

Efforts to Improve Students' Conceptual Understanding Ability in Islamic Education Learning with the Singing Method at SMP Negeri 2 Mapat Tunggal Selatan

Aslamiya ✉, SMP Negeri 2 Mapat Tunggal Selatan, Indonesia

✉ aslamiya03@guru.smp.belajar.id

Abstract: This study aims to improve students' understanding ability in Islamic education learning by using the singing method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data of this study were obtained by test and observation techniques. The test is used to measure the increase in students' understanding ability in Islamic education learning and observation is 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 indicators of research success. The results of the study indicate that the singing method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of completeness of improving students' understanding ability in each cycle with details of the pre-cycle 45.56%, the first cycle 66.47% and in the second cycle it increased to 89.57%. Thus, the use of singing method can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

Keywords: Singing method, conceptual understanding, islamic education.

Received June 29, 2024; **Accepted** August 29, 2024; **Published** September 30, 2024

Citation: Aslamiya. (2024). Efforts to Improve Students' Conceptual Understanding Ability in Islamic Education Learning with the Singing Method at SMP Negeri 2 Mapat Tunggal Selatan. *Jurnal Profesi Guru Indonesia*. 1(3). 46–52.

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

One of the basic competencies of the Islamic Religious Education subject in grade VIII at the junior high school level is to mention the name and attributes of the Messenger of Allah. Among the factors that support the understanding related to the Faith in the Prophet and the Messenger, the first step taken is that students can memorize the names of the prophets and apostles mentioned in the Qur'an as well as know their attributes. However, the reality on the ground is not so. Many students in grade VIII do not memorize their prophets, let alone are competent in understanding the Faith in the Prophet and the Messenger, which number 25. Students are not interested in understanding Faith in the Prophet and Messenger only by the lecture method, let alone being told to memorize without doing. It is considered difficult and takes a long time. Thus, the problem of mastery of the competence of Faith in the Prophet and the Messenger has become a problem of Islamic education and learning at SMPN 2 Mapat Tunggal Selatan which is important and urgent to be solved immediately.

Faith in the Prophet and Messenger referred to in this Basic Competency is to memorize the number of prophets and apostles as many as 25. The names of the prophets and apostles are important to memorize because most of the students in grade VIII have not been able to remember the prophets and apostles, even though in the Competency Standards students are required to be able to increase their faith in the prophets and apostles. How can they increase their faith if the prophet does not know. Thus, students' ability to understand Faith in the Prophet and Messenger through the singing method will be able to increase their understanding of the Prophet and his Messenger. For this reason, it is important to memorize the 25 prophets and apostles through the method of singing (creating songs).

So far, students' ability to have the competence of Faith in the Prophet and the Messenger is relatively low. Of the 20 students in grade VIII, only 45% (students) had a complete score on the daily test about Faith in the Prophet and Messenger. The low score is caused by the difficulty of memorizing the number of prophets and apostles who must be believed. From interviews conducted with several students, it is known that they find it difficult to memorize the 25 prophets and apostles, especially by memorizing their order. In addition, teachers' methods in learning so far are still limited to lectures, questions and answers, and assignments. The use of singing methods (joyful learning) that is appropriate for the child's age has not been carried out.

The world of children is synonymous with the world of playing, storytelling, and singing. Therefore, learning efforts that are in accordance with children's interests and ages need to be continuously tested so that learning becomes fun and exciting. Students will feel comfortable and happy to learn (joyful learning). Learning that has characteristics like this is what is encouraged in active, creative, effective and fun learning (PAKEM).

Songs with Islamic nuances are often heard, but those related to Faith in the Prophet and Messenger, especially in the Basic Competence, mention the number of 25 prophets and apostles and their traits are still not many if it can be said that there has never been, as well as an effort to introduce the prophet and messenger that must be known to children as early as possible. So that children are expected to be willing to emulate, emulate and implement their teachings in their daily lives. So far, lessons related to faith have felt boring because they are related to beliefs that are difficult for students to understand. This reality requires the creativity of teachers to handle learning professionally in order to build a positive attitude of children towards the lessons of Faith in the Prophet and the Messenger. It is hoped that students will like the material of Faith in the Prophet and Messenger and have implications for the pleasure of practicing it in daily life.

The enlightenment of learning Faith to the Prophet and the Messenger for children depends on the professionalism of the teacher and the method used. For this reason, teachers are required to understand the characteristics of their students and have special skills in teaching according to their field of expertise. Among them are skills in choosing materials and applying learning methods that are in accordance with the character of students, so that the teaching and learning process can run in interesting and fun situations. Thus, without realizing it, children are expected to obtain what is the goal of the learning. Among the interesting and fun methods for children is singing (creating songs), Therefore, this Class Action Research is carried out.

This research was carried out in relation to still, (a) the low ability of grade VIII students in the competence of Faith in the Prophet and Messenger; (b) low motivation of students in learning Faith in the Prophet and Messenger; (c) the importance of using the singing method in learning; (d) the compatibility of the singing method of 25 prophets and apostles with the age of grade VIII children; (e) the method of singing 25 prophets and apostles has not been applied for the study of Islam; (f) The method of singing 25 prophets and apostles as a medium that is easy to do; (g) there has not been a class action research related to the application of the singing method to the material of Faith in the Prophet and the Messenger.

The application of the singing method to the basic competence of mentioning 25 prophets and apostles in this learning process is proposed to be applied in order to increase students' faith in the prophet and his messenger, especially in the aspect of knowing the number of prophets and apostles who must be believed in Islamic religious learning at SMPN 2 Mapat Tunggul Selatan, with the hope that after this research is held all grade VIII students will be able to mention the 25 names of prophets and messengers of Allah that must be believed and practiced The qualities that exist in the Prophet and Messenger in daily life.

METHODS

This study uses a classroom action research design (Classroom action research). It is said that this is because of the following: (1) the intervention carried out by researchers in learning activities of Faith in the Prophet and Messenger to change the learning situation, (2) the concepts used to improve learning are situational and contextual, (3) the involvement of researchers in learning Faith in the Prophet and Messenger, (4) self-evaluation is carried out on an ongoing basis. PTK is a process of assessment through cycles in various learning activities (Ardiana, 2004; Hopkins, 1992; Mills, 2003). Using the framework of thought put forward by Raka Joni et al. (1998), it can be recognized that there are 5 (five) stages of PTK implementation, including the initial stage in the form of an appreciation process regarding the existence of problems that need to be handled (development of research problem focus). The stages are: (1) development of the focus of the research problem, (2) planning of improvement actions, (3) implementation of improvement actions, observation, (4) analysis and reflection, (5) follow-up planning.

This research aims to improve the understanding of grade VIII students of SMPN 2 Mapat Tunggul Selatan to the material of Faith to 25 Prophets and Apostles by the method of creating songs and singing. Initial observations showed low student interest in the lecture method, so a more enjoyable approach was chosen. The research was carried out in two cycles with the stages of planning, action, observation, and reflection. In cycle I, students showed varying enthusiasm, with some constraints such as uneven involvement and long time in the selection of song lyrics. Cycle II was carried out with improvements in the form of better time management and the use of musical instruments to increase morale. The final results showed an increase in student activity, participation, and understanding, which was confirmed through observation and evaluation in the form of written tests and recaps of activity results.

RESULTS

This research was conducted on grade VIII students of SMPN 2 Mapat Tunggul Selatan for the 2024/2025 school year to improve the ability to memorize 25 Prophets and Apostles through the singing method. In the early stages, before the application of the singing method, students showed unsatisfactory results with a completion rate of only 45%, while 55% of students were not complete in memorization. Some of the obstacles identified include the use of boring lecture methods, lack of interesting learning media, and low student motivation. Therefore, learning improvements were made by changing the lecture method to the singing method to make it more interesting and fun for students.

In the first cycle, learning is carried out by forming groups of students to create songs about 25 Prophets and Messengers. The learning process takes place with stages of perception, material exploration, song making, as well as presentation and reflection. The results of the evaluation showed an improvement in memorization ability, with 79% of students achieving completion. However, this result still does not meet the minimum completeness criteria (80%), so further improvement is needed. Some of the obstacles identified in the reflection of the first cycle include the existence of students who are less

creative, classroom management that needs to be improved, and the lack of song examples from teachers.

In the second cycle, the learning scenario was improved by emphasizing the active participation of students, the use of musical instruments, and the provision of song samples by teachers to increase motivation. The results of the second cycle of evaluation showed a significant improvement, with 91% of students successfully achieving completion. This success shows that the singing method is effective in increasing students' understanding of the material of Faith to the 25 Prophets and Apostles. Thus, this study concludes that the use of singing methods can be used as an effective and fun learning strategy for students. In the first cycle, the learning process with the singing method still faced several obstacles, such as students who argued a lot in determining song lyrics, lack of regularity in class, and not mastered the song well.

As a result, the teaching and learning process is less than optimal, although there is an improvement compared to the previous method. Of the 20 students, only 17 achieved a score of 75 and above, while some others were not able to memorize all the names of the 25 Prophets and Messengers. To overcome this obstacle, improvements were made in the second cycle by asking students to determine song lyrics before learning, moving activities outside the classroom to make them more conducive, and applying the concept of learning while playing. As a result, in the second cycle, the learning process runs more smoothly, students seem more active, creative, and enjoy learning. The level of learning completeness increased significantly to 91%, showing that the singing method was effective in increasing students' understanding of the material of Faith to the 25 Prophets and Messengers. For students who have not achieved completeness, remedial is carried out in the form of re-explanations and competency tests to ensure better understanding.

DISCUSSION

The research titled "Efforts to Improve Students' Conceptual Understanding in Islamic Education Learning through the Singing Method at SMP Negeri 2 Mapat Tunggal Selatan" aims to explore the effectiveness of using music and singing techniques to enhance students' understanding of Islamic education concepts. The traditional method of teaching Islamic education often relies heavily on lectures and rote memorization, which can make it difficult for students to grasp deeper meanings of the material.

This study introduces a more engaging and interactive approach by incorporating singing into the learning process. The importance of conceptual understanding in Islamic education cannot be overstated. Students are not only expected to memorize religious texts but also to comprehend the principles, values, and teachings behind these texts. The challenge lies in finding effective teaching strategies that foster this deeper understanding. Research has shown that integrating music into education can help improve memory retention, increase student engagement, and enhance understanding of complex concepts. The method of singing in education is based on the idea that musical elements can activate different areas of the brain, promoting better retention and recall.

By setting Islamic education materials to music, students are encouraged to actively engage with the content, making the learning experience both enjoyable and meaningful. This method is especially beneficial for auditory learners, who respond better to verbal and musical stimuli. At SMP Negeri 2 Mapat Tunggal Selatan, this study was conducted in the context of Islamic education classes, where students were introduced to songs that contained key Islamic concepts and teachings. The songs were carefully designed to be simple yet rich in content, with lyrics that conveyed fundamental Islamic values. These songs were sung during lessons, with students encouraged to participate actively. This approach aimed not only to improve their understanding of the concepts but also to make learning more fun and engaging.

The study employed a mixed-methods approach, combining both qualitative and quantitative data. Surveys and interviews were used to gather feedback from students and teachers about their experiences with the singing method. Additionally, pre- and post-tests were administered to measure students' conceptual understanding before and after the intervention. The results showed a significant improvement in students' understanding of Islamic education concepts after the singing-based lessons. One of the key findings of the study was that students became more engaged and motivated to learn when the singing method was used. The integration of music into the classroom provided a break from traditional methods and captured students' attention in a new and exciting way.

This increased engagement led to higher participation and a more positive attitude toward learning. Students reported enjoying the lessons and feeling more connected to the material. Moreover, the singing method seemed to support better retention of information. Students demonstrated an improved ability to recall key concepts and teachings from the lessons. This can be attributed to the fact that the melodies helped anchor the information in their memory, making it easier for them to remember and understand. Teachers also noted that students showed more confidence when discussing Islamic concepts, indicating a deeper understanding of the material. Another important outcome of the study was the enhanced classroom dynamics. The singing activity encouraged collaboration among students as they sang together, creating a sense of community and shared purpose.

This cooperative learning environment allowed students to support one another and reinforced the collective aspect of learning. The positive social interaction further contributed to the overall improvement in students' conceptual understanding. Despite the positive results, the study also highlighted some challenges in implementing the singing method. Teachers faced initial difficulties in adapting the traditional curriculum to fit the musical approach. It required careful planning and preparation to ensure that the songs were both educational and enjoyable. Additionally, not all students were equally comfortable with singing, and some were initially hesitant to participate. However, over time, these challenges were overcome as students became more accustomed to the method.

In conclusion, the research demonstrates that the singing method can be an effective tool for enhancing students' conceptual understanding in Islamic education. By integrating music into the learning process, students become more engaged, retain information better, and develop a deeper understanding of Islamic teachings. This approach has the potential to transform the way Islamic education is taught, making it more accessible, enjoyable, and meaningful for students. Future research could explore the long-term effects of the singing method and its applicability in other subjects and educational settings.

CONCLUSION

Based on various descriptions, actions and theoretical studies in this PTK, a conclusion can be drawn that, 1) Learning using the singing method (Joyful Learning) can improve the process of understanding faith in the prophet and apostle of grade VIII students of SMPN 2 Mapat Tunggal Selatan; 2) With the singing method (Joyful Learning) can improve the results of the ability to understand faith in the prophet and the apostle of grade VIII students of SMPN 2 Mapat Tunggal Selatan; 3) The increase in the learning process and outcomes is because students are active and creative, feel happy to learn, and are responsible for the success of learning. This is in accordance with the theory that the application of the singing method in learning has a positive impact on improving the learning process and outcomes of students towards lessons because learning activities are student-centered and not teacher-centered.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>.
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>.
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>.
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.

- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71.
<https://doi.org/10.32528/ijhs.v13i1.4864>
- Pehtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277.
<https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084.
<https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>.
- Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta

