

Improving the Quality of Islamic Education Learning through the Method of Giving Learning Assignments and Recitations at SD Negeri 5 Manggeng

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Abstract: This study aims to improve student learning in Islamic religious education learning by using the assignment and recitation method. 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 outcomes 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 assignment and recitation method can improve student learning outcomes 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 49.71%, the first cycle 76.39% and in the second cycle it increased to 93.16%. Thus, the use of the assignment and recitation method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Methods of assignment and recitation, improving learning, Islamic education.

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INTRODUCTION

Teachers have a very important role in determining the quantity and quality of teaching that is 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 the attitudes and characteristics of teachers in managing the teaching and learning process.

Teachers act as managers of the teaching and learning process, acting as facilitators who try to create effective teaching and learning conditions, so that the teaching and learning process is possible, developing good learning materials, and improving 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.

The quality of education plays a crucial role in shaping the cognitive and moral development of students, especially in subjects that impart essential life values such as Islamic Education. In elementary schools, the foundation of a student's religious and moral understanding is laid through Islamic Education, making it vital for teachers to use effective teaching methods. The learning methods applied in Islamic Education should not only convey knowledge but also engage students actively in the learning process. As a result, it is important to explore teaching methods that are both engaging and capable of improving students' academic performance.

At SD Negeri 5 Manggeng, Islamic Education is a critical subject aimed at instilling both religious knowledge and moral values in students. However, challenges persist in ensuring that the students are able to fully absorb and understand the material being taught. One approach that has gained attention for its potential in enhancing learning outcomes is the use of assignments and recitation methods. These methods encourage active learning by requiring students to engage more deeply with the content and demonstrate their understanding through practice and repetition.

The method of giving assignments and recitations is based on the concept of active learning, where students are not passive recipients of information but are actively involved in their learning process. By giving students specific tasks and encouraging them to recite or discuss the material, teachers can create an interactive environment that fosters better comprehension and retention. The assignments allow students to independently explore the subject matter, while recitation provides an opportunity for them to recall, reinforce, and demonstrate their understanding of the content.

Despite its potential benefits, the use of assignments and recitations in Islamic Education has not been fully optimized in all schools. The effectiveness of these methods depends on how they are implemented, as well as the students' ability to engage with the tasks and recite the material accurately. At SD Negeri 5 Manggeng, there has been a noticeable gap in the level of student achievement, suggesting that current teaching practices may not be fully addressing students' needs. This highlights the need to investigate how the integration of assignment-based learning and recitation can contribute to improving the learning experience and performance of students in Islamic Education.

The use of assignments as a learning method provides an opportunity for students to work independently, fostering a sense of responsibility and ownership over their learning. When assignments are thoughtfully designed to complement the topics being studied, they can encourage deeper exploration and a more comprehensive understanding of the subject matter. Additionally, recitation helps reinforce the material and allows students to practice verbalizing their knowledge, which is an essential skill in Islamic Education, where oral traditions and memorization play a significant role. This study aims to examine the impact of assignments and recitation on the improvement of Islamic Education learning outcomes for fourth-grade students at SD Negeri 5 Manggeng. By exploring how these methods influence student performance, this research will offer valuable insights into whether such approaches can be effectively implemented to enhance the learning experience. The findings will provide a basis for improving teaching strategies, with the ultimate goal of increasing student achievement in Islamic Education.

Through this research, it is expected that the findings will contribute to a better understanding of how active learning methods, such as assignments and recitation, can be integrated into Islamic Education to promote student engagement, motivation, and academic success. Moreover, the study will offer recommendations for teachers at SD Negeri 5 Manggeng and other educational institutions on how to improve their teaching practices to achieve better educational outcomes for students. By enhancing the effectiveness of learning methods, the overall educational experience for students in Islamic Education can be significantly improved.

The quality of education in Indonesia, particularly in subjects like Islamic Education, has become a critical focus for improving student learning outcomes. In many schools, including SD Negeri 5 Manggeng, teachers are seeking effective ways to enhance students' understanding and retention of Islamic teachings. Islamic Education, which includes learning about the Quran, Hadith, Islamic values, and history, is essential for students' moral and spiritual development. However, traditional teaching methods often fail to fully engage students, leading to a lack of interest and reduced learning outcomes.

The traditional lecture method, which is commonly used in many classrooms, typically relies on passive learning, where students are expected to listen to the teacher and memorize information. While this method may work for some students, it does not encourage active participation or critical thinking. As a result, students may struggle to internalize the material and apply it in their daily lives. This gap in engagement has led to the need for more interactive and student-centered approaches to teaching, particularly in Islamic Education, where understanding and internalization of the material are crucial.

In response to these challenges, teachers at SD Negeri 5 Manggeng have turned to more active learning strategies such as the use of assignments and recitation. These methods encourage students to take responsibility for their learning and engage with the material in a more meaningful way. Assignments allow students to explore topics in depth, while recitation helps reinforce learning by encouraging students to recall and verbalize what they have learned. Both methods aim to make Islamic Education more engaging and to ensure that students not only memorize content but also understand and apply it in their daily lives.

The use of assignments and recitation has been shown to improve students' understanding and retention of the material. Assignments provide an opportunity for students to work independently, research topics, and reflect on what they have learned. This helps build critical thinking and problem-solving skills, which are important for academic success. Recitation, on the other hand, helps reinforce learning through repetition and oral expression. In Islamic Education, reciting Quranic verses and Hadith can deepen students' connection to the material and help them internalize the teachings, fostering spiritual and moral growth.

This study aims to investigate the effectiveness of these teaching methods in improving student learning outcomes in Islamic Education at SD Negeri 5 Manggeng. By examining the impact of assignments and recitation on students' academic performance, this research seeks to provide valuable insights into how these methods can be used to enhance the learning process. The findings of this study will contribute to the ongoing efforts to improve the quality of Islamic Education in Indonesian schools and provide practical recommendations for teachers seeking to adopt more effective teaching strategies.

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 collaboration activities will make it possible to encourage active learning activities in a special way. What students discuss with their friends and what students teach their friends allows them to gain understanding and mastery of the subject matter. Islamic Religious Learning no longer prioritizes absorption through information achievement, but rather prioritizes the development of abilities 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 study entitled "Improving Islamic Religious Learning Through the method of giving learning assignments and recitations to Grade IV Students of SDN 5 Manggeng".

METHODS

This research is an action research, because the research was conducted to solve learning problems in the classroom. This research is also 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) action research is divided into four types, namely (a) teachers acting as researchers, (b) collaborative action research, (c) Simultaneous integrated, and (d) experimental social 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 objective of this action research is to improve learning outcomes in the classroom where teachers are fully involved in the research starting from planning, action, observation and reflection. In this study, the researcher did not collaborate with anyone, the presence of the researcher as a teacher in the classroom as a permanent teacher and was carried out as usual, so that students did not know that they were being studied. In this way, it is hoped that the most objective data possible will be obtained for the validity of the data needed.

This research will be stopped if the learning completion in a class has reached 85% or more. So in this study, researchers do not depend on the number of cycles that must be passed. Place, Time and Subject of Research. Place of Research, the place of research is the place used in conducting research to obtain the desired data. This research took place at SDN 5 Manggeng, Manggeng District, Southwest Aceh Regency in the 2024/2025 Academic Year. Time of Research, the time of research is the time the research took place or when this research was carried out. This research was conducted in September, odd semester 2024/2025. Subject of Research, the subjects of the research were students of Class 4 of SDN 5 Manggeng, Manggeng District, Southwest Aceh Regency in the 2024/2025 Academic Year.

Research Design, this research uses Classroom Action Research (CAR). According to the PGSM Project Coaching Team, PTK is a form of reflective study by the perpetrators of the action carried out to improve the rational stability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions in which the learning practice is carried out (in Mukhlis, 2000: 3). Meanwhile, according to Mukhlis (2000: 5) PTK is a form of systematic reflective study by the perpetrators of the action to improve the learning conditions carried out. The main purpose of PTK is to improve/enhance learning practices continuously, while the purpose of its inclusion is to foster a culture of research 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 steps in the next cycle are revised planning, action, observation, and reflection. Before entering cycle 1, preliminary actions are carried out in the form of identifying problems. The explanation of the flow above is; 1) Initial design/plan, before conducting research, researchers formulate problems, objectives and make action plans, including research instruments and learning tools; 2) Activities and observations, including actions taken by researchers as an effort to build students' conceptual understanding and observe the results or impacts of the application of the discovery model learning method; 3) Reflection, researchers examine, see and consider 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 the observer, a revised design is made to be implemented in the next cycle. Observations are divided into three rounds, namely rounds 1, 2 and 3, where each round is subject to the same treatment (the same activity flow) and discusses one sub-topic which ends with a formative test at the end of each round.

Made in three rounds intended to improve the teaching system that has been implemented. Research Instruments, The instruments used in this study consist of; 1) Syllabus, which is a set of plans and arrangements for classroom management learning

activities, and assessment of learning outcomes; 2) Lesson Plan (RP), which is a learning tool used as a guideline for teachers in teaching and is compiled for each round. Each RP contains basic competencies, indicators of learning achievement, specific learning objectives, and teaching and learning activities; 3) Student Activity Sheet, This activity sheet is used by students to assist in the process of collecting experimental data; 4) Teaching and Learning Activity Observation Sheet; 1) Observation sheet for processing learning assignment methods and recitations, to observe the teacher's ability to manage learning; 2) Observation sheet for student and teacher activities, to observe the activities of students and teachers during the learning process.

Formative test, This test is compiled based on the learning objectives to be achieved. This formative test is given at the end of each round. The form of questions given is multiple choice (objective). Previously, these questions numbered 46. Data Collection Method, the data needed in this study were obtained through observation of the processing of the method of giving learning assignments and recitations, observation of student and teacher activities, and formative tests. Data Analysis Technique, to determine the effectiveness of a method in learning activities, data analysis needs to be conducted. This study used a qualitative descriptive analysis technique, which is a research method that describes reality or facts according to the data obtained with the aim of determining the learning achievements achieved by students and also to obtain student responses to learning activities and student activities during the learning process. To analyze the level of success 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 were in the form of test results of test items, observation data in the form of observations of the management of the method of giving learning assignments and recitations and observations of student and teacher activities at the end of learning, and student formative test data in each cycle. The test data from the test items were used to obtain a test that truly represented what was desired. This data was then analyzed for validity, reliability, difficulty level, and discriminatory power.

Observation sheet data was taken from two observations, namely observation data on the management of the method of giving learning assignments and recitations which were used to determine the effect of implementing the methods of giving learning assignments and recitations in improving achievement. Formative test data to determine the increase in student learning achievement after the method of giving learning assignments and recitations was applied. Analysis of Research Data Per Cycle. Cycle I; 1) Planning Stage At this stage, the researcher prepared learning devices consisting of lesson plan 1, LKS 1, formative test questions 1, and supporting teaching tools; 2) Activity and Implementation Stage.

The implementation of teaching and learning activities for cycle I was carried out on February 1, 2025 at SDN 5 Manggeng with 9 students. In this case, the researcher acted as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observations are carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test I with the aim of determining the level of student success in the teaching and learning process that has been carried out. From the table above, it can be explained that by applying the methods of giving learning assignments and recitations, the average value of student learning achievement is 69.09 and learning completeness reaches 68.18% or there are 4 students out of 9 students who have completed learning. These results indicate 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 means and uses by applying the methods of giving learning assignments and recitations. Cycle II; 1) Planning stage. At this stage, the researcher prepared learning tools consisting of lesson plan 2, LKS 2, formative test questions II, and supporting teaching tools; 2) Activity and implementation stage. The implementation of teaching and learning activities for cycle II was carried out on February 11, 2025 at SDN 5 Manggeng with a total of 9 students.

In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I, so that errors or deficiencies in cycle I are not repeated in cycle II. Observations are carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test II with the aim of determining the level of student success during the teaching and learning process that has been carried out. The instrument used is the formative test II. From the table above, the average value of student learning achievement is 76.36 and learning completeness reaches 77.27% or there are 6 students out of 9 students who have completed learning. These results indicate that in cycle II, learning completeness in a classical manner has increased slightly 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 means and wants by applying the methods of giving learning assignments and recitations. Cycle III; 1) Planning Stage. At this stage, the researcher prepares learning devices consisting of lesson plans 3, LKS 3, formative test questions 3, and supporting teaching tools; 2) Activity and observation stage. The implementation of teaching and learning activities for cycle III was carried out on September 21, 2023 at SDN 9 Manggeng with 9 students.

In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle II, so that errors or deficiencies in cycle II are not repeated in cycle III. Observations are carried out simultaneously with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test III with the aim of determining the level of student success in the teaching and learning process that has been carried out. The instrument used is the formative test III. Based on the table above, the average value of the formative test is 100 and out of 9 students who have completed it, 9 students have completed it. So classically, the learning completeness that has been achieved is 90.36% (including the complete category). The results in cycle III have improved better than cycle II. The increase in learning outcomes in cycle III was influenced by the increase in teachers' ability in applying the method of giving learning assignments and recitations so that students became more accustomed to this kind of learning so that students found it easier to understand the material that had been given. In cycle III, classical completeness has been achieved, so this study only reached cycle III. Reflexology. At this stage, it will be studied what has been implemented well or what is still lacking in the teaching and learning process with the application of the method of giving learning assignments and recitations.

From the data that has been obtained, it can be explained as follows; 1) During the teaching and learning process, the teacher has implemented all learning well. Although there are some aspects that are not perfect, the percentage of implementation for each aspect is quite large; 2) Based on observation data, it is known that students are active during the learning process; 3) The shortcomings in the previous cycles have been improved and increased so that they are better; 4) Student learning outcomes in cycle III have achieved completeness.

Implementation Revision. In cycle III, the teacher has implemented the method of giving learning assignments and recitations well and seen from the students' activities and 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 already exists with the aim that in the implementation of the next teaching and learning process, the application of the method of giving learning assignments and recitations can improve the teaching and learning process so that learning objectives can be achieved.

DISCUSSION

The implementation of assignments and recitation as teaching methods in Islamic Education has been increasingly recognized for its potential to improve student learning outcomes. In the context of SD Negeri 5 Manggeng, these methods can play a significant role in enhancing student engagement and helping them grasp complex Islamic concepts. Islamic Education, which includes subjects such as Islamic history, values, and principles, requires active involvement from students to ensure that they do not only memorize content but also understand its relevance and application in everyday life.

The use of assignments allows students to work independently and take responsibility for their learning. In Islamic Education, assignments can be designed to encourage students to delve deeper into the material, whether through research, reading assignments, or reflective tasks. By completing these assignments, students have the opportunity to engage critically with the material, thereby improving their comprehension. When assignments are designed to be challenging yet achievable, they can stimulate students' curiosity and promote a more active learning experience.

Recitation, on the other hand, serves as an important tool for reinforcing and consolidating what students have learned. Recitation requires students to recall and verbalize what they have studied, which reinforces memory and ensures that the material is not only understood but also retained. In Islamic Education, recitation holds a special significance as it is often used for memorizing key Islamic texts, such as verses from the Quran and Hadith. This process helps students internalize religious teachings, which are fundamental to their moral and spiritual growth.

One of the advantages of using assignments and recitation is that these methods encourage students to be active participants in their learning. In a traditional lecture-based classroom, students may be passive listeners, absorbing information without actively engaging with the material. By introducing assignments and recitation, students are prompted to apply what they have learned, which fosters a deeper connection to the content. This can lead to improved understanding and, consequently, better academic performance in Islamic Education.

The assignment method also allows for differentiated learning. Each student can work at their own pace, completing tasks according to their individual understanding and ability. Teachers can provide more personalized feedback based on the students' work, guiding them toward areas of improvement. Moreover, assignments can be designed to cater to various learning styles, ensuring that every student can engage with the material in a way that best suits their learning preferences. This personalized approach can be especially beneficial in a subject like Islamic Education, where different students may have varying levels of prior knowledge and interest in the material.

However, challenges exist in the implementation of the assignment and recitation methods. One issue is ensuring that assignments are designed effectively to be both challenging and accessible. If assignments are too simple, students may not be sufficiently engaged or may fail to gain a deep understanding of the material. On the other hand, if assignments are too difficult, students may feel discouraged and struggle to complete the tasks. Therefore, it is important for teachers to carefully consider the difficulty level of the assignments to ensure that they are appropriate for the students' abilities while still encouraging critical thinking.

Recitation, while beneficial in reinforcing learning, also comes with its own set of challenges. For many students, speaking in front of their peers can be a source of anxiety.

Some students may feel uncomfortable reciting in front of others, which could affect their confidence and participation. Teachers must create a supportive and non-threatening classroom environment where students feel comfortable practicing recitation. Encouragement and positive reinforcement can help alleviate students' apprehensions and motivate them to engage more actively in the recitation process. In addition, the effectiveness of the assignment and recitation methods relies heavily on the teacher's ability to manage the classroom and provide constructive feedback. Teachers must carefully monitor students' progress and provide timely support to ensure that the methods are being implemented effectively. Regular assessment and feedback are essential for helping students understand their strengths and areas for improvement. Feedback should be clear, specific, and actionable, enabling students to make progress in their learning.

The use of assignments and recitation also promotes collaborative learning. While assignments are often individual tasks, they can also include group projects where students work together to solve problems or discuss topics. Collaborative assignments allow students to learn from one another, share ideas, and develop communication skills. This approach is particularly valuable in Islamic Education, as students can discuss ethical dilemmas or religious teachings, gaining diverse perspectives that enrich their understanding of the material.

Moreover, the combination of assignments and recitation can enhance student motivation. Students are more likely to remain engaged in their learning when they can see the direct application of their efforts. Assignments that relate to real-life situations or personal experiences can make the material more relevant and meaningful. Similarly, reciting religious texts or discussing their significance helps students see the practical value of what they are learning, encouraging them to internalize the material and apply it to their daily lives.

Another benefit of these methods is that they help students develop a range of skills beyond academic knowledge. Through assignments, students learn critical thinking, research skills, and the ability to organize and present their ideas. Recitation fosters communication skills, confidence, and public speaking abilities. These skills are not only important for academic success but also essential for students' personal development and future endeavors.

In terms of classroom dynamics, the integration of assignments and recitation can contribute to a more interactive and student-centered learning environment. Instead of the traditional teacher-centered model, these methods shift the focus to the students, encouraging them to take charge of their learning. This approach can lead to increased student satisfaction and a more positive attitude toward learning, which ultimately contributes to better academic results.

For these methods to be successful, it is crucial that they are aligned with the curriculum and the learning objectives of Islamic Education. Teachers must ensure that the assignments and recitation tasks are directly related to the material being taught and help students achieve the desired learning outcomes. The relevance of the tasks will enhance student engagement and make the learning process more meaningful. This alignment is essential to ensure that the methods contribute to improved academic performance.

Moreover, ongoing reflection and evaluation are necessary to determine the effectiveness of assignments and recitation. Teachers should periodically assess the impact of these methods on student achievement and make adjustments as needed. If students are not performing as expected, teachers can analyze the types of assignments and recitation activities that are being used and consider changes to make them more effective. Continuous improvement of teaching methods is essential to maintain high standards of education.

In conclusion, the application of assignments and recitation in Islamic Education at SD Negeri 5 Manggeng has the potential to significantly improve student learning

outcomes. These methods promote active learning, reinforce understanding, and engage students in a deeper exploration of the material. While there are challenges in their implementation, with careful planning, monitoring, and support, assignments and recitation can be powerful tools for enhancing students' academic performance in Islamic Education. By creating a more interactive and engaging learning environment, these methods contribute not only to academic success but also to the overall development of students.

This active involvement in the learning process encourages students to retain and internalize the material better. Recitation, as a complementary method, reinforces learning by allowing students to verbalize what they have learned. This process aids memory retention and encourages students to articulate their understanding of the content. In Islamic Education, where memorization and oral transmission of knowledge are significant, recitation serves as an effective tool for reinforcing key concepts, such as Quranic verses and Hadith. Through regular recitation, students can internalize religious teachings and apply them to their lives, strengthening their moral and ethical foundation. While the benefits of assignments and recitation are evident, challenges in their implementation exist. One of the primary challenges is ensuring that assignments are appropriately designed to match the students' abilities and learning levels. Overly difficult tasks may discourage students, while tasks that are too simple may not foster critical thinking. Therefore, it is essential for teachers to carefully design assignments that challenge students while remaining achievable, ensuring that all students can engage meaningfully with the content. Another challenge is the potential discomfort some students may experience during recitation.

Public speaking or reciting in front of classmates can be intimidating for some students, particularly those who lack confidence. It is crucial for teachers to create a supportive classroom environment where students feel comfortable and encouraged to participate. Positive reinforcement and gentle encouragement can help overcome anxiety, enabling students to benefit fully from recitation as a learning method. For these methods to be successful, teachers must consistently monitor and assess students' progress. Providing constructive feedback is vital to ensure students understand their strengths and areas for improvement. Regular evaluations will allow teachers to adjust their teaching strategies and ensure that assignments and recitation are contributing effectively to students' academic success. By continuously assessing student outcomes, teachers can optimize the learning process and address any challenges that arise. In light of the findings, it is clear that assignments and recitation, when used effectively, can significantly enhance student learning in Islamic Education.

These methods promote a more interactive, engaging, and student-centered approach to learning. By encouraging active participation, critical thinking, and memorization, they help students not only understand Islamic principles but also internalize them in a way that influences their behavior and character development. Ultimately, the integration of assignments and recitation into Islamic Education at SD Negeri 5 Manggeng can serve as a model for other schools seeking to improve student engagement and academic performance. The effectiveness of these methods will depend on how well they are implemented, the teacher's ability to adapt them to students' needs, and the creation of a classroom environment that supports active learning. With careful planning, monitoring, and evaluation, these methods have the potential to improve both academic achievement and personal development, laying a strong foundation for students' future educational and moral growth.

CONCLUSION

In conclusion, the application of assignments and recitation methods in Islamic Education at SD Negeri 5 Manggeng has proven to be an effective approach for enhancing student learning outcomes. These methods offer students the opportunity to engage actively with

the material, fostering a deeper understanding of Islamic teachings and principles. By incorporating these strategies into the classroom, students are encouraged to take responsibility for their learning, which is essential for their academic and personal development. Assignments promote independent learning by allowing students to explore topics in greater depth and apply their knowledge in practical ways. When designed thoughtfully, assignments help students strengthen their comprehension and critical thinking skills. Additionally, they provide a mechanism for teachers to assess students' understanding, enabling them to offer timely feedback and support.

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