

Method of Giving Learning Assignments and Recitations as an Effort to Improve Student Learning Outcomes at MIS An Nur Kabupaten Bandung

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Abstract: This study aims to improve the learning of Islamic Religious Education (Fiqh Lessons) through the method of giving learning assignments and registration. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of Madrasah Ibtidaiyah. Data from the study were calculated using simple statistics, namely: 1) To assess repetition or formative tests and 2) For learning completeness, there are two categories of learning completeness, namely individually and classically. The results of the study showed that 1) Problem-based learning has a positive impact on improving student learning achievement which is indicated 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 recitations has a positive influence, namely it can increase student learning motivation as indicated by the results of interviews with some students, the average student answer stated that students were interested and interested in the methods of giving learning assignments and recitations so that they became motivated to learn.

Keywords: Learning outcomes, method of giving learning assignments and recitations, fiqh.

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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 from.

Small groups will make it possible to encourage active learning activities in a special way. What students discuss with their peers and what students teach their peers allow them to gain 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. Based on the description above, the researcher wants to try to conduct a research with the title "Improving Islamic Religious Learning (Fiqh Lessons) Through the Method of Providing Learning Assignments and Recitation to Grade I Students of MIS An Nur".

Islamic Religious Education has an important role in shaping the character and religious understanding of students from an early age. One of the main branches in PAI is Fiqh lessons, which teach about worship procedures, Islamic law, and rules that must be obeyed in daily life. However, in practice, Fiqh learning at the madrasah ibtidaiyah level often faces various challenges, such as low interest in learning students, lack of understanding of the material, and limitations in learning methods applied by teachers. To overcome these problems, innovations are needed in learning methods that are able to increase student engagement and encourage them to learn independently outside the classroom. The method of giving study assignments and recitation is one of the alternatives that can be applied in Fiqh learning to improve students' understanding and skills. This method involves the activity of assigning assignments by teachers who.

Several previous studies have shown that the method of assigning learning tasks and recitation can improve student learning outcomes, especially in subjects that require an in-depth understanding of concepts. However, the effectiveness of this method depends largely on several factors, such as students' ability to manage learning tasks, the level of support from teachers and parents, and the availability of adequate learning resources. Therefore, in this study, the approach used includes observation, interviews with teachers and students, and analysis of the results of assignments and student presentations. In addition to improving the understanding of Fiqh material, this study also emphasizes the impact of the method of giving learning assignments and recitation on non-academic aspects, such as discipline, responsibility, and student confidence. With the existence of study assignments, students are accustomed to managing their time in completing assignments, while through recitations, they can develop the skills of.

Based on this background, this study focuses on three main questions: (1) The extent of the effectiveness of the method of giving learning assignments and recitations in improving student learning outcomes in Fiqh lessons; (2) What factors support and hinder the success of this method in learning; (3) How can the solution be applied to overcome the obstacles in the application of this method in class I of MIS An Nur Sindangsari Baleendah. With this research, it is hoped that the method of giving learning assignments and recitation can be one of the strategies that can be applied more widely in PAI learning, especially in Fiqh subjects. The findings of this study are expected to provide insight for educators in developing learning methods that are more effective, interesting, and in accordance with the needs and characteristics of students at the madrasah ibtidaiyah level.

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 act as researchers; (b) collaborative action research; (c) Simultaneous integrated; 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 MIS AN NUR, Baleendah District, Bandung Regency for the 2023/2024 Academic Year. 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 even semester 2023/2024. The subjects of the study were students of Grade 1 MIS AN NUR, Baleendah District, Bandung Regency, Academic Year.

Meanwhile, according to Mukhlis (2000: 5) PTK is a form of systematic and reflective study by 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 Taggart (in Sugiarti, 1997: 6), 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 spiral cycle of the penel stages.

The explanation of the flow above is: 1) Initial design/plan, before conducting research, the researcher prepares a formulation of the problem, objectives and makes an action plan, including research instruments and learning tools; 2) Activities and observations, including actions taken by researchers as an effort to build students' understanding of concepts and observe the results or impacts of the application of the discovery model learning method; 3) Reflection, the researcher studies, sees and considers the results or impacts of the actions taken based on the observation sheet filled out by the observer; 4) Revised design/plan, based on the results of reflection from observers to make a revised design to be implemented in the next cycle. Observation is divided into three rounds, namely rounds 1, 2 and 3, where each round is subjected to the same treatment (same flow of activities) and discusses one sub-subject which ends with a formative test at the end of each round. Was..

The instruments used in this study consist of: a) Syllabus, which is a set of plans and arrangements for classroom management learning activities, as well as assessment of learning outcomes; b) Lesson Plan, which is a learning tool that is used as a guideline for teachers in teaching and is prepared for each round. Each RP contains basic competencies, indicators of achievement of learning outcomes, special learning objectives, and teaching and learning activities. 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. In this study, a qualitative descriptive analysis technique is used, which is a research method that describes reality or facts in accordance with the data obtained with the aim of finding out the learning achievement that is.

This analysis is calculated using simple statistics, namely: 1) To assess the test or formative test, the researcher sums the scores obtained by the students, which is then divided by the number of students in the class so that the average formative test is obtained; 2) For learning completeness, there are two categories of learning completeness, namely individually and classically. Based on the guidelines for the implementation of teaching and learning curriculum 1994 (Ministry of Education and Culture, 1994), that is, a student has completed learning if he has reached a score of 65% or a score of 65, and a

class is called complete learning if in the class there are 85% who have achieved absorption capacity greater than equal to 65%.

RESULTS

Improving the learning of Islamic Religious Education, especially in Fiqh subjects, is an important aspect in shaping students' character and religious understanding from an early age. At MIS An-Nur Sindangsari Baleendah, various methods are applied to increase the effectiveness of learning, one of which is the method of giving learning assignments and recitations. This method was chosen because it has a positive impact on increasing students' understanding of Fiqh concepts related to worship, muamalah, and other Islamic laws. The method of assigning learning assignments allows students to be more independent in learning the material that has been taught by the teacher in class. Tasks given can be in the form of reading additional references, doing practice questions, making summaries, or observing daily worship practices. In this way, students not only passively receive the material, but are also active in exploring their own understanding. This helps them to get better.

In addition to giving learning assignments, the recitation method is also applied as part of the learning strategy. Recitation is a method in which students are asked to resubmit the material they have learned, either orally or in writing. In practice, students may be asked to re-explain a topic in front of the class or write down their understanding in the form of a brief report. This aims to measure the extent of their understanding of the material that has been taught. The advantage of the recitation method lies in its ability to practice students' communication skills. By re-paraphrasing the material, students learn to organize the information they have absorbed and express it in their own language. In addition, this method also increases students' confidence in public speaking, which is an important skill in their world of education and social life. The method of assigning learning assignments and recitation also helps teachers.

The implementation of this method at MIS An-Nur Sindangsari Baleendah also presents its own challenges. Not all students have the habit of studying independently, so some of them have difficulty completing the assigned tasks. Therefore, teachers need to provide clear guidance and direction on how to complete assignments and provide adequate learning resources so that students do not experience confusion. In addition, the recitation method requires students to have the courage to speak in front of the class. For some students who tend to be shy, this can be an obstacle in conveying their understanding. Therefore, teachers need to create a supportive learning environment and build students' confidence by appreciating their efforts in delivering material. The results of the application of this method show an increase in students' understanding of Fiqh material. Students become more active in discussions, more trusting.

The success of the method of giving learning assignments and recitation in improving Fiqh learning is also influenced by the participation of parents. With the existence of learning assignments, parents are expected to participate in accompanying their children in doing assignments and understanding the material provided. Support from the family is an important factor in the successful implementation of this method, because effective learning does not only take place at school, but also at home. Thus, the method of giving learning assignments and recitation has proven to be one of the effective learning strategies in increasing students' understanding of Fiqh subjects at MIS An-Nur Sindangsari Baleendah. With the right approach and adequate support from teachers and parents, this method can continue to be developed to create more interactive, fun, and meaningful learning for students.

This study aimed to analyze the effectiveness of the assignment method and recitation in improving the learning outcomes of Islamic education at MIS An Nur Sindangsari Baleendah. The research focuses on how these two methods enhance student

comprehension, retention, and application of Islamic teachings, with particular emphasis on improving both academic performance and spiritual understanding.

The study began by evaluating the existing learning methods employed in the Islamic education curriculum. Before the introduction of the assignment method and recitation, teachers used conventional lecture-based approaches. These methods lacked sufficient engagement and active participation from students. Initial assessments revealed that students struggled with retaining key concepts and applying Islamic teachings in real-life scenarios. Moreover, students exhibited low enthusiasm for the subject, and many were disengaged from the learning process. These challenges motivated the need for a more interactive and participatory approach to teaching Islamic education.

Following this, the intervention involved the incorporation of the assignment method and recitation, which were designed to actively involve students in their learning process. The assignment method encouraged students to engage in independent research, reading, and exploration of Islamic topics. This approach aimed to deepen their understanding of the content by prompting them to apply their knowledge and reflect on the teachings of Islam outside of the classroom setting. The recitation method, on the other hand, involved students memorizing and reciting Quranic verses and Hadiths in front of the class. This method was intended to foster discipline, improve memorization skills, and build confidence.

The first phase of the study involved a baseline assessment of students' understanding and performance in Islamic education. Students' prior knowledge and skills in the subject were measured through written tests and informal observations. The results showed that many students lacked sufficient depth in understanding Islamic concepts and struggled with retaining essential teachings. It was clear that there was a need for more engaging and effective instructional strategies to enhance the quality of learning.

After the introduction of the assignment and recitation methods, the second phase of the study assessed the changes in students' performance. The assignment method allowed students to explore Islamic topics in greater detail. By working independently or in groups, students were able to present their findings, discuss their insights, and ask questions about the material. Teachers observed that this approach not only improved students' comprehension but also encouraged them to take ownership of their learning. They were more engaged in the lessons, and their critical thinking and problem-solving abilities improved.

In addition to the assignment method, the recitation process led to significant improvements in students' memorization and application of Islamic teachings. Teachers observed that students were more motivated to memorize Quranic verses and Hadiths as they recognized the value of these teachings in their daily lives. The recitation method also contributed to a greater sense of discipline, as students practiced consistently and strived to recite with accuracy and fluency. This focus on memorization and recitation helped solidify students' connection to the material and reinforced the importance of these teachings in Islamic life.

The combination of these two methods created a more holistic approach to learning. While assignments fostered independent learning, critical thinking, and research skills, recitation emphasized the internalization of religious knowledge through memorization and repetition. Together, these methods helped students build both cognitive and spiritual competencies. Teachers noted that students were not only better able to recall Islamic teachings but also showed an increased interest in applying these teachings in their daily lives.

Student surveys and interviews provided additional insights into the impact of the methods. A significant majority of students reported feeling more confident in their understanding of Islamic education. They expressed greater satisfaction with the learning process, particularly in how the assignment method allowed them to explore topics at their own pace, and the recitation method helped reinforce their understanding through

repetition. Many students also mentioned that the combination of both methods made learning more enjoyable and less monotonous.

Furthermore, assessments showed a notable improvement in students' academic performance. The post-test scores demonstrated significant gains in both the written and practical aspects of Islamic education. Students were able to recall more Quranic verses, Hadiths, and key concepts with greater ease and accuracy compared to the baseline assessment. Teachers noted that the improvements in memorization were not limited to rote recall but also extended to the ability to explain the meanings and applications of Islamic teachings. The data also indicated that the use of the assignment method and recitation had a positive impact on students' attitudes towards Islamic education. In contrast to the earlier phase of the study, where many students found the subject dull and challenging, the new methods fostered a more positive attitude toward learning. Students expressed a greater sense of pride in their ability to memorize and recite Quranic verses and Hadiths. Many also showed an increased willingness to participate in discussions, ask questions, and share their perspectives on various Islamic topics.

In addition to academic improvements, the study revealed that the combination of the assignment method and recitation contributed to positive character development. The process of memorizing and reciting religious texts instilled a sense of discipline, responsibility, and respect for the teachings of Islam. Students were encouraged to apply these values not only in the classroom but also in their daily interactions with family, peers, and the wider community. Teachers observed improvements in students' behavior, with greater emphasis on qualities such as humility, respect, and sincerity.

Despite the positive outcomes, the study also identified some challenges. One issue was the time required for students to complete assignments and memorize texts. Some students struggled to balance their schoolwork with other responsibilities, leading to occasional delays in completing their tasks. Additionally, the recitation process, while effective in improving memorization, sometimes caused anxiety among students who were less confident in their memorization skills. Teachers found it necessary to provide additional support and encouragement for these students to reduce their anxiety and foster a more supportive environment for recitation.

Another challenge was the need for continuous teacher training to effectively implement the assignment and recitation methods. While the methods were generally well-received by students, teachers recognized the importance of enhancing their own skills in facilitating these activities. Teachers needed to ensure that assignments were relevant, challenging, and aligned with the learning objectives, while also providing constructive feedback to help students improve. Similarly, teachers required strategies to motivate and support students during the recitation process, ensuring that it remained a positive and engaging experience for all students.

Overall, the findings of this study indicate that the assignment method and recitation are highly effective strategies for improving Islamic education learning. The integration of these methods created a more engaging and dynamic learning environment, promoting not only academic achievement but also the development of important life skills and values. The positive impact on students' motivation, behavior, and academic performance suggests that these methods can be successfully integrated into the curriculum to enhance the quality of Islamic education at MIS An Nur Sindangsari Baleendah. Based on the success of this intervention, it is recommended that these methods be continued and expanded to other grades within the school to further promote student engagement and achievement in Islamic education.

The positive outcomes observed in this study are consistent with the findings of other research that highlights the benefits of active learning methods in religious education. The assignment method and recitation encourage students to take an active role in their learning, rather than passively receiving information. By requiring students to engage with the material independently and then recite it in front of their peers, they are more likely to retain the knowledge and internalize its meaning. This participatory

approach is critical in fostering a deeper understanding of religious teachings, as students are actively involved in constructing their own learning experiences.

The combination of assignments and recitation also serves as a bridge between theoretical knowledge and practical application. By engaging in assignments, students were able to explore various Islamic concepts in depth, while recitation provided them with the opportunity to internalize these teachings. This dual approach not only helped students retain key Islamic texts but also encouraged them to think critically about the ethical and moral implications of these teachings. As a result, students began to see how their learning was connected to their everyday lives, which made the material feel more relevant and meaningful.

Furthermore, the use of both assignments and recitation allowed for better differentiation within the classroom. The assignments provided a way for students to work at their own pace, catering to varying levels of prior knowledge and skill. Some students, for instance, benefited from doing additional research or working on more challenging assignments, while others found the structured recitation method helpful in reinforcing what they had learned. This level of flexibility helped ensure that all students, regardless of their academic abilities, could progress and feel successful in their learning.

The teacher's role in facilitating these methods was crucial to their success. Teachers needed to be adaptive in their approach, offering appropriate levels of support and challenge based on students' individual needs. For instance, teachers observed that some students struggled with memorization and required additional guidance and encouragement during recitation sessions. Teachers also provided constructive feedback on assignments, helping students understand how to improve their research skills and deepening their understanding of Islamic teachings. This individualized approach ensured that all students had the opportunity to succeed and thrive in their learning. While the overall results were highly positive, the study also revealed areas for further improvement. One of the key recommendations is the need to incorporate more group-based assignments, allowing students to collaborate and learn from one another. Working in groups could provide students with additional support, promote peer learning, and foster a sense of community within the classroom. Moreover, it could further enhance students' social and communication skills, which are vital in both academic and real-world settings.

Another important consideration is the integration of technology in the assignment and recitation methods. While the traditional approach to recitation was effective, incorporating multimedia tools such as online platforms, audio recordings, or digital flashcards could make the process more engaging and accessible to students. Using technology could also provide students with more varied and interactive ways to practice their recitation, such as listening to recorded versions of Quranic verses or Hadiths and comparing their recitations to those of others. Finally, the findings suggest that these methods could be expanded to other subjects within the curriculum. While the focus of this study was on Islamic education, the assignment method and recitation can be adapted for other academic areas as well. By incorporating these methods into the broader curriculum, educators could create a more holistic and student-centered learning environment that promotes active participation, critical thinking, and meaningful learning outcomes across various subjects. As a result, students would develop not only their academic abilities but also their character and values, which are essential in becoming well-rounded individuals in both academic and social contexts.

DISCUSSION

The results of the research on improving the learning of Islamic Religious Education, especially the subject of Fiqh, through the method of giving learning assignments and recitations to grade I students of MIS An-Nur Sindangsari Baleendah show that there is a significant development in the understanding and involvement of students in the learning

process. This method has proven to be effective in helping students understand the basic concepts of Fiqh, such as worship procedures, the law of purification, and various other religious practices that are an important part of daily life. One of the main findings in this study is the increase in student independence in learning. Through the assignment of study assignments, students are more encouraged to search for information independently, read books or other sources, and discuss with friends and family to understand Fiqh material. This shows that the method of assigning assignments not only helps in understanding the material taught in class, but also builds a habit of studying.

The results of the study also show that the combination of assignment and recitation methods increases students' memory of the subject matter. By repeating the material through individual assignments or oral delivery in front of the class, students can more easily remember and understand the concepts of Fiqh. This process strengthens their understanding and prevents mistakes in applying Islamic teachings in daily life. In terms of interaction in the classroom, the application of this method also encourages the creation of a more active and interactive learning atmosphere. Students not only become passive listeners, but also participate in discussions and recitation activities. They are more motivated to ask questions, answer questions, and give opinions related to the material discussed. This reflects that the method used is able to increase student participation in learning. However, this study also reveals several obstacles faced in the application of the .

In addition, the recitation method demands courage and public speaking skills, which not all students have. Some students who are shy or lack confidence have difficulty delivering material in front of the class. In this case, teachers need to create a supportive and motivating atmosphere so that students feel comfortable and not afraid to speak. Strategies such as working in small groups or rewarding students for their efforts can help boost their self-confidence. The role of parents is also an important factor in the successful implementation of this method. The results of the study showed that students who received support from parents in doing assignments tended to have a better understanding compared to students who received less guidance at home. Therefore, cooperation between teachers and parents is needed in ensuring that students can do their assignments well and understand the material being learned.

In the long term, the method of giving learning assignments and recitation can be a sustainable learning strategy at MIS An-Nur Sindangsari Baleendah. With the development of more systematic methods and support from various parties, the effectiveness of Fiqh learning can continue to be improved. The use of more varied learning media, such as learning videos or interactive applications, can also be an innovation in supporting this method to make it more attractive to students. Based on the results of the study, it can be concluded that the method of giving learning assignments and recitation has a positive impact on increasing students' understanding, involvement, and independence in Fiqh learning. Although there are several obstacles, the benefits obtained are much greater, especially in building an active, critical, and responsible mindset in learning. In the future, it is hoped that further research can be carried out to explore the application of this method in the eyes of students.

The purpose of this study was to investigate the impact of the assignment method and recitation on the improvement of Islamic Education learning in Class IV at MIS An Nur Sindangsari Baleendah. The results demonstrated that these methods significantly contributed to enhancing students' understanding, memorization, and application of Islamic teachings. This discussion will explore these findings in greater detail, emphasizing how each method worked to promote deeper learning, foster student engagement, and improve academic performance

The assignment method was a key element in fostering an active learning environment. Before the intervention, students were primarily exposed to passive forms of learning, such as listening to lectures and reading from textbooks. These traditional methods often failed to engage students, particularly when it came to complex Islamic concepts. The assignment method, however, required students to actively participate in

their learning by engaging with Islamic teachings through research and individual work. By assigning tasks that required independent exploration of topics, students were able to deepen their understanding and connect the knowledge to their personal experiences.

One of the most significant advantages of the assignment method was the promotion of independent learning. Students were given the opportunity to explore Islamic concepts beyond what was covered in class. This encouraged them to take ownership of their learning, as they were responsible for researching, understanding, and presenting their findings. Students who might have struggled with the standard classroom environment now had the chance to work at their own pace and approach the material in ways that suited their learning styles. This personalization made learning more meaningful and allowed students to explore subjects that particularly interested them.

The assignment method also fostered critical thinking. By requiring students to present their findings and reflect on the material, they were not only recalling facts but also analyzing and interpreting the Islamic teachings in depth. For instance, when tasked with researching specific Hadiths or Quranic verses, students had to think critically about their meanings and how they applied to modern life. This process not only improved their academic skills but also helped them internalize the teachings and reflect on their personal beliefs. This active engagement with the material reinforced the idea that Islamic education is not just about memorization but also about understanding and applying the teachings in daily life.

Recitation, as the second key method in this study, also played a crucial role in enhancing students' Islamic education. Unlike assignments, which required independent research and exploration, recitation provided an opportunity for students to engage with the content in a more structured way. Reciting Quranic verses, Hadiths, and prayers aloud helped students internalize the material in a different way. The act of memorization through recitation strengthened their recall and deepened their emotional connection to the text.

Recitation has long been a core component of Islamic education, and this study confirms its effectiveness. Teachers observed that students' memorization skills improved significantly, with students being able to recall verses and Hadiths with greater ease and accuracy. The repeated practice of reciting Quranic verses allowed students to focus not only on the words themselves but also on their meanings and significance. This helped students appreciate the wisdom embedded in the Islamic texts, leading to a more profound understanding of the material.

Moreover, recitation provided a platform for students to practice discipline and consistency. Regular recitation required students to commit time and effort to their studies, instilling a sense of responsibility. This process also encouraged students to develop a routine, as memorizing Quranic verses and Hadiths requires daily practice and review. By embedding this routine into their lives, students were able to build habits that contributed to their overall success in both academic and spiritual contexts.

One of the additional benefits of the recitation method was the development of public speaking skills and self-confidence. When students were asked to recite verses and Hadiths in front of the class, they had the opportunity to practice their speaking and presentation skills. This not only enhanced their ability to speak clearly and confidently but also allowed them to express their understanding of the material in a public setting. As a result, recitation became not just a memorization exercise but also a valuable skill that extended beyond academic learning.

Another key observation from the study was how both methods contributed to students' sense of accomplishment. Completing assignments and successfully reciting Quranic verses and Hadiths provided students with tangible goals that they could work toward. When students succeeded in their assignments or recitations, they experienced a sense of achievement that motivated them to continue learning. This increased motivation was particularly evident in students who had previously struggled with the subject. The

methods helped foster a growth mindset, where students saw challenges as opportunities for improvement rather than insurmountable obstacles.

Furthermore, these methods had a positive impact on students' relationships with their teachers and peers. The assignment method encouraged collaboration and discussion. When working on assignments, students were able to share their research and insights with others, fostering a sense of community in the classroom. Peer feedback and group discussions helped students refine their ideas and develop a deeper understanding of the subject matter. This collaborative learning environment not only improved their academic performance but also strengthened their social bonds, making the classroom experience more inclusive and engaging.

The recitation method, in turn, created a supportive atmosphere in the classroom. As students practiced reciting in front of their peers, they were encouraged to help one another, offering constructive feedback and support. This camaraderie and mutual encouragement helped alleviate the anxiety some students felt about reciting in front of others. The sense of community fostered through recitation further promoted positive classroom dynamics and created a learning environment where students felt valued and supported. One of the challenges that emerged from this study was the time commitment required for both methods. Students were expected to complete assignments and practice recitation regularly, which could be demanding, especially for students who struggled with time management. While these methods were highly effective, they required careful planning and organization to ensure that students were able to balance their schoolwork with other responsibilities. Teachers played a crucial role in helping students manage their time effectively, providing guidance and ensuring that they stayed on track with their assignments and recitations.

Moreover, some students experienced anxiety when asked to perform in front of the class, particularly during recitation sessions. This was especially true for those who were less confident in their memorization skills. To address this challenge, teachers needed to create a supportive and nonjudgmental environment where students felt comfortable making mistakes and learning from them. By emphasizing progress over perfection, teachers helped reduce students' fear of failure and encouraged them to approach recitation as a positive and rewarding experience.

Another limitation of this study was the potential for over-reliance on these methods. While assignments and recitation were highly beneficial, it is important to recognize the need for a diverse range of teaching strategies in the classroom. Solely relying on these methods could lead to monotony and limit students' exposure to different learning experiences. Future research could explore the integration of other interactive methods, such as group projects, multimedia, and experiential learning, to create a more balanced and comprehensive approach to Islamic education.

Despite these challenges, the overall impact of the assignment and recitation methods was overwhelmingly positive. Students' academic performance improved, as evidenced by higher test scores and better retention of Islamic teachings. In addition, students showed greater enthusiasm for the subject, which was reflected in their increased participation in class activities and discussions. The use of these methods helped transform Islamic education from a passive learning experience into an active and engaging process, where students were empowered to take control of their learning. The study also revealed a significant improvement in students' application of Islamic values in their daily lives. The combination of assignments, which required reflection and research, and recitation, which emphasized memorization and repetition, helped students internalize Islamic teachings on a deeper level. They were able to connect the knowledge they gained to their behavior, demonstrating greater humility, respect, and empathy in their interactions with others.

Based on these findings, it is clear that the assignment and recitation methods are highly effective tools for improving the quality of Islamic education. These methods not only promote academic achievement but also contribute to the moral and character

development of students. The integration of both methods into the curriculum at MIS An Nur Sindangsari Baleendah has proven to be an effective strategy for enhancing student learning outcomes. To ensure the continued success of these methods, it is important for teachers to receive ongoing professional development and support. Teachers need to be equipped with the necessary skills and resources to effectively implement these methods and to adapt them to the diverse needs of their students. Providing teachers with training on best practices for managing assignments, supporting students during recitation, and creating an inclusive learning environment will further enhance the impact of these methods. Finally, it is recommended that schools consider expanding these methods to other grade levels, as they have proven to be effective at improving student engagement and achievement in Islamic education. By implementing these methods school-wide, educators can create a more consistent and cohesive learning experience that fosters academic success, personal growth, and a deeper understanding of Islamic teachings.

CONCLUSION

Based on the results of research on improving Islamic Religious Education (PAI) learning, especially Fiqh subjects, through the method of giving learning assignments and recitation to grade I students of MIS An-Nur Sindangsari Baleendah, it can be concluded that this method is effective in increasing students' understanding of Fiqh concepts. The assignment of learning assignments encourages students to be more independent in seeking information and understanding the material more deeply, while the recitation method helps students in practicing communication skills and strengthening their memory of the material that has been studied. In addition to improving cognitive understanding, the application of this method also has a positive impact on student involvement in the learning process. Students become more active in discussion, dare to express opinions, and are more confident in expressing their understanding. With a more interactive classroom atmosphere, this method is also able to create a more interactive learning environment.

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