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Improving Islamic Education Learning Through the Method of Giving Learning Assignments and Recitation at SD Negeri 1004 Gunung Intan

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using the method of giving learning assignments and recitations. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that the method of giving learning assignments and recitation can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of the pre-cycle of 40.19%, the first cycle of 64.37% and in the second cycle it increased to 88.62%. Thus, the use of the method of giving learning assignments and recitation can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, assignments and recitations.

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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 work 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). Learning is a process, a way to make people or living things learn. While learning is trying to acquire intelligence or knowledge, trying to behave or respond caused by experience (KBBI, 1996:14) Agreeing with this statement, Soetomo (1993:68) stated that learning is the process of managing a person's environment that is deliberately carried out so that it allows him to learn to do or demonstrate certain behaviors as well. Meanwhile, learning is a process that causes behavior that is not caused by a physical growth process, but changes in habits, skills, growth, development of thinking, attitudes and others (Soetomo, 1993:120) Article 1 of Law No. 20 of 2003 concerning national education states that learning is the process of interaction between students and educators and learning resources in a learning environment. So learning is a deliberate process that causes students to learn in a learning environment to carry out activities in a certain context.

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.

To increase the effectiveness of Islamic Religious Education (PAI) learning at SD Negeri 1004 Gunung Intan, two main methods are applied, namely the assignment method and the recitation method. These two methods were chosen because they are able to improve students' understanding of the material being taught, as well as train them in memorizing and applying Islamic teachings in daily life. The method of assigning assignments is applied by giving various types of tasks that aim to deepen students' understanding. This task can be in the form of making a summary of the material that has been taught, answering questions related to the lesson, or making observations about the application of Islamic values in daily life. In addition, students are also given the task of practicing certain worships, such as praying, reading the Qur'an, or memorizing daily prayers, which are then reported to the teacher in the form of a journal or presentation.

In the recitation method, students are asked to repeat and recite the material they have learned in class. This method is very effective in learning PAI, especially in

memorizing verses of the Qur'an, daily prayers, and short hadiths. Recitation is carried out individually or in groups in the classroom, where each student takes turns reading or memorizing the material in front of the teacher and his friends. In order for this method to run optimally, teachers apply periodic evaluations of assignments and recitations carried out by students. This evaluation can be in the form of an oral test, interactive questions and answers, or an assessment of the tasks that have been given. In addition, teachers also provide feedback and motivation to students to increase their enthusiasm for learning. With consistent evaluation, teachers can find out the extent of students' understanding of the material that has been taught. To support the success of this method, the role of parents is also very important.

Parents are involved in the learning process by ensuring that their children do the assigned tasks and guiding them in doing recitation at home. Collaboration between teachers and parents creates a more conducive and sustainable learning environment. In addition, the school also implements a technology-based approach to enrich this learning method. Students can be provided with access to digital learning resources, such as learning videos, Qur'an memorization apps, or online discussion platforms that allow them to continue learning outside of the classroom. The use of technology in this method of assigning assignments and recitations is expected to increase students' interest in learning and make learning more interactive. With the effective application of assignment and recitation methods, it is hoped that PAI learning at SD Negeri 1004 Gunung Intan will be of higher quality. Students not only understand the material theoretically, but are also able to apply Islamic values in daily life. The success of this method is highly dependent on the cooperation between teachers, students, and parents in creating a continuous and meaningful learning process.

RESULTS

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 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. 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.

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 more than equal to 65%. 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. From the table above, the average score of student learning achievement is 76.36 and the learning completeness reaches 77.27% or there are 17 students out of 22 students who have completed their studies. 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 begun to understand what the teacher intends and wants by applying the method of giving learning assignments and recitation. Based on the table above, the average score of the formative test was 81.82 and out of 22 students who had completed it, 19 students and 3 students had 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.

DISCUSSION

The results of this study show 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. 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.

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.

Islamic Religious Education (PAI) learning has an important role in shaping the character and morals of students. However, in practice, many schools face challenges in improving the effectiveness of PAI learning. One of the methods that can be applied is the method of assigning tasks and recitation. This method aims to improve students' understanding through practice and repetition of the material that has been taught in class. SD Negeri 1004 Gunung Intan is one of the schools that applies this method to improve the quality of PAI learning. The assignment method is a learning strategy in which teachers give tasks that students must do, both individually and in groups, as a form of practice and understanding of the material that has been taught. The tasks given can be in the form of summarizing the material, answering related questions, or daily worship practices. With this assignment, students are expected to be more active in learning and have the opportunity to hone critical thinking skills and explore the religious concepts taught.

In addition, the recitation method is a learning technique that emphasizes the repetition and pronunciation of material directly. In the context of PAI learning, this method can be applied in reading the Qur'an, memorizing daily prayers, and understanding the meaning of the verses studied. Recitation helps students to improve their memory and understanding of Islamic teachings in a deeper way. At SD Negeri 1004 Gunung Intan, the combination of assignment assignment and recitation methods has had a positive impact on student learning outcomes. Students become more disciplined in doing the assigned tasks, so they get used to repeating the material independently at home. Meanwhile, recitation activities that are carried out regularly in class help students to read the Qur'an more fluently and understand its meaning. One of the advantages of this method is the increased participation of students in learning. With assignments that require active student involvement, they are encouraged to seek additional references and discuss with peers or family at home. Meanwhile, the recitation method helps students to be more confident in conveying their understanding of PAI material in front of the class. However, the application of this method also has challenges. One of them is the level of discipline of students in completing the assigned tasks. Some students may be less familiar with independent assignments and need additional motivation from teachers and parents. Therefore, assistance and supervision from various parties are needed so that learning outcomes can be optimal.

Teachers also need to ensure that the assignments given are in accordance with the student's ability level. Assignments that are too difficult can make students feel overwhelmed and less motivated, while assignments that are too easy can make students less challenged. Therefore, teachers need to periodically evaluate the effectiveness of the assigned tasks and adjust them to the needs and abilities of students. In addition, the recitation method requires consistency in its implementation. Students must be accustomed to reciting and repeating the material periodically so that the learning results are maximized. Teachers can apply strategies such as oral evaluations, memorization quizzes, or group activities to keep students motivated to participate in learning. Overall, the application of the method of assigning assignments and recitation at SD Negeri 1004 Gunung Intan has had a positive impact in improving PAI learning. With the right approach, students not only gain a theoretical understanding, but also be able to apply Islamic values in daily life. The success of this method depends on cooperation between teachers, students, and parents in creating a conducive and sustainable learning environment. Therefore, in the future, schools can continue to develop this method by innovating in the form of more varied tasks and using technology as a means of support.

Thus, PAI learning is not only more effective, but also more interesting and relevant for students in understanding Islamic teachings more deeply.

CONCLUSION

From the results of learning activities that have been carried out during 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' motivation to learn 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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