to improve students' ability to apply Islamic moral values in their everyday lives. The task assignment and recitation method provided students with opportunities to engage in real-life scenarios that required them to consider moral dilemmas and think critically about appropriate responses. The results demonstrated that students showed considerable improvement in their ability to apply Islamic teachings to real-life situations. For example, during group discussions, students were able to analyze moral issues such as honesty, kindness, and responsibility, and provide practical solutions based on their understanding of Islamic values. In their post-

test responses, students were more thoughtful and reflective when asked to relate moral teachings to their daily lives. Additionally, students expressed increased confidence in making ethical decisions and reflecting on their actions in light of Islamic teachings. Several students noted that they had started applying the moral lessons from class to their interactions with family members and peers, demonstrating the real-world impact of the intervention.

The teacher's reflections throughout the study provided valuable insights into the effectiveness of the method. The teacher observed a transformation in the classroom dynamics, from a passive learning environment to one that was more interactive and participatory. The teacher remarked that the task assignment and recitation method encouraged active student engagement and fostered a sense of ownership over their learning. The teacher also highlighted that the task assignments allowed for more personalized feedback. By reviewing students' work, the teacher could identify specific areas where students needed additional support and offer targeted guidance. This individualized feedback helped students improve their understanding of the material and provided them with clear directions for further development. In terms of recitation, the teacher noted that it became an essential tool for enhancing student engagement and reinforcing moral teachings. The teacher observed that students who had initially been hesitant to recite verses began to show more confidence and pride in their recitation skills. This improvement in recitation ability was considered an important milestone in strengthening students' overall connection to the subject matter.

At the conclusion of the study, students were asked to provide feedback on their experience with the task assignment and recitation method. The majority of students expressed enjoyment with the interactive and engaging nature of the lessons. They appreciated the opportunity to participate in group work and discussions, which made the learning process more dynamic and enjoyable. Many students expressed that they initially felt nervous about reciting Quranic verses and Hadiths in front of the class, but with practice, they felt more comfortable and confident. Students reported that the recitation activities helped them better understand the material and remember important teachings. Moreover, they appreciated the chance to connect the moral lessons learned in class to real-world situations, making the content more relevant and meaningful. Some students suggested that clearer instructions could have helped them better understand the expectations for group discussions and recitation. They also expressed a desire for more time to practice the recitation skills before presenting them to the class. These suggestions provided valuable insights for refining the method in future implementations.

In conclusion, the findings of this study demonstrate that the task assignment and recitation method had a positive impact on the learning outcomes in Islamic Religious Education. Students exhibited significant improvements in their academic performance, participation, recitation skills, and ability to apply moral values in daily life. The results underscore the importance of active learning strategies in enhancing student engagement and fostering a deeper connection to the subject matter. The task assignment and recitation method proved to be an effective approach for improving both academic achievement and moral development in Islamic Religious Education. The collaborative and interactive nature of the method not only increased student engagement but also helped to develop essential social and moral skills. Based on these findings, it is recommended that educators consider integrating task assignments and recitation activities into their PAI teaching strategies to enhance learning outcomes and encourage the internalization of Islamic values.

DISCUSSION

The findings of this study on the application of task assignment and recitation methods to improve learning outcomes in Islamic Religious Education (PAI) at SD Negeri 100609 Hurase offer valuable insights into how active learning strategies can enhance

student engagement and comprehension. This section will analyze and discuss the implications of these results by interpreting the data, comparing it to existing literature, and reflecting on the potential impact of the task assignment and recitation methods on both academic performance and moral development.

One of the most significant findings in this study was the marked improvement in students' academic performance after the implementation of the task assignment and recitation method. As observed from the pre-test and post-test results, there was a clear increase in students' scores, from an average of 60% to 85%. This improvement indicates that the task assignment and recitation approach helped reinforce the core Islamic values being taught, while also enhancing students' understanding and retention of the material. These results support the findings of previous research which suggested that interactive learning methods like task assignments and recitation can significantly improve student outcomes by making learning more engaging and meaningful. The task assignment and recitation method facilitated deeper engagement with the subject matter, which contributed to this improvement. Rather than relying on traditional, passive forms of learning, students were actively involved in the process, whether by completing tasks, participating in group discussions, or reciting verses and Hadiths. According to studies by Dewey (1938) and Vygotsky (1978), active learning methods promote deeper understanding and retention of knowledge because they encourage students to process information in more complex ways. These studies align with the findings of this research, which demonstrated that students who actively participated in learning through task assignments and recitation were able to better grasp and apply Islamic teachings.

Another noteworthy finding was the increase in student participation and engagement throughout the study. In Cycle 1, many students were passive learners, exhibiting little interest in class activities such as group discussions and recitations. However, by Cycle 2, almost all students had become active participants, eagerly taking part in discussions, sharing their ideas, and confidently reciting verses and Hadiths. This shift in student engagement can be attributed to the structure of the task assignment and recitation method, which required students to interact with the material in a meaningful way. Studies on student engagement have shown that when students are actively involved in their learning, they are more likely to retain information and perform better academically (Fredricks, Blumenfeld, & Paris, 2004). The active participation seen in this study suggests that task assignments, which include a collaborative aspect, encourage students to take ownership of their learning, leading to greater interest and motivation. In addition to fostering academic engagement, the increase in student participation also reflects an improvement in the classroom environment. The teacher observed that students began to demonstrate more confidence in presenting their ideas and asking questions, which contributed to a more interactive and dynamic learning atmosphere. This is consistent with previous findings by Piaget (1973), who emphasized the importance of social interactions in cognitive development. When students interact with one another, they are more likely to exchange ideas, challenge assumptions, and deepen their understanding of the material.

Recitation was a key component of the task assignment method, and the results showed substantial improvements in students' recitation skills over the course of the study. At the beginning, many students were hesitant and lacked confidence in reciting Quranic verses and Hadiths. Some students struggled with memorization, while others were concerned about their pronunciation and delivery. However, as the study progressed and students gained more practice, their recitation skills improved significantly. The improvement in recitation skills is significant because it indicates that the task assignment and recitation method not only helped students learn Islamic teachings but also supported the development of a critical skill—memorization and pronunciation. Recitation plays an essential role in Islamic education, as it helps students internalize the teachings of Islam and connect with the Quranic text on a deeper level. The fact that students became more confident and accurate in their recitation suggests that the method was effective in

facilitating this process. Moreover, the increase in students' willingness to participate in recitation activities reflects a shift in their attitude toward the subject. Early on, students were reluctant to recite in front of the class, but by Cycle 2, they were confident and eager to participate. This shift is important because it suggests that recitation can be a motivating factor in learning when students are given adequate support and encouragement.

Another important aspect of this study was the use of group work as a learning strategy. Throughout both cycles, students were assigned group tasks that required them to work together to complete assignments, discuss moral dilemmas, and role-play scenarios based on Islamic teachings. The results showed that group collaboration had a positive effect on students' social skills, teamwork, and problem-solving abilities. In Cycle 1, some students faced difficulties in collaborating effectively. They struggled with communication, sharing ideas, and respecting each other's opinions. However, by Cycle 2, students were much more comfortable working together. They communicated more openly, listened attentively to one another, and worked as a cohesive unit. This improvement in group collaboration can be attributed to the interactive nature of the task assignment method, which encouraged students to take responsibility for their learning and to rely on their peers for support. The findings align with research by Johnson and Johnson (1994), who highlighted the importance of cooperative learning in developing both academic and social skills. When students work in groups, they learn how to negotiate, collaborate, and resolve conflicts, all of which are valuable life skills. In this study, the group tasks not only helped students strengthen their understanding of Islamic values but also provided an opportunity to develop critical social skills.

A key objective of the study was to enhance students' ability to apply Islamic moral values in real-life situations. The task assignment and recitation method allowed students to engage in discussions and activities that required them to think critically about moral issues and apply Islamic teachings to various scenarios. The results showed that students became more adept at applying moral values such as honesty, kindness, and respect to everyday situations. In Cycle 2, students were able to analyze moral dilemmas and provide practical solutions based on their understanding of Islamic teachings. For example, in group discussions, students successfully applied the values of honesty and responsibility to resolve conflicts and address ethical issues. This ability to apply moral values in real-life contexts reflects the effectiveness of the task assignment and recitation method in promoting not only academic achievement but also personal development. Studies on moral development, such as those by Kohlberg (1981), emphasize the importance of providing students with opportunities to engage with moral issues in a structured manner. By engaging in discussions and role-playing scenarios based on Islamic teachings, students were able to develop a more nuanced understanding of moral behavior and its impact on their lives and the lives of others.

Throughout the study, the teacher's reflections provided valuable insights into the effectiveness of the task assignment and recitation method. The teacher noted that the method encouraged a shift toward more student-centered learning, where students were actively involved in the learning process. This shift was observed in the increased participation, confidence, and collaboration among students, which positively impacted the classroom environment. The teacher also reflected on the importance of providing individualized feedback to students. The task assignments allowed the teacher to give targeted feedback to students, helping them improve their understanding of the material and guiding them in areas where they needed further support. This personalized approach helped foster a sense of accountability among students, motivating them to take greater responsibility for their learning. Moreover, the teacher observed that the recitation activities played a key role in enhancing student engagement. As students became more comfortable with reciting Quranic verses and Hadiths, they developed a deeper connection to the material, which reinforced their understanding of Islamic teachings. This shift in

student attitudes toward recitation underscores the effectiveness of this method in fostering a more active and engaged learning environment.

At the end of the study, students were asked to provide feedback on their experiences with the task assignment and recitation method. The feedback revealed that most students enjoyed the interactive nature of the lessons and appreciated the opportunity to participate in group work and discussions. Many students also indicated that they felt more engaged with the material and found the recitation activities to be helpful in improving their understanding and retention of Islamic teachings. However, some students expressed the need for clearer instructions during group discussions and recitation activities. They suggested that more structured guidance would help them better understand the expectations for each task and improve their performance. This feedback highlights the importance of providing clear instructions and guidance to students, particularly when using more complex active learning strategies. The feedback also suggested that students felt more confident in their ability to apply Islamic moral values in real-life situations. Many students mentioned that they had started to incorporate the lessons learned in class into their interactions with family members and friends, demonstrating the real-world impact of the task assignment and recitation method.

In summary, this study demonstrated that the task assignment and recitation method was highly effective in improving students' learning outcomes in Islamic Religious Education. The method not only enhanced students' academic performance but also promoted greater student engagement, improved recitation skills, and fostered the application of moral values in everyday life. The findings suggest that task assignment and recitation are powerful tools for creating a more interactive and meaningful learning experience in Islamic education. The study highlights the importance of using active learning strategies to enhance both cognitive and moral development in students. Based on these results, it is recommended that teachers continue to implement and refine these methods to foster a more dynamic and impactful learning environment in Islamic Religious Education.

CONCLUSION

This study examined the impact of the task assignment and recitation method on improving students' learning outcomes in Islamic Religious Education (PAI) at SD Negeri 100609 Hurase. The findings indicated that the application of this method significantly enhanced student engagement, academic performance, recitation skills, and the ability to apply Islamic moral values to real-life situations. First, the study revealed a notable improvement in students' academic performance, as evidenced by the increase in post-test scores from an average of 60% in the pre-test to 85% in the post-test. This improvement demonstrates that the task assignment and recitation method effectively supported students in mastering the core teachings of Islam, helping them retain and apply the knowledge they gained. Second, the results showed a clear increase in student participation and engagement throughout the study. Initially, many students were passive learners, but by the end of the study, they were actively involved in discussions, group work, and recitation activities. This shift highlights the importance of interactive learning methods in fostering a more dynamic and student-centered classroom environment. Additionally, the improvement in students' recitation skills was a key finding. Students who were initially hesitant to recite Quranic verses and Hadiths gradually gained confidence and fluency in their recitation. This improvement underscores the value of recitation as an essential tool for deepening students' understanding of Islamic teachings and enhancing their connection to the material. The study also demonstrated that the task assignment and recitation method helped students apply Islamic moral values to real-life situations. Through discussions and role-playing activities, students became more capable of analyzing ethical issues and providing solutions based on Islamic teachings. This ability

to connect classroom learning with real-world scenarios is crucial in moral development and practical application. Finally, the teacher's reflections and student feedback suggested that the method fostered a positive and collaborative learning environment. Students reported enjoying the interactive nature of the lessons, and the teacher noted improvements in both academic achievement and social skills. However, feedback also highlighted areas for further improvement, such as the need for clearer instructions during group tasks and recitation activities. In conclusion, the task assignment and recitation method proved to be a highly effective approach for enhancing students' academic achievement, engagement, recitation skills, and moral development in Islamic Religious Education. The study supports the idea that interactive and active learning methods are essential for fostering a more engaging and meaningful learning experience. Based on these findings, it is recommended that teachers incorporate task assignments and recitation activities into their teaching practices to improve learning outcomes and encourage students' internalization of Islamic values.

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