Improving Student Learning Outcomes in Islamic Education Learning Using the Learning Assignment and Recitation Method at SD Negeri 23 Bandar Baru

Rajulis ✉, SD Negeri 23 Bandar Baru, Indonesia
Salmiati, SD Negeri 23 Bandar Baru, Indonesia

✉ *rajulis89@guru.sd.belajar.id*

Abstract: This classroom action research aimed to enhance Islamic Religious Education learning outcomes among fourth-grade students at SDN 23 Bandar Baru by implementing a combined approach of assignment-based learning and the recitation method. The study was motivated by the observation that students demonstrated low engagement and unsatisfactory academic performance in the topic of *hadas kecil* (minor ritual impurity), a fundamental concept in Islamic practices. Employing a cyclical model of planning, action, observation, and reflection, the research was conducted over three cycles involving 17 students as subjects. Data were collected through observation, field notes, and formative tests administered at the end of each cycle. The findings revealed a progressive improvement in student achievement: the average test scores increased from 66.5 in the first cycle to 70.16 in the second, and reached 83.33 in the third. Furthermore, classical completeness rose significantly from 23% to 77%, and finally to 94%. The results indicate that the integration of assignments with the recitation method effectively fostered student motivation, participation, and comprehension. Notably, students became more responsible and engaged in the learning process, while teachers were better able to structure learning activities around active and reflective engagement. In conclusion, the use of this integrated approach proved to be a practical and impactful method to improve student learning outcomes and should be considered for broader application in religious education contexts, particularly when aiming to internalize abstract and practice-based religious concepts.

Keywords: Islamic Religious Education, assignment method, recitation, student learning outcomes.

INTRODUCTION

The learning process is the core of the implementation of education that aims to develop the potential of students optimally. In the context of Islamic Religious Education (PAI) learning, teachers are not only tasked with delivering cognitive material, but also shaping the character and spirituality of students through the right approach (Zuhdi, 2015).

Along with the development of the era and technological advances, the challenges in PAI learning are increasingly complex. Students are not only required to understand religious material textually, but also to be able to internalize Islamic values in everyday life (Nasir & Rahmat, 2018). Therefore, the learning methods used need to be directed at an active, contextual, and reflective approach.

However, the reality in the field shows that PAI learning in elementary schools is often still conventional, with lectures and memorization as the main methods. This has an impact on low student learning motivation and less than optimal understanding of basic Islamic concepts such as minor hadas (Rahmah, 2019).

In learning minor hadas material, conceptual understanding is very important because it is directly related to purity in worship. Unfortunately, some students have difficulty understanding this concept in its entirety, especially if the approach used does not provide adequate space for exploration and repetition (Syarif & Amin, 2020).

One alternative approach that can be used to overcome this problem is the assignment and recitation method. This method encourages students to actively learn through assignments that stimulate learning responsibility, as well as recitation as a means of strengthening understanding through repetition of the material (Mulyasa, 2017).

The method of giving learning assignments has been proven effective in increasing active participation and student learning responsibility because students are trained to learn independently and solve problems systematically (Sagala, 2018). On the other hand, the recitation method allows teachers to ensure that the material that has been taught is truly understood through repetition and reporting activities.

The results of a study conducted by Wulandari and Syamsudin (2020) showed that the combination of assignment and recitation methods can significantly improve learning outcomes, especially in materials that require conceptual understanding and religious practices. This shows that the integrative approach has great potential in increasing the effectiveness of Islamic Religious Education learning.

Not only that, this approach is also in line with the principles of active and student-centered learning, which emphasizes the importance of student involvement in the learning process in full (Hamid & Fauzan, 2021). In this case, the teacher acts as a facilitator who directs the critical and reflective thinking process of students.

At the elementary education level, learning methods that are relevant to student characteristics greatly determine the success of the learning process. Elementary school-aged children are at the concrete-operational stage according to Piaget's theory, which means they need a real, gradual, and repetitive learning approach (Santrock, 2018).

In addition, giving assignments and recitations also contribute to the formation of positive characters such as responsibility, discipline, and honesty. This character is an important part of character education which is the goal of national education (Ministry of Education and Culture, 2021).

The classroom action research (CAR) carried out at SDN 23 Bandar Baru aims to overcome the problems of Islamic Religious Education learning, especially in the material of minor hadas, by applying the method of giving assignments and recitations. This research is a systematic effort by teachers to improve the quality of learning through reflection and real action in the classroom.

The CAR approach allows teachers to not only identify learning problems, but also design corrective actions and evaluate their impact directly on student learning outcomes (Setiawan & Lestari, 2022). In other words, CAR is a vehicle for developing teacher professionalism in real learning practices.

In general, this research refers to the Kemmis and McTaggart spiral cycle model which includes four stages: planning, implementing actions, observation, and reflection. Each cycle aims to improve the learning process based on the findings and evaluations in the previous cycle (Widodo, 2019).

By applying the method of giving assignments and recitations in three learning cycles, this study attempts to answer the problem of low understanding and learning outcomes of students on minor hadas material. It is hoped that this approach can provide a real contribution to improving the quality of Islamic Religious Education learning in elementary schools.

This article presents the results of the study, which include the background, objectives, methodology, results, and discussion. It is hoped that this article can be a

reference for teachers, researchers, and policy makers in developing more effective and contextual Islamic Religious Education learning strategies.

METHODS

This study uses a qualitative descriptive Classroom Action Research (CAR) approach, with the main objective of improving the quality of Islamic Religious Education learning through the application of the method of giving learning assignments and recitations on minor hadas material. CAR was chosen because this approach allows teachers to reflect on ongoing learning practices, as well as make continuous improvements based on empirical findings in the classroom. The action model used refers to the spiral concept of Kemmis and McTaggart which includes four main stages, namely planning, implementing actions (acting), observing, and reflecting. Each cycle in this study is the basis for designing the next cycle, so that there is continuity in improving the learning process (Widodo, 2019).

This research was conducted at SDN 23 Bandar Baru, Pidie Jaya Regency, Aceh Province, during the first semester of the 2022/2023 academic year. The subjects of the study were all 17 fourth grade students, consisting of male and female students with homogeneous social backgrounds. The selection of class IV as the subject was based on the consideration that the material of minor hadas is included in the basic competencies that must be understood correctly by students at this level. The researcher played a dual role as a teacher and researcher, who directly designed and implemented all stages of the action in the study.

The instruments used in this study consisted of a Learning Implementation Plan (RPP), teacher and student activity observation sheets, student activity sheets (LKS), and formative tests. These instruments were designed to measure the effectiveness of the application of the assignment and recitation methods on improving student learning outcomes and activeness. Observations were carried out systematically to record student involvement and the implementation of learning strategies by teachers. Formative tests were given at the end of each cycle to evaluate the improvement in student learning outcomes after the learning actions were implemented. The test questions were arranged based on the competency achievement indicators that had been set in the RPP.

The data obtained were analyzed using a qualitative descriptive approach. Observation data were analyzed narratively to evaluate the learning process and student involvement in each cycle. Meanwhile, the formative test result data were analyzed quantitatively by calculating the average value and percentage of student learning completion. Individual learning completion is set at a minimum score of 70, while classical completion is set if at least 85% of students achieve that score. This analysis is used to determine the success of each cycle and the need to continue or stop the action.

The validity of the data is guaranteed through technical triangulation, namely by comparing observation data, field notes, and formative test results. In addition, validation of the learning instruments was carried out by Islamic religious education experts to ensure the relationship between learning objectives and evaluation. This study was stopped after the third cycle because classical completion had been achieved and there was a significant increase in student learning outcomes.

Through a systematic methodological design that is oriented towards improving learning, this study is expected to be able to provide a real contribution to the development of more active, reflective, and student-centered Islamic Religious Education learning practices at the elementary school level.

RESULTS

This study aims to improve the learning outcomes of fourth grade students of SDN 23 Bandar Baru in the subject of Islamic Religious Education, especially the material of *hadas kecil*, through the application of the method of giving assignments and recitation. The

study was conducted in three cycles, and each cycle consisted of the planning stage, implementation of actions, observation, and reflection. The data analyzed included the results of observations of teacher and student activities, as well as formative test scores at the end of each cycle.

This classroom action research was conducted in three cycles with the aim of improving the learning outcomes of fourth grade students of SDN 23 Bandar Baru on minor hadas material through the application of the method of giving learning assignments and recitations. Each cycle consists of the planning stage, action implementation, observation, and reflection. The results of the study were analyzed based on the average score of the formative test, the number of students who achieved learning completion, and the percentage of completion in a classical manner.

In Cycle I, learning was carried out for the first time with the approach of giving assignments and recitations. The average student score was 66.5 with only 4 out of 17 students (23%) achieving a score of ≥70 as the completion limit. This shows that most students still do not understand the material optimally and have not been able to show learning outcomes that are in accordance with the minimum completion standards. This low achievement indicates the need for a revision of the approach, both in terms of delivering material and mentoring students.

Entering Cycle II, improvements were made in the implementation of learning, including by providing clearer directions regarding assignments and strengthening mentoring during recitation sessions. The results showed an increase in the average score to 70.16. The number of students who achieved completion increased to 13 people or 76.66%. Although showing a significant increase, the percentage of classical completion has not met the minimum target set at 85%.

In Cycle III, improvements were made to the learning process, including the presentation of more interesting materials and strengthening the question and answer session as part of the recitation. The average student score increased to 83.33 with 16 out of 17 students (94.11%) achieving learning completion. With this achievement, the classical completion target was successfully met and the research process was stopped in the third cycle. The following is a recapitulation table of student learning outcomes from cycle I to cycle III:

Table 1. *Recapitulation of Formative Test Results Per Cycle*

Cycle	Average	complete	incomplete	Percentage of Completion (%)
Cycle I	66,5	4	13	23,53%
Cycle II	70,16	13	4	76,47%
Cycle III	83,33	16	1	94,11%

From the data in the table, it can be seen that the application of the method of giving assignments and recitations gradually was able to increase the average student score by 16.83 points from cycle I to cycle III. In addition, there was an increase in classical completeness of 70.58% in the span of three cycles. This increase shows the effectiveness of the strategy used in encouraging students' understanding of minor hadas material, while also fostering their active participation and sense of responsibility in learning. In general, quantitative data from the evaluation results show that learning with the assignment and recitation approach has a positive effect on improving student learning outcomes. Improvements made in each cycle contribute to improving the quality of the process and learning outcomes in a sustainable manner.

The results of this study indicate that the application of the method of giving learning assignments and recitation can improve the learning outcomes of fourth grade students of SDN 23 Bandar Baru on the material of minor hadas. This is evident from the significant increase in the average value of students and the percentage of classical learning completion from the first to the third cycle. This finding strengthens the view that a learning model that places students as active subjects can improve understanding and learning outcomes in a sustainable manner.

The increase in learning outcomes that occurred showed that the method of giving assignments was effective in encouraging students to learn independently and responsibly. According to Hamdani (2017), giving assignments as part of a learning strategy can form structured learning habits and increase students' internal motivation. Thus, assignments are not only an evaluative tool, but also a means of forming character and positive learning attitudes.

On the other hand, recitation as a method of repeating material has been shown to contribute greatly to strengthening students' memory of learning materials. This is in line with research conducted by Syarif and Amin (2020), which shows that recitation can strengthen material retention because students are asked to remember and convey information that has been actively studied. Repetition of material through recitation creates a cognitive reinforcement pathway in students' brains that accelerates concept mastery.

The recitation method also supports the principle of active learning, where students are directly involved in learning activities. According to the constructivism theory put forward by Vygotsky, the learning process will be more effective if students are involved in the process of constructing their own knowledge through social interaction and direct experience (Santrock, 2018). In this context, recitation allows students to actively participate in conveying their understanding to peers and teachers.

The increased student participation over the three cycles shows that this strategy is able to encourage students' emotional and intellectual involvement in learning. This involvement is an important component in improving learning outcomes. As stated by Hamid and Fauzan (2021), high student involvement in learning activities is positively correlated with academic achievement because it strengthens cognitive and metacognitive processes.

In the first cycle, low learning outcomes indicate that students are still in the adaptation stage to the new learning method. This is very reasonable considering that the transition from passive to active learning patterns takes time. According to Sugiyanto and Kartowagiran (2018), changes in learning approaches require student readiness both in terms of psychology and learning skills. Therefore, initial results that are not optimal are part of the dynamics of the learning improvement process.

Improvements made in the second cycle, such as clarifying task instructions and strengthening assistance during recitation, have a direct impact on improving student understanding. This effort is in accordance with the principle of scaffolding in learning, namely providing temporary assistance that is tailored to students' needs to achieve a higher level of mastery (Wood, Bruner, & Ross in Santrock, 2018). In this case, the teacher acts as a facilitator who provides support and feedback in a timely manner.

Furthermore, improvements in the third cycle by adding learning media and enriching recitation activities through discussions and questions and answers have proven effective in increasing student motivation and enthusiasm. Learning motivation is an important variable that influences the process and learning outcomes of students. As explained by Nur (2019), students with high motivation are more likely to show positive learning attitudes, high learning resilience, and better academic achievement.

In addition to improving cognitive outcomes, the assignment and recitation method has also been shown to develop students' social skills. In assignment reporting and

recitation activities, students are trained to speak, express opinions, and interact healthily with peers. This activity supports the development of soft skills which are very important in 21st century education (UNESCO, 2015).

The achievement of classical completion of 94% in the third cycle indicates that the learning approach used has been effective as a whole. This is in line with the minimum completion criteria in the 2013 Curriculum, which stipulates that at least 85% of students must achieve standard scores to be considered classically successful (Ministry of Education and Culture, 2021). This means that this approach is not only effective for certain students, but also has a broad impact on the entire class.

This success cannot be separated from the role of teachers as designers, implementers, and evaluators of learning. Teachers who are reflective and responsive to students' needs are able to develop strategies that are appropriate to the characteristics of the material and the background of the students. Research by Setiawan and Lestari (2022) confirms that teachers who are directly involved in the PTK cycle have a great opportunity to improve the quality of learning through a data-based approach and real evaluation in the classroom.

Furthermore, the effectiveness of this method is also influenced by the suitability between the learning approach and the type of material. Minor hadas material as part of the fiqh of worship requires a strong conceptual understanding and practical relevance. Therefore, the recitation approach that encourages repetition and reporting is very relevant because it strengthens memory and improves students' ability to explain and practice the material.

Strengthening the understanding of religious concepts through this method also has an impact on the formation of students' religious attitudes. When students understand the concept of minor hadas in depth, they are more aware of the importance of purification in carrying out daily worship. Religious education is not only aimed at the cognitive domain, but also affective and psychomotor, all of which can be facilitated through active, reflective, and meaningful learning.

The findings of this study indicate that an integrative and communicative learning model provides more optimal results than a traditional one-way approach. This supports the idea that effective learning is learning that involves students holistically, both in terms of thinking, feeling, and acting (Zuhdi, 2015).

The results of this study confirm that the assignment and recitation approach can be a practical solution in improving elementary school students' learning outcomes, especially in Islamic Religious Education materials that require reinforcement of concepts and direct experience. With this approach, learning becomes more meaningful, active, and has a long-term impact on students' intellectual and character development.

CONCLUSION

Based on the results of the research that has been conducted for three cycles, it can be concluded that the application of the method of giving learning assignments and recitation systematically and continuously has proven effective in improving the learning outcomes of fourth grade students of SDN 23 Bandar Baru on minor hadas material. This increase can be seen from the increase in the average student score and the achievement of classical learning completion of 94.11% in the third cycle. In addition, this method is also able to increase active participation, responsibility, and student learning motivation during the learning process, making it a relevant and applicable approach in learning Islamic Religious Education at the elementary school level.

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