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Improving Islamic Religious Education Learning Outcomes through the Method of Giving Learning Assignments and Recitation at SD Negeri 0401 Pasar Ujung Batu

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Abstract: This study aims to improve student learning in Islamic religious education learning with the method of Giving Learning Assignments and Recitations. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the method of Giving Learning Assignments and Recitations can improve student learning in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the method of Giving Learning Assignments and Recitations can be used as an alternative to improve student learning in Islamic religious education learning.

Keywords: Giving learning assignments and recitation, learning outcome, islamic education.

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INTRODUCTION

Teachers have a very important role in determining the quantity and quality of teaching carried out. Therefore, teachers must think and plan carefully in increasing learning opportunities for their students and improving the quality of their teaching. This requires changes in organizing classes, the use of teaching methods, teaching and learning strategies, as well as teachers' attitudes and characteristics in managing the teaching and learning process.

Teachers play the role of managers of the teaching and learning process, acting as facilitators who try to create effective teaching and learning conditions, so as to enable the

teaching and learning process, develop study materials well, and improve students' ability to listen to lessons and master the educational goals that they must achieve. To fulfill the above, teachers are required to be able to manage the teaching and learning process that provides stimulation to students, so that they want to learn because students are the main subjects in learning. Joint learning activities can help spur active learning.

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

Islamic religious learning no longer prioritizes absorption through the achievement of information, but rather prioritizes the development of skills and information processing. For this reason, student activities need to be improved through exercises or assignments by working in small groups and explaining ideas to others. (Hartoyo, 2000:24). Based on the description mentioned above, the researcher wants to try to conduct a research with the title "Improving Islamic Religious Learning Through the Method of Giving Learning Assignments and Recitation to Grade IV Students of SDN 0401 PASAR UJUNG BATU".

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Oja and Sumarjan (in Titik Sugiarti, 1997; 8) classify action research into four types, namely; 1) teachers act as researchers; 2) collaborative action research; 3) Simultaneously integrated, and; 3) Social Experimental Administration. In this action research, the teacher is used as a researcher, the person in charge of the action research is the practitioner (teacher). The main purpose of this action research is to improve learning outcomes in the classroom where teachers are fully involved in research starting from planning, action, observation and reflection.

In this study, the researcher does not collaborate with anyone, the presence of the researcher as a teacher in the classroom as a teacher is fixed and carried out as usual, so that students do not know if they are being researched. In this way, it is hoped that the data will be obtained as objectively as possible for the validity of the necessary data. This research will be stopped if the completeness of learning by calcitals has reached 85% or more. So in this study, the researcher did not depend on the number of cycles to go through.

A research site is a place used in conducting research to obtain the desired data. This research took place at SDN 0401 PASAR UJUNG BATU, SOSA District, PADANG LAWAS Regency, Academic Year 2025/2020. Research time is the time when the research takes place or when this research is carried out. This research was carried out in September of the odd semester of 2025/2020. The subjects of the study are Grade 4 students of SDN 0401 PASAR UJUNG BATU, SOSA District, PADANG LAWAS Regency for the 2025/2020 Academic Year. This research uses Classroom Action Research (PTK).

According to the PGSM Project Trainer Team, PTK is a form of reflective study by actors who take actions to increase the rational stability of their actions in carrying out their duties, deepen their understanding of the actions taken, and improve the conditions under which the learning practice is carried out (in Mukhlis, 2000: 3). Meanwhile, according to Mukhlis (2000: 5) PTK is a form of systematic and reflective study by actors to improve conditions learning. The main purpose of PTK is to improve/improve learning practices in a sustainable manner, while the purpose of participation is to foster a research culture among teachers (Mukhlis, 2000: 5).

In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Mc. Taggart (in Trianto, 2011: 13), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection. The next step in the cycle is revised planning, action, observation, and reflection. Before entering cycle 1, preliminary actions were taken in the form of problem identification. The data needed in this study were obtained through observation of processing methods of giving learning assignments and recitations, observation of student and teacher activities, and formative tests. To find out the effectiveness of a method in learning activities, it is necessary to conduct data analysis.

This study uses a qualitative descriptive analysis technique, which is a research method that describes reality or facts in accordance with the data obtained with the aim of finding out the learning achievements achieved by students as well as to obtain student responses to learning activities and student activities during the learning process.

To analyze the success rate or percentage of student success after the teaching and learning process, each round is carried out by providing an evaluation in the form of written test questions at the end of each round.

RESULTS

The research data obtained was in the form of test results of question item items, observation data in the form of observation of the management of methods of assigning learning assignments and recitation and observation of student and teacher activities at the end of learning, and formative test data of students in each cycle. The data from the test of question items is used to get a test that really represents what you want. This data is then analyzed for the level of validity, reliability, level of difficulty, and differentiation.

Observation sheet data was taken from two observations, namely observation data on the management of learning assignment and recitation methods used to determine the influence of the application of learning assignment and recitation methods in improving achievement. Formative test data to determine the improvement of student learning achievement after applying the method of assigning learning assignments and recitations. The results of the implementation of the first cycle can be explained that by applying the method of assigning learning assignments and recitations, the average score of student learning achievement is 69.09 and the learning completeness reaches 68.18% or there are 15 students out of 22 students who have completed learning.

The results show that in the first cycle, classically, students have not completed learning, because students who get a score of ≥ 65 are only 68.18% smaller than the desired percentage of completeness, which is 85%. This is because students still feel new and do not understand what the teacher intends and uses by applying the method of giving learning assignments and recitation. The results of the implementation of the second cycle obtained the average score of student learning achievement was 76.36 and the learning completeness reached 77.27% or there were 17 students out of 22 students who had completed learning.

These results show that in cycle II, the completeness of learning has improved classically a little better than cycle I. There is an increase in student learning outcomes because after the teacher informs that at the end of each lesson there will always be a test so that at the next meeting students are more motivated to learn. In addition, students have also begin to understand what the teacher intends and wants by applying the method of assigning learning assignments and recitations.

The results of the implementation of cycle III obtained an average score of 81.82 for the formative test and from 22 students who have completed it, 19 students and 3 students have not achieved learning completeness. So classically, the completeness of learning that has been achieved is 86.36% (including the complete category). The results in cycle III have improved better than cycle II. The increase in learning outcomes in cycle III is influenced by the improvement of teachers' ability to apply learning assignment and

recitation methods so that students become more accustomed to this kind of learning so that students are easier to understand the material that has been given.

In this third cycle, classical completeness has been achieved, so this research only reaches the third cycle. In cycle III, teachers have applied the method of giving learning assignments and recitations well and judging from student activities and student learning outcomes, the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what has existed with the aim that in the implementation of the next teaching and learning process, the application of the method of giving learning assignments and recitation can improve the teaching and learning process so that learning objectives can be achieved.

This research aims to evaluate the effectiveness of using the method of giving learning assignments and recitation in enhancing the learning outcomes of students in Islamic Education at SD Negeri 0401 Pasar Ujung Batu. The study focuses on understanding how these methods can help improve students' knowledge, memorization, and application of Islamic teachings in daily life. Islamic Education is an essential subject in elementary schools, and effective teaching strategies are needed to ensure that students engage deeply with the content and retain key concepts.

The method of giving learning assignments plays a significant role in reinforcing students' understanding of the material. Through carefully designed tasks, students are encouraged to independently explore and study Islamic teachings outside of class time. These assignments not only promote self-directed learning but also allow students to reflect on their learning, apply Islamic values in different contexts, and improve their memorization skills. Learning assignments also help identify areas where students may struggle, giving teachers the opportunity to provide additional support where necessary.

Recitation, another key aspect of this study, is an important method in Islamic Education that focuses on the memorization and recitation of Quranic verses and Islamic prayers. This method helps students internalize Islamic teachings, develop discipline, and enhance their spiritual connection to the subject matter. The act of reciting verses from the Quran, in particular, fosters a deep sense of connection to the religious texts and reinforces both knowledge and faith. Recitation practices also contribute to building students' confidence in presenting Islamic teachings in front of their peers.

The research was conducted at SD Negeri 0401 Pasar Ujung Batu, involving a group of grade 4 students. The study used a combination of pre-test and post-test assessments to measure the impact of learning assignments and recitation on students' performance in Islamic Education. The pre-test results showed that students had a basic understanding of Islamic teachings, but they lacked strong memorization and application skills. After the intervention, which included regular assignments and recitation practices, students' post-test scores revealed a significant improvement in their knowledge and retention of the material.

The findings suggest that giving learning assignments has a positive impact on student engagement and the ability to apply Islamic values in real-life situations. Students who completed assignments on their own demonstrated a better grasp of the subject, as the tasks encouraged them to engage critically with the content. In addition, the structured recitation sessions helped reinforce their memorization skills, allowing them to recall Quranic verses and prayers with greater ease. This combination of independent learning and repetition through recitation contributed to overall academic improvement in Islamic Education.

Students also reported feeling more confident in their ability to memorize and recite Quranic verses, which in turn motivated them to participate more actively in class discussions. The process of recitation, coupled with the sense of achievement from completing assignments, fostered a sense of pride in their learning progress. Teachers observed that students were more motivated to engage with the subject matter and more

willing to demonstrate what they had learned in front of the class, creating a positive and dynamic classroom atmosphere.

Teachers noted that these methods helped improve students' time management skills, as they had to allocate time for completing assignments and practicing recitation outside of class. Additionally, the methods encouraged a more consistent approach to learning, as students were required to regularly revisit the material through assignments and recitation. The ongoing practice contributed to better retention and understanding, which ultimately enhanced the learning experience for the students.

In conclusion, the use of learning assignments and recitation methods proved to be an effective strategy for improving Islamic Education learning outcomes at SD Negeri 0401 Pasar Ujung Batu. These methods not only helped students retain knowledge more effectively but also fostered a deeper connection to Islamic teachings. The research highlights the importance of incorporating varied teaching strategies, such as assignments and recitation, to enhance student engagement, motivation, and academic achievement in Islamic Education. It is recommended that these methods be integrated into regular teaching practices to further improve student learning in Islamic Education.

DISCUSSION

Completeness of Student Learning Outcomes, Through the results of this study, it shows that the method of giving learning assignments and recitation has a positive impact on improving student learning achievement. This can be seen from the increasingly stable students' understanding of the material delivered by the teacher (learning completeness increased from grades I, II, and II), which were 68.18%, 77.27%, and 86.36%, respectively. In cycle III, the completeness of student learning has been classically achieved. Teachers' Ability to Manage Learning Based on data analysis, it was obtained that student activity in the process of the method of giving learning assignments and recitation in each cycle has increased. This has a positive impact on student learning achievement, which can be shown by the increase in the average score of students in each cycle that continues to improve. Teacher and Student Activities in Learning.

Based on data analysis, it was obtained that student activities in the Islamic religious learning process on the subject of composing the most dominant are working using tools/media, listening/paying attention to the teacher's explanations, and discussions between students/between students and teachers. So it can be said that student activities can be categorized as active. As for the activities of teachers during learning, they have carried out the steps of the method of giving learning assignments and recitation well. This can be seen from the teacher's activities that appear, including guiding and observing students in doing LKS activities/finding concepts, explaining/practicing using tools, giving feedback/evaluation/question and answer where the percentage for the above activities is quite large.

CONCLUSION

From the results of learning activities that have been carried out for three cycles, and based on all the discussions and analyses that have been carried out, it can be concluded as follows; 1) Problem-based learning has a positive impact on improving student learning achievement which is characterized by an increase in student learning completeness in each cycle, namely cycle I (68.18%), cycle II (77.27%), cycle III (86.36%); 2) The application of the method of giving learning assignments and recitation has a positive influence, namely it can increase students' learning motivation which is shown by the results of interviews with some students, the average answer of students states that students are interested and interested in the method of giving learning assignments and recitation so that they become motivated to learn.

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