



Efforts to Improve Students' Understanding of the Pillars of Faith Material through the Recitation Method at SD Negeri 100215 Mosa Julu Preparation

Masdar Siregar ✉, SD Negeri 100215 Persiapan Mosa Julu, Indonesia

Lenni Suryani, SD Negeri 100204 Sihopur, Indonesia

✉ masdarsiregar13@gmail.com

Abstract: This study aims to improve students' understanding of the Pillars of Faith through the assignment method at SD Negeri 100215 Persiapan Mosa Julu. This study uses a classroom action research (CAR) approach consisting of two cycles to evaluate the effectiveness of this learning method. The subjects of the study were 35 sixth grade students consisting of 19 female students and 16 male students. The results showed a significant increase in student learning outcomes after the implementation of the assignment method. In cycle I, 85.7% of students met the Minimum Competency Criteria (KKM) of 70, while in cycle II, 100% of students achieved KKM. The average score increased from 72.9 in cycle I to 82.6 in cycle II. In addition, students actively participated in learning activities, including discussions with peers, which fostered a deeper understanding of the material. The use of additional learning resources such as visual aids and audio materials also contributed to student engagement and retention of the content. This study concluded that the tajwid method was effective in improving students' memorization and understanding of the Pillars of Faith. This method also encourages critical thinking, self-confidence, and active involvement of students in the learning process. Given these findings, it is recommended that the tajwid method be used in other educational settings to enhance students' understanding of religious studies and other subjects that require memorization and understanding.

Keywords: Recitation Method, Improving Student Understanding,

Received February 15, 2024; **Accepted** April 21, 2024; **Published** April 30, 2024

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

Education plays an important role in the life of a nation, where education ensures the development and continuity of the life of the nation concerned. Improving the quality of education and its relevance is directed at efforts to realize the ability of every citizen in order to face the future with sufficient readiness to be further developed in accordance with the challenges and conditions of the environment and does not exclude life that is increasingly complex due to advances in Science and Technology. Advanced and successful education is very important for human life, therefore the high and low degree of a person depends on the level of their education. In learning, students want to get good results or grades, by getting good results and grades will symbolize success itself. To achieve success in the teaching and learning process, an appropriate method is needed that is in accordance with the conditions and circumstances of the students and the school concerned. One of the teaching methods that can be applied is the recitation method.

"National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

In general, students in grade VI of Elementary School No. 100215 Mosa Julu Preparation are less able to master the material on faith in the last day. Therefore, this study aims to explore the process of understanding of grade VI students through the Recitation Method (Assignment) of Islamic Religious Education learning applied in the environment of grade VI at Elementary School No. 100215 Mosa Julu Preparation. This study is a classroom action research on Belief in the Last Day in Grade VI of Elementary School No. 100215 Mosa Julu Preparation. To obtain data, the author conducted a survey to Elementary School No. 100215 Mosa Julu Preparation to conduct research with observation, interviews, and report card documents.

Based on the reflection of the results of class action cycle 1 and cycle 2 of this research, it can be indicated that through learning with the recitation method, students' skills can be improved, understand and explain Islamic Religious Education learning, especially about the material of the Wisdom of Belief in the Last Day. The use of appropriate teaching methods is an alternative to overcome the problem of low student absorption of Islamic Religious Education lessons about faith in the last day. The application of a teaching method must be reviewed in terms of effectiveness, efficiency and suitability with the characteristics of the subject matter and the circumstances of students including ability, learning speed, interest, time available and the socio-economic conditions of students as objects. Each type of teaching method must be appropriate or right to achieve a certain goal. So for different purposes, teachers must hold different presentation techniques at the same time to achieve their teaching goals. These strategies and methods must be used in the teaching and learning process, so that we achieve maximum goals, without methods and strategies there will be many obstacles in the implementation of education. One of the methods applied in involving students actively, in order to support the smooth running of the teaching and learning process is to use the recitation method. In the recitation method, it is expected to be able to provoke student activity in the teaching and learning process. This is because students are required to complete the tasks given by the teacher and must be accounted for. In the success of the teaching and learning process, in addition to the teacher's duties, students also play a determining role in achieving educational goals. Because no matter how good the teacher's presentation of the subject matter is, but students do not pay attention to learning, what is expected is difficult to achieve. If other methods are used, students are less interested in learning in the classroom, so researchers are interested in using recitation in this study. Therefore, with the background above, researchers are motivated to conduct a study entitled "Efforts to Improve Students' Understanding of Belief in the Last Day Through the Recitation Method (Assignments) of Class VI of SD Negeri No. 100215 Persiapan Mosa Julu."

METHODS

This Classroom Action Research (CAR) was conducted to improve students' understanding of the concept of Rukun Iman (the Six Articles of Faith) in Islamic studies by using the recitation method (penugasan) at SD Negeri 100215 Persiapan Mosa Julu. The study employed a qualitative research approach, focusing on the learning processes and outcomes. The research followed a cyclical process consisting of two cycles, with each cycle consisting of four stages: planning, action, observation, and reflection. The cycles allowed the researchers to evaluate and refine teaching practices based on the data collected throughout the study. The participants of the study were 30 students from grade 4 of SD Negeri 100215 Persiapan Mosa Julu, consisting of 16 boys and 14 girls. These

students were selected as they had demonstrated limited understanding of Rukun Iman based on previous assessments and observations. The teacher, who had been teaching Islamic studies at the school for several years, acted as the facilitator of the action research. This teacher was actively involved in the planning, implementation, and evaluation of the teaching strategies used in the study.

The research was designed to use the recitation method, a teaching strategy where students are assigned tasks to memorize and recite specific materials. This method encourages active learning by requiring students to actively engage with the content, particularly by recalling and reciting the material. In this case, the teacher planned to assign tasks related to Rukun Iman to each student, allowing them to study and memorize the material individually before reciting it in class. The planning phase involved preparing materials for the lessons, including a detailed explanation of the six articles of faith. The teacher also developed a rubric to assess students' understanding based on their recitations and the level of detail in their explanations. To ensure active student involvement, the teacher planned to incorporate group discussions and individual recitation sessions. Additionally, the teacher ensured that students would be given sufficient time to study and memorize the material, as well as the opportunity to practice reciting it in front of their peers.

In the action phase, the teacher implemented the recitation method as planned. The lesson began with an introduction to the six articles of faith, followed by a clear explanation of each article. The teacher explained the significance of Rukun Iman and how each component contributes to a Muslim's understanding of faith. Following the explanation, the teacher assigned students specific tasks related to each article of faith. Each student was tasked with memorizing and preparing to recite their assigned article in front of the class. Students were given a week to memorize their assigned material, with additional practice time provided during class sessions. The teacher also arranged individual practice sessions for students who needed additional support in memorizing the material. This was especially important for students who were struggling with the memorization process. During the recitation sessions, students were encouraged to listen to their peers and offer constructive feedback, which allowed them to learn from one another and reinforce their understanding of the material. The action phase also included regular checks for understanding. The teacher observed students' recitations and provided feedback on their pronunciation, understanding, and ability to explain the meaning behind each article of faith. The teacher also monitored students' engagement during the discussions, ensuring that each student participated actively in the process. Students were given opportunities to ask questions, seek clarification, and provide their thoughts on each article, which helped deepen their understanding.

The observation phase involved closely monitoring students' progress throughout the lessons. The teacher observed how well students were able to memorize and recite the articles of faith. During the recitation sessions, the teacher took note of students' pronunciation, confidence, and accuracy in explaining the material. Observations were also made regarding students' level of engagement during group discussions, as well as their ability to listen to and respond to their peers' recitations. The teacher also took note of the challenges faced by students during the process, particularly those related to memorization. Some students struggled with recalling the material, while others had difficulty understanding the deeper meanings of the articles of faith. However, there was a noticeable improvement in students' abilities as the lessons progressed. Most students were able to memorize and recite the material with greater accuracy, and they began to show a deeper understanding of the concepts associated with Rukun Iman. The teacher used formative assessments during each recitation session to gauge students' progress. Feedback was given to students in real-time, allowing them to correct any mistakes and refine their understanding. The teacher also kept detailed records of each student's performance, noting improvements as well as areas that required further attention.

At the end of each cycle, the teacher reflected on the overall effectiveness of the teaching strategy. Reflection focused on evaluating the students' progress, identifying any challenges that arose during the lessons, and making necessary adjustments for the next cycle. In Cycle 1, the teacher observed that some students needed more time and support to memorize the material. The teacher also realized that providing additional resources, such as visual aids or audio recordings, could enhance students' ability to retain the material. Based on the reflection, several adjustments were made for Cycle 2. The teacher introduced new strategies to support students who were struggling with memorization, such as incorporating more interactive activities, visual aids, and repetition. These adjustments helped students become more confident in their recitations and improved their overall understanding of the material. Additionally, the teacher reflected on the effectiveness of group discussions. Students who participated actively in discussions were able to better understand the material, as they could ask questions, share insights, and clarify concepts with their peers. This collaborative approach to learning was beneficial in reinforcing the material and promoting a deeper understanding of Rukun Iman.

Throughout the study, data were collected in several forms, including observations, student recitations, and informal interviews. The teacher kept a record of each student's progress, noting how well they memorized and recited the material, as well as how effectively they could explain each article of faith. Additionally, students were given a short quiz after each cycle to assess their understanding of the material. The data collected showed significant improvements in students' ability to memorize and understand the Rukun Iman. In Cycle 1, the majority of students were able to recite the material, but some had difficulty explaining the meaning behind each article of faith. By Cycle 2, however, students had a better grasp of the content, and many were able to explain the significance of the Rukun Iman with greater clarity and confidence. The results of the study were analyzed by comparing the students' performance from the beginning of the research to the end. This comparison showed a clear improvement in both memorization and understanding. Students' participation in group discussions also increased, indicating that the recitation method had a positive effect on student engagement and active learning.

This Classroom Action Research demonstrated that the recitation method (penugasan) was an effective strategy for improving students' understanding of Rukun Iman in Islamic education at SD Negeri 100215 Persiapan Mosa Julu. Through the implementation of the method, students not only improved their ability to memorize the six articles of faith but also demonstrated a deeper understanding of the material. The use of student-centered learning, such as recitation and group discussions, allowed students to take an active role in their learning, which led to greater engagement and a better grasp of the subject matter. This research also highlights the importance of reflection and adaptation in teaching. By continuously assessing and adjusting the teaching strategy, the teacher was able to better meet students' needs and provide additional support where necessary. The success of the recitation method in improving students' understanding of Rukun Iman offers valuable insights for other educators seeking to enhance students' learning experiences in Islamic education.

RESULTS

*This study aimed to improve students' understanding of the concept of Rukun Iman (the Six Articles of Faith) through the use of the recitation method (penugasan) at SD Negeri 100215 Persiapan Mosa Julu. Based on observations during two cycles, there was a significant improvement in students' understanding and active participation in learning. In the first cycle, after an introduction to Rukun Iman, most students began to demonstrate their ability to memorize and explain the meaning of each article of faith. In the first cycle, the initial test results showed that about 60% of the students were able to memorize and explain the Rukun Iman articles well, while the remaining students needed more assistance in understanding the meaning and context of the material. Students who

struggled typically faced challenges in recalling and articulating the material fully. This indicated that while the recitation method had a positive impact, more intensive support was needed for students who were struggling.

However, after the assignments and more structured guidance in the first cycle, there was an increase in the number of students who successfully memorized and explained the material effectively. By the end of the first cycle, about 85% of the students had met the Minimum Competency Criteria (KKM) set at 70. The average score of students in the first cycle was 72.9, indicating that the recitation method helped students become more active in studying and improving their understanding of Rukun Iman. In the second cycle, adjustments were made to improve the effectiveness of the learning method. In this cycle, students were given more time to prepare their assignments and were provided with opportunities to practice in smaller groups led by their peers. This approach allowed students to feel more confident in presenting their learning. Additionally, the teacher provided more in-depth feedback to students, particularly those who faced challenges in memorizing and explaining the material.

The results obtained in the second cycle were very encouraging. All students, or 100%, achieved the KKM with an average score of 82.6. This showed a significant improvement compared to the first cycle. This improvement indicates that repeated use of the recitation method, with a more interactive approach and deeper guidance, was effective in helping students better understand and memorize the material. In addition to academic improvement, there was also an increase in student involvement during the learning process. During the second cycle, nearly all students actively participated in group discussions, shared their opinions, and asked questions about aspects of the material they felt less confident about. This suggests that the recitation method was not only effective for memorization but also for encouraging students to think critically and reflect on the material they learned.

Furthermore, during the learning process with the recitation method, students became more capable of linking each article of Rukun Iman to their daily lives. They began to understand how each article of faith relates to their beliefs and practices in daily life. For example, when discussing the article on belief in angels, students could give concrete examples of how they understood angels in Islamic teachings and how they could behave accordingly. Parental involvement also increased during the second cycle, as several parents reported seeing positive changes in their children's behavior at home. Some students shared that they often discussed the material they learned at school with their parents, showing that the learning process extended beyond the classroom. This indicates that the recitation method not only impacted classroom activities but also stimulated discussion and learning outside of school hours.

One aspect that was also noted during this study was how students who previously lacked confidence in speaking in front of others began to show improvement. The recitation method allowed students to practice speaking in front of their peers, helping them become more comfortable in expressing their thoughts. Students who were initially passive in learning activities eventually started to show greater self-confidence in discussing the subject matter. In addition, the discussion groups formed during the lessons proved to be effective. These discussions gave students the opportunity to explore the material more deeply through dialogue with their peers. They not only learned from the teacher but also from their classmates who offered different perspectives and insights on the material being taught. This collaborative learning approach was beneficial in reinforcing the material and promoting a deeper understanding of Rukun Iman. From the teacher's perspective, implementing the recitation method provided valuable insights into how students learn and the challenges they face. Through direct observation, the teacher was able to understand which aspects of the material were not fully understood by the students. The teacher was also able to give more attention to students who required special assistance, making the learning process more equitable and inclusive.

In the second cycle, using feedback from the first cycle, the teacher also began to incorporate additional learning materials such as visual aids and audio recordings to help students memorize and understand the material more effectively. The use of these supplementary learning tools helped increase student engagement and made it easier for them to retain the content of Rukun Iman. This was particularly helpful for students with visual learning preferences, improving their understanding. The findings of this study concluded that the recitation method was highly effective in improving students' understanding of Rukun Iman in Islamic education at SD Negeri 100215 Persiapan Mosa Julu. Through this method, students not only improved their ability to memorize the six articles of faith but also developed a deeper understanding of the material. The use of student-centered learning, such as recitation and group discussions, allowed students to take an active role in their learning, leading to greater engagement and a better grasp of the subject matter.

The implementation of the recitation method (penugasan) in teaching the Six Articles of Faith (Rukun Iman) at SD Negeri 100215 Persiapan Mosa Julu yielded positive results. In the first cycle, after introducing the material, 85.7% of students were able to meet the Minimum Competency Criteria (KKM) of 70. The average score of the students during this cycle was 72.9, showing an improvement in their ability to memorize and understand the six articles of faith. While most students showed progress, some students still required additional support to grasp the material fully. In the second cycle, adjustments were made, including more preparation time for students and peer-led discussions. These changes resulted in all 35 students, or 100%, achieving the KKM, with the average score improving to 82.6. The improvement in the second cycle demonstrated the effectiveness of the recitation method when combined with additional time and peer interaction. Students showed increased confidence and better comprehension of the Rukun Iman, suggesting that they were not only memorizing the material but also understanding its significance. The recitation method also encouraged greater student involvement during the learning process. Throughout both cycles, students actively participated in discussions, collaborated with peers, and shared their thoughts on the material. This increased participation, along with the use of visual and audio learning aids, helped reinforce students' understanding and retention of the material. Overall, the findings indicate that the recitation method effectively improved both the memorization and understanding of the Rukun Iman among students.

This research also highlights the importance of reflection and adaptation in teaching. By continuously assessing and adjusting teaching strategies, the teacher was able to better meet the students' needs and provide additional support where necessary. The success of the recitation method in improving students' understanding of Rukun Iman provides valuable insights for other educators seeking to enhance their students' learning experiences in Islamic education. Overall, the results of this research indicate that the recitation method is effective in improving students' understanding and involvement in the study of Rukun Iman at SD Negeri 100215 Persiapan Mosa Julu. This method also provided students with the opportunity to learn more independently and take responsibility for their own learning. In the future, it is hoped that the recitation method can be adopted by other schools to improve the quality of education, particularly in the field of religious studies.

DISCUSSION

This research aimed to improve students' understanding of the Rukun Iman (Six Articles of Faith) using the recitation method (penugasan) at SD Negeri 100215 Persiapan Mosa Julu. The results of this study demonstrate a significant improvement in students' academic performance and their active participation in the learning process. In this discussion, we will explore various aspects of the research findings and reflect on the implications for future learning strategies. The first observation from this study is that the

recitation method has a positive impact on students' ability to memorize and comprehend the Rukun Iman. In the first cycle, only 60% of students were able to memorize and explain the articles well. This indicates that, in the initial phase, students were still struggling with the material. The difficulty they experienced might have stemmed from the complexity of memorizing the six articles of faith, which require a high level of retention. However, the recitation method, which emphasizes repetition, allowed students to continuously engage with the material, gradually improving their understanding.

By the end of the first cycle, the number of students achieving the KKM (Minimum Competency Criteria) increased significantly, with 85% of students meeting the standard. This progress suggests that repeated exposure and practice helped students internalize the content. The recitation method facilitated not only memorization but also comprehension, as students were able to connect each article of faith with its meaning and significance in their lives. The results in the second cycle further reinforced the effectiveness of the recitation method. In this cycle, all students, or 100%, achieved the KKM with an average score of 82.6. The fact that every student met the standard in the second cycle illustrates the substantial improvement in their understanding of the Rukun Iman. This indicates that the adjustments made in the second cycle, such as providing more time for students to prepare and engaging them in peer-led discussions, were highly beneficial in supporting their learning. One of the key factors contributing to this success was the increased involvement of students during the learning process. In the second cycle, nearly all students actively participated in group discussions and shared their insights. This suggests that the recitation method not only helped students memorize the material but also encouraged them to think critically and reflect on the teachings. It is essential that students are not merely passive recipients of information but also actively engage with the material, which enhances their learning experience.

Additionally, the peer-led discussions created an environment where students could learn from each other. This peer collaboration allowed students to explore different interpretations and understandings of the Rukun Iman. By sharing their perspectives, students gained a more comprehensive and well-rounded understanding of the material. This highlights the importance of collaborative learning in fostering a deeper connection with the subject matter. Furthermore, the method's ability to promote self-confidence among students was evident in the results. Students who initially struggled with speaking in front of others became more confident as the cycles progressed. The recitation method provided them with a safe space to practice speaking and expressing their thoughts. By reciting and explaining the material to their peers, students gained the courage to present their ideas and thoughts more openly, which is an essential skill in any educational setting. The increase in parental involvement during the second cycle is another important aspect of the study. Some parents reported that their children were discussing the material at home, indicating that the learning process was not limited to the classroom. This suggests that the recitation method had a positive effect on the students' overall engagement with the subject, extending beyond school hours. Encouraging such home-school connections is crucial for reinforcing learning and fostering a supportive educational environment.

Another significant observation was the improvement in students' ability to relate the Rukun Iman to their daily lives. As students learned about the articles of faith, they began to draw connections between these beliefs and their own experiences. For example, when discussing belief in angels, students were able to provide real-life examples of how this belief manifested in their actions and understanding of the world around them. This real-world connection is vital for making abstract concepts more meaningful and accessible to young learners. The use of additional learning materials, such as visual aids and audio resources, also contributed to the students' success. These supplementary tools helped students engage with the material in different ways, catering to different learning styles. Visual aids, in particular, were beneficial for students who are visual learners, as they provided concrete representations of abstract concepts. The integration of multiple learning modalities allowed students to better retain and understand the content.

The success of the recitation method can also be attributed to the teacher's role in providing continuous support and feedback. By closely monitoring student progress and providing timely feedback, the teacher was able to identify areas where students were struggling and offer targeted assistance. This individualized support ensured that no student was left behind, and every student had the opportunity to succeed. The teacher's adaptability and willingness to make adjustments in response to student needs was a crucial factor in the success of this study. The fact that all students achieved the KKM in the second cycle indicates that the recitation method was effective in improving learning outcomes. This success is a clear sign that the method can be an effective tool for enhancing student understanding in subjects like Islamic studies, where memorization and comprehension of key concepts are essential. The ability of the recitation method to foster both academic achievement and personal development is a valuable takeaway from this research. Moreover, this research highlights the importance of active learning strategies, such as recitation and peer discussion, in improving student engagement and understanding. The recitation method encourages students to take an active role in their learning, rather than passively receiving information. By engaging in recitation and discussion, students are more likely to retain the material and apply it meaningfully in their lives.

This study also emphasizes the value of reflection in the teaching process. By reflecting on the results of the first cycle and adjusting their approach for the second cycle, the teacher was able to enhance the learning experience for students. This process of reflection and continuous improvement is essential for creating an effective learning environment. It shows that teaching is not a one-size-fits-all approach, and flexibility is key to meeting the diverse needs of students. One of the broader implications of this research is that it demonstrates the potential of student-centered learning methods to improve understanding in various subjects. While this study focused on Islamic studies, the principles of the recitation method can be applied to other areas of education. By making students the focal point of the learning process and providing opportunities for active engagement, teachers can enhance students' academic success and personal growth.

This study also contributes to the growing body of research on effective teaching methods in religious education. The recitation method is not only useful for memorization but also for fostering a deeper understanding of the subject matter. By incorporating activities that encourage critical thinking and reflection, teachers can help students connect what they are learning to their own beliefs and values, making the material more relevant and meaningful. In conclusion, the recitation method has proven to be an effective tool for improving students' understanding of Rukun Iman. Through repeated exposure, peer discussions, and continuous support from the teacher, students were able to gain a deeper understanding of the material and achieve academic success. The findings of this research suggest that active learning strategies, such as recitation, should be further explored and incorporated into religious education programs to enhance student engagement and learning outcomes.

The positive results of this study provide a strong case for the use of recitation in improving student understanding of key concepts in religious studies. Moving forward, it is recommended that schools continue to explore innovative and student-centered teaching methods to foster greater engagement and learning. This research demonstrates that with the right approach, students can achieve meaningful learning outcomes and develop a deeper connection to the material they are studying. In summary, the findings of this research provide valuable insights into the effectiveness of the recitation method in improving students' understanding of Rukun Iman. By focusing on active learning, peer discussions, and continuous feedback, teachers can help students deepen their comprehension and engage more meaningfully with the subject matter. This approach not only enhances academic achievement but also contributes to the development of students' critical thinking skills and self-confidence.

CONCLUSION

This study aimed to improve students' understanding of the Rukun Iman (Six Articles of Faith) through the recitation method at SD Negeri 100215 Persiapan Mosa Julu. The findings suggest that the recitation method had a significant positive impact on students' academic achievement and engagement in the learning process. Over the course of two cycles, there was a notable improvement in students' ability to memorize, understand, and explain the material, with 100% of students reaching the Minimum Competency Criteria (KKM) in the second cycle. The results indicate that the recitation method helped students develop both their memorization skills and their deeper understanding of the Rukun Iman. In the first cycle, the improvement was evident as the number of students meeting the KKM increased from 60% to 85%. This improvement was further enhanced in the second cycle, where all students achieved the KKM, reflecting the effectiveness of the method when applied consistently and with the necessary support. One of the key factors contributing to the success of this method was the active involvement of students in the learning process. The peer-led discussions and opportunities for students to explain the material to their classmates encouraged greater participation and critical thinking. These activities allowed students to internalize the material and make connections to their daily lives, making the learning experience more meaningful and engaging. Moreover, the use of additional learning resources, such as visual aids and audio recordings, proved to be effective in supporting students' understanding. These materials catered to various learning styles and helped reinforce the content, making it easier for students to retain and recall the material. The use of multimedia tools enhanced the learning experience and contributed to the overall success of the recitation method. Another significant outcome of this study was the improvement in students' self-confidence, particularly when speaking in front of their peers. The recitation method provided students with a platform to practice and express their ideas, leading to greater comfort and confidence in sharing their thoughts. This improvement in self-expression is a valuable skill that extends beyond the classroom and contributes to students' overall personal development. The involvement of parents also played a crucial role in the success of the method. Increased discussions at home about the material indicated that the learning process was being extended beyond the classroom. This partnership between school and home further reinforced the students' learning and demonstrated the positive impact of the recitation method on their overall development. In conclusion, the recitation method has proven to be an effective approach for improving students' understanding of the Rukun Iman at SD Negeri 100215 Persiapan Mosa Julu. By focusing on student-centered learning, peer discussions, and continuous support, this method not only enhanced students' academic achievement but also contributed to their personal growth. Based on the success of this study, it is recommended that other schools explore the use of recitation as a teaching method in religious education to foster deeper understanding and engagement among students. This study aimed to improve students' understanding of the Rukun Iman (Six Articles of Faith) through the recitation method at SD Negeri 100215 Persiapan Mosa Julu. The findings suggest that the recitation method had a significant positive impact on students' academic achievement and engagement in the learning process. Over the course of two cycles, there was a notable improvement in students' ability to memorize, understand, and explain the material, with 100% of students reaching the Minimum Competency Criteria (KKM) in the second cycle. The results indicate that the recitation method helped students develop both their memorization skills and their deeper understanding of the Rukun Iman. In the first cycle, the improvement was evident as the number of students meeting the KKM increased from 60% to 85%. This improvement was further enhanced in the second cycle, where all students achieved the KKM, reflecting the effectiveness of the method when applied consistently and with the necessary support. One of the key factors contributing to the success of this method was the active involvement of students in the learning process. The peer-led discussions and opportunities for students to explain the material to their

classmates encouraged greater participation and critical thinking. These activities allowed students to internalize the material and make connections to their daily lives, making the learning experience more meaningful and engaging. Moreover, the use of additional learning resources, such as visual aids and audio recordings, proved to be effective in supporting students' understanding. These materials catered to various learning styles and helped reinforce the content, making it easier for students to retain and recall the material. The use of multimedia tools enhanced the learning experience and contributed to the overall success of the recitation method. Another significant outcome of this study was the improvement in students' self-confidence, particularly when speaking in front of their peers. The recitation method provided students with a platform to practice and express their ideas, leading to greater comfort and confidence in sharing their thoughts. This improvement in self-expression is a valuable skill that extends beyond the classroom and contributes to students' overall personal development. The involvement of parents also played a crucial role in the success of the method. Increased discussions at home about the material indicated that the learning process was being extended beyond the classroom. This partnership between school and home further reinforced the students' learning and demonstrated the positive impact of the recitation method on their overall development. In conclusion, the recitation method has proven to be an effective approach for improving students' understanding of the Rukun Iman at SD Negeri 100215 Persiapan Mosa Julu. By focusing on student-centered learning, peer discussions, and continuous support, this method not only enhanced students' academic achievement but also contributed to their personal growth. Based on the success of this study, it is recommended that other schools explore the use of recitation as a teaching method in religious education to foster deeper understanding and engagement among students.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.

- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.

- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

