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Improving Islamic Education Learning through the Method of Giving Learning Assignments and Recitations to Students at SD Negeri 1603 Sidongdong

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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, 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 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 1603 SIDONGDONG".

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 (a) teachers acting as researchers, (b) collaborative action research, (c) integrated simultaneous, and (d) 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 1603 SIDONGDONG, BARUMUN BARAT District, PADANG LAWAS Regency, Academic Year 2019/2020. 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 2019/2020. 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 study which is systematic and reflective by the actors of action to improve the learning conditions carried out. 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

This research investigates the effectiveness of utilizing the methods of giving learning assignments and recitation to enhance the learning outcomes of students in Islamic Education at SD Negeri 1603 Sidongdong. Islamic Education plays a crucial role in shaping students' understanding of their religious beliefs and values, making it essential to adopt effective teaching strategies. The study explores how these two methods—learning assignments and recitation—can support students in acquiring deeper knowledge of Islamic teachings and improve their ability to apply this knowledge in their daily lives.

The method of giving learning assignments is an approach that encourages students to take responsibility for their learning outside of the classroom. By providing students with tasks related to Islamic studies, teachers create opportunities for students to engage with the material in a more independent and reflective manner. These assignments are designed to help students strengthen their comprehension of Islamic concepts and practices, and to encourage them to apply these teachings to real-world situations. Furthermore, assignments help to improve students' research skills and promote critical thinking, which are vital components of their overall educational development.

Recitation, on the other hand, is a fundamental method in Islamic Education, particularly in the memorization and recitation of Quranic verses and prayers. The practice of recitation allows students to internalize the content and deepen their spiritual connection to Islamic teachings. Recitation also contributes to the development of discipline, focus, and confidence, as students regularly engage with the sacred texts and learn to articulate their knowledge in front of their peers. The ability to memorize and recite Quranic verses enhances students' religious identity and strengthens their connection to their faith.

The research was conducted at SD Negeri 1603 Sidongdong, involving a group of fifth-grade students. The study utilized a pre-test and post-test design to assess the impact of learning assignments and recitation on students' academic performance in Islamic Education. The pre-test results indicated that students had a basic understanding of the material, but there was a noticeable gap in their ability to recall and apply Islamic teachings effectively. Following the implementation of the intervention, which included regular assignments and recitation practices, students' post-test scores showed significant improvement in both knowledge retention and application.

The findings suggest that the use of learning assignments has a positive effect on students' ability to understand and apply Islamic teachings. Students who were given assignments that required independent research and reflection demonstrated improved comprehension of key concepts. These assignments helped students connect theoretical knowledge with practical situations, which made the lessons more relevant to their daily lives. As students engaged with the content outside of class, they were able to develop a deeper understanding of the material and engage more actively in class discussions.

In addition to learning assignments, the recitation method also proved to be highly beneficial in improving students' performance in Islamic Education. The regular practice

of reciting Quranic verses and prayers helped reinforce students' memorization skills and enabled them to recall the material with greater ease. The act of recitation also provided students with a sense of accomplishment and pride, which boosted their confidence in their ability to engage with Islamic texts. Over time, students became more proficient in reciting the Quran and expressing their understanding of its meanings, which contributed to their overall academic success.

The combination of learning assignments and recitation encouraged students to take a more active role in their learning process. Students were motivated to complete their assignments with greater focus and dedication, knowing that they would be assessed on their understanding and application of the material. The regular recitation sessions also helped to create a structured routine for students to engage with their studies, leading to improved consistency and discipline in their approach to learning.

Teachers reported that these methods led to a more dynamic and interactive classroom environment. Students were more engaged in lessons and demonstrated greater enthusiasm for learning. The combination of individual assignments and collaborative recitation practices fostered a sense of community and teamwork among students, as they often worked together to practice and refine their recitations. Teachers also observed that students were more willing to ask questions and seek clarification on difficult concepts, which enhanced the overall learning experience.

Moreover, students showed increased self-confidence as a result of their improved memorization and recitation skills. Many students who initially struggled with Quranic verses and prayers became more comfortable and confident in their ability to recite the texts accurately. This newfound confidence translated into more active participation in class, as students were eager to share their knowledge and demonstrate their abilities to their peers.

The study also highlighted the importance of teacher guidance and support in implementing these methods effectively. Teachers played a crucial role in providing clear instructions for assignments and guiding students through the recitation process. Regular feedback from teachers helped students identify areas for improvement and provided encouragement, which motivated them to continue working hard. Teachers also emphasized the importance of discipline and consistency in completing assignments and practicing recitation, which helped students develop strong study habits.

Despite the positive outcomes, the research identified some challenges in implementing the learning assignments and recitation methods. These included time constraints in the classroom, as well as the need for adequate resources to support independent learning outside of class. Some students also struggled with maintaining focus and motivation during recitation practices, particularly when faced with difficult Quranic verses. However, these challenges were addressed through ongoing teacher support and adjustments to the learning activities.

In conclusion, the application of learning assignments and recitation methods has proven to be highly effective in improving the learning outcomes of students in Islamic Education at SD Negeri 1603 Sidongdong. These methods helped students develop a deeper understanding of Islamic teachings, improved their memorization and recitation skills, and fostered greater engagement with the subject matter. The combination of independent learning through assignments and active participation through recitation created a well-rounded approach to teaching Islamic Education, which significantly enhanced students' academic performance.

The study also emphasizes the importance of consistency and teacher involvement in the implementation of these methods. Teachers must provide continuous support and guidance to ensure that students remain motivated and on track with their assignments and recitation practices. Moving forward, it is recommended that these methods be incorporated into the regular curriculum to further improve student engagement, confidence, and academic achievement in Islamic Education.

In light of the positive results, schools are encouraged to explore other innovative teaching strategies that complement learning assignments and recitation. By continuously adapting teaching methods to meet the needs of students, educators can create a more engaging and effective learning environment that helps students excel in both their religious and academic pursuits.

DISCUSSION

The results of this study indicate that the methods of learning assignments and recitation were highly effective in improving students' learning outcomes in Islamic Education at SD Negeri 1603 Sidongdong. By incorporating both independent learning through assignments and active engagement through recitation, students were able to deepen their understanding and retention of Islamic teachings. These methods helped students not only memorize Quranic verses and prayers but also connect the content to their daily lives, making the lessons more relevant and meaningful.

Learning assignments encouraged students to take responsibility for their own education. The tasks provided students with opportunities to explore Islamic concepts outside of the classroom and reflect on their learning. This independent learning fostered critical thinking and problem-solving skills, as students had to engage with the material and apply it to different contexts. By completing assignments, students also gained a deeper understanding of Islamic teachings, which enhanced their ability to recall and discuss the content in class.

The recitation method was also highly beneficial for reinforcing students' memorization and understanding of the Quran. Regular practice of reciting Quranic verses not only improved students' ability to memorize but also strengthened their spiritual connection to the material. Recitation helped students internalize the content, allowing them to recall verses with greater confidence. Furthermore, the act of reciting in front of peers built students' public speaking and presentation skills, encouraging them to express their knowledge and foster a sense of accomplishment.

Despite the positive impact of both methods, the study also highlighted some challenges in implementation. One of the main obstacles was the time constraints, as teachers had to balance the demands of both assignments and recitation within the limited classroom hours. Ensuring that students had adequate time for practice, especially for recitation, required additional support outside of class. Teachers could address this challenge by providing students with structured schedules and resources to help them manage their time effectively.

In conclusion, the study demonstrated that the integration of learning assignments and recitation is an effective strategy for improving students' learning outcomes in Islamic Education. These methods helped students develop a deeper understanding of the material, improved their memorization and recitation skills, and fostered greater engagement with the subject matter. Moving forward, it is recommended that these methods be further incorporated into the curriculum, with continued support from teachers to help students manage the demands of both assignments and recitation effectively.

CONCLUSION

The findings from this study clearly indicate that the use of learning assignments and recitation methods significantly improved students' learning outcomes in Islamic Education at SD Negeri 1603 Sidongdong. These methods, when implemented together, created a comprehensive learning experience that actively engaged students both inside and outside the classroom. This engagement was essential in helping students connect with the subject matter, fostering a deeper understanding and retention of Islamic teachings. The combination of independent assignments and the active practice of

recitation contributed to an enriched learning environment, where students could apply theoretical knowledge in practical ways.

Learning assignments played a crucial role in encouraging students to take ownership of their learning. By providing assignments that required independent research, reflection, and application of Islamic values, teachers facilitated a more personalized learning experience for each student. These assignments allowed students to process and internalize the material at their own pace, enhancing their understanding of key concepts. Moreover, the assignments encouraged students to explore topics in greater depth, which helped them make meaningful connections between Islamic teachings and their everyday lives.

One of the key advantages of the assignment method was its ability to foster critical thinking skills. When students were tasked with analyzing and reflecting on Islamic texts and concepts outside of class, they were prompted to think more critically about the material. This deepened their understanding of the subject, as they were encouraged to ask questions, evaluate different perspectives, and apply their knowledge in practical contexts. The assignments thus promoted active learning, where students were not simply memorizing facts, but engaging with the material on a more profound level.

Recitation, on the other hand, was instrumental in helping students internalize Islamic teachings. The process of memorizing Quranic verses and prayers requires consistent practice, discipline, and repetition, which are essential components of the recitation method. The more students practiced reciting these verses, the more confident and proficient they became in recalling and applying them. Recitation also provided students with a sense of spiritual fulfillment and connection to their faith, as they not only memorized the words but also reflected on their meanings and significance.

Another important aspect of the recitation method was its impact on students' discipline and focus. The act of regularly practicing and reciting Quranic verses in front of their peers helped build students' confidence and improved their ability to memorize and recall the material with ease. Over time, students became more disciplined in their approach to learning, establishing a routine that allowed them to consistently engage with the content. This disciplined approach contributed to better retention of Islamic teachings and a deeper commitment to the subject matter.

While both learning assignments and recitation provided clear benefits, the study also highlighted some challenges in their implementation. One of the key difficulties was time management. Teachers reported that allocating sufficient time for both assignments and recitation within the constraints of the school schedule was challenging. In particular, students needed additional time to practice their recitation skills outside of class. This limitation could be addressed by ensuring that students have access to resources and support to help them manage their time effectively, both in completing assignments and in reciting verses.

Despite these challenges, the positive impact of the two methods on student outcomes was undeniable. Students who engaged in both assignments and recitation demonstrated significant improvements in their knowledge, memorization, and application of Islamic teachings. Teachers also observed an increase in student participation and enthusiasm during lessons, as students felt more confident in their ability to contribute and share their knowledge. This increase in student engagement contributed to a more dynamic and interactive classroom environment, which fostered a deeper connection to the subject matter.

In conclusion, this study provides strong evidence that learning assignments and recitation are highly effective methods for improving student learning outcomes in Islamic Education. The combination of independent assignments, which encourage critical thinking and application, along with recitation, which reinforces memorization and spiritual connection, created a holistic approach to learning. The results of this study suggest that incorporating these methods into regular teaching practices can lead to greater student engagement, confidence, and academic success in Islamic Education.

Future research could explore additional strategies to further enhance the effectiveness of these methods and overcome the challenges associated with their implementation.

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