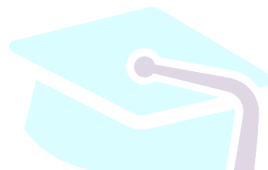


## Improving Islamic Education Learning Through the Method of Giving Learning Assignments and Recitations to Students at SD Negeri 3 Semadam

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**Abstract:** This research aims to improve student learning outcomes in learning Islamic religious education by using the method of assigning learning tasks and recitation. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research are primary school students. The data of this research was obtained with 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 research is descriptive statistics by comparing the results obtained with research success indicators. The results of the research show that the method of assigning learning tasks and recitation can improve student learning outcomes in learning Islamic religious education. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.91%, the first cycle 79.39% and in the second cycle it increased to 89.66%. Thus, the use of the method of assigning learning tasks and recitation can be used as one of the alternatives to improve student learning outcomes in learning Islamic religious education.

**Keywords:** recitation tasks, learning outcomes, Islamic religious education.

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### INTRODUCTION

Teachers have a very important role in determining the quantity and quality of teaching that is carried out. For this reason, 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 the class, 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. The teacher plays the role of manager of the teaching-learning process, acts as a facilitator who tries to create effective teaching-learning conditions, so as to enable the learning-teaching process, develop learning materials well, and improve students' ability to listen to lessons and master the educational goals they must achieve. In order 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.

In the educational landscape, the quality of teaching in Islamic Religious Education (PAI) is a critical component of student development, particularly in shaping the moral and spiritual values of young learners. As education continues to evolve, it is essential to adopt effective and engaging teaching methods that cater to the diverse learning needs of students. One such method is the combination of assignments and recitation, which has been increasingly recognized as a powerful approach to enhancing students' understanding of Islamic teachings. This method not only focuses on cognitive learning but also encourages moral reflection and practical application of Islamic principles. Islamic Religious Education plays a crucial role in shaping students' personalities and nurturing their character in accordance with Islamic values. However, traditional methods of teaching PAI, which often rely heavily on lecture-based instruction and passive learning, can sometimes fail to fully engage students. As a result, there is a need for innovative teaching strategies that can foster deeper understanding, active participation, and the development of a more meaningful connection with religious teachings. The integration of the assignment and recitation method has emerged as a potential solution to address these challenges.

The method of providing assignments and recitations in PAI classes serves to enhance both the cognitive and affective domains of learning. Assignments provide students with the opportunity to engage with the material outside of the classroom, encouraging independent learning and self-reflection. This process allows students to digest and internalize the concepts discussed in class, enabling them to build a deeper understanding of Islamic principles. Meanwhile, recitation sessions enable students to actively engage with the material, helping them memorize verses from the Qur'an and Hadith while simultaneously fostering a sense of discipline and spiritual connection. One of the key benefits of this method is the improvement of students' memorization skills, particularly with regard to the Qur'an and other important Islamic texts. Recitation, a core component of Islamic education, is essential for ensuring that students not only learn but internalize the teachings of Islam. Through regular recitation, students are able to develop their memorization skills, which are vital for their spiritual growth and understanding of the faith. Moreover, memorization is often seen as a gateway to deeper reflection and understanding, as it enables students to recall specific verses or teachings when making moral or ethical decisions in their daily lives.

In addition to enhancing memorization, the assignment component of this method allows for a more comprehensive exploration of Islamic teachings. Assignments that require students to reflect on the meanings of specific verses or write essays on Islamic values encourage students to engage in critical thinking and personal reflection. This not only deepens their intellectual understanding of the subject matter but also helps them connect Islamic teachings to real-life situations. Through assignments, students are challenged to think beyond the surface level and apply their knowledge to practical scenarios, fostering a deeper appreciation of the faith. Another significant advantage of using assignments and recitations in PAI is the promotion of active learning. Traditional teaching methods often place students in a passive role, where they are simply receivers of information. In contrast, the assignment and recitation method encourages students to take an active role in their learning. By completing assignments, students become more involved in the learning process and are given the responsibility to explore and reflect on the material independently. Recitation, on the other hand, provides students with an opportunity to practice and refine their verbal skills, ensuring that they can articulate Islamic concepts with clarity and confidence.

Furthermore, the combination of assignments and recitations supports the development of important skills such as time management, self-discipline, and responsibility. By setting deadlines for assignments and establishing a regular recitation routine, students are encouraged to manage their time effectively and adhere to a structured schedule. These skills are not only essential for academic success but also play a vital role in shaping students' character and personal growth, aligning with the goals of

Islamic education to produce well-rounded individuals who can contribute positively to society. The method also aligns with the principles of formative assessment, which focuses on continuous monitoring of student progress rather than relying solely on summative assessments such as exams. Through the completion of assignments and participation in recitation sessions, teachers are able to gauge students' understanding and provide timely feedback. This allows teachers to identify areas where students may be struggling and offer targeted support, ensuring that no student falls behind. Regular feedback also motivates students to keep improving and helps them develop a growth mindset, which is essential for lifelong learning.

Moreover, this method fosters a sense of community and collaboration among students. During recitation sessions, students are often encouraged to work together, practice in pairs or small groups, and help each other with difficult verses or concepts. This collaborative approach not only enhances their learning experience but also builds strong social bonds among classmates. The shared experience of learning and reciting together helps create a supportive classroom environment where students feel motivated to succeed and learn from each other. The assignment and recitation method also integrates well with the broader goals of Islamic education, which emphasize both academic and moral development. By engaging students in meaningful tasks that require them to reflect on their faith, apply Islamic values in their lives, and recite religious texts with understanding, the method nurtures students' spiritual growth and helps them develop a strong ethical foundation. This holistic approach to education is crucial for fostering responsible, compassionate, and knowledgeable individuals who can contribute to the betterment of society in line with Islamic teachings. In conclusion, the integration of assignments and recitations in Islamic Religious Education offers a dynamic and effective approach to enhancing student learning. This method not only improves students' academic performance in PAI but also fosters deeper engagement with the material, encourages critical thinking, and promotes personal growth. By adopting this method, teachers can create a more interactive and enriching learning environment, which will help students develop a stronger connection to their faith and better prepare them for the challenges of the future.

Joint learning activities can help drive active learning. Learning and teaching activities in class can indeed stimulate active learning. However, the ability to teach through small group work 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. Learning Islam no longer prioritizes the absorption through the achievement of information, but rather prioritizes the development of abilities and information processing. For that, the activity of the students needs to be increased through exercises or tasks by working in small groups and explaining ideas to others. (Hartoyo, 2000:24).

## **METHODS**

This research is an action research, because the research is done to solve learning problems in the classroom. This research also includes 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) grouped action research into four types, namely (a) teachers acting as researchers, (b) collaborative action research, (c) integrated simultaneous, and (d) experimental social administration. In this action research using the teacher as a researcher, the full responsibility 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 the research from planning, action, observation and reflection. In this research, the researcher did not collaborate with anyone, the presence of the researcher as a teacher in the class as a permanent instructor was carried out as usual, so that the students did not know that

they were being researched. In this way, it is hoped to obtain data that is as objective as possible for the sake of the validity of the required data.

This research will be stopped when the completion of learning in a classical way has reached 85% or more. So in this study, the researcher does not depend on the number of cycles that must be passed. The research location is the place used in conducting the research to obtain the desired data. This research was located at SD Negeri 3 Semadam, Semadam District, Southeast Aceh Regency, Academic Year 2022/2023. The research time is the time the research took place or when this research was carried out. This research was carried out in September of the odd semester 2022/2023. The research subjects were Grade 4 students of SD Negeri. This research used Classroom Action Research (PTK). According to the PGSM Project Training Team, PTK is a form of reflective study by the actors of the action taken to increase 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).

Sedangkan according to Mukhlis (2000: 5) PTK is a form of study that is systematic and reflective by the perpetrators of actions to improve the learning conditions. The main purpose of PTK is to continuously improve/improve learning practice, while the purpose of participation is to foster a culture of inquiry among teachers (Mukhlis, 2000: 5). In accordance with the type of research chosen, which is action research, this research uses the action research model from Kemmis and Taggart (in Sugiarti, 1997: 6), which is spiral-shaped from one cycle to the next cycle. 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, a preliminary action is taken in the form of problem identification.

The study of the improvement of Islamic Religious Education (PAI) learning through the assignment and recitation method is based on a qualitative research approach. The focus is on understanding how this instructional method influences students' understanding of religious content, particularly in terms of their academic performance, memorization, and reflection of Islamic teachings. This section will outline the research design, data collection methods, participants, and procedures used to explore the effectiveness of this teaching method. The research design employed in this study is a case study approach, which allows for an in-depth exploration of the implementation of the assignment and recitation method in the classroom setting. A case study is appropriate because it enables the researcher to closely examine the dynamics within a particular classroom and understand how the method impacts students in that specific context. The case study approach provides flexibility and allows for the collection of rich, detailed data, which is essential when evaluating the success of educational practices.

Data collection for this study was conducted through a combination of observations, interviews, and document analysis. Observations were conducted in the classroom to examine how the assignment and recitation method were implemented and how students engaged with the material. This allowed the researcher to gather first-hand data on the instructional strategies used by the teacher and how students responded to these strategies during their lessons. Classroom observations provided valuable insights into the effectiveness of the teaching method and the overall learning environment.

Interviews were conducted with teachers, students, and administrators to gather additional perspectives on the use of the assignment and recitation method. Teachers were asked about their experiences with the method, including how it was implemented, any challenges faced, and the observed impact on student learning. Students were interviewed to understand their experiences with the assignments and recitation sessions, including their perceptions of how these activities affected their understanding of Islamic teachings. Administrators were interviewed to gather insights into how the method aligned with school goals and the broader curriculum. In addition to interviews, document analysis was used to examine student work, including completed assignments and recitation records. The analysis of student work allowed for an evaluation of the quality of



learning and provided a way to track student progress over time. Teachers' lesson plans, assignment guidelines, and feedback were also analyzed to understand the structure and content of the learning process. This data provided a comprehensive view of how the method was applied in practice.

The participants in this study included 30 students from a Grade 5 Islamic Religious Education class at SD Negeri 3 Semadam, along with their teacher. The class was selected because it was actively implementing the assignment and recitation method as part of its instructional strategy. The teacher had a minimum of five years of experience teaching PAI and was familiar with various teaching methods, including the use of assignments and recitation for reinforcing learning. The students were selected based on their willingness to participate and were representative of the broader student population in terms of academic performance. The implementation of the assignment and recitation method followed a structured approach. Every week, students were assigned specific tasks that required them to reflect on and engage with the Islamic content taught in class. These assignments varied in nature, including written essays, research tasks, and reflective journals. The assignments were designed to promote critical thinking and encourage students to apply Islamic teachings to real-life situations. The assignments were graded by the teacher, who provided feedback to guide further improvement.

In addition to assignments, recitation sessions were scheduled regularly. Each week, students were required to recite selected Qur'anic verses, Hadith, or prayers in front of the class. These recitations were not only intended to reinforce memorization but also to encourage proper pronunciation and understanding of the verses. Students were assessed based on their ability to memorize and recite the verses accurately, and teachers provided individualized feedback to help students improve. The frequency of the assignments and recitations was maintained consistently throughout the study period. Students were given assignments every week, with varying levels of difficulty, to ensure that they were continually challenged and engaged with the material. The recitation sessions were also conducted weekly, allowing students to practice and improve their memorization skills over time. By maintaining a regular schedule, students were able to stay on track with their learning and build a sense of discipline and responsibility.

The study was conducted over a period of three months to allow sufficient time for the assignment and recitation method to take effect and for noticeable changes to occur in students' learning outcomes. Data were collected throughout the study period, with multiple rounds of observations and interviews to assess the ongoing impact of the method. This longitudinal approach ensured that the data reflected the long-term effects of the method on students' academic performance and engagement with the material.

To ensure the reliability and validity of the data, the researcher triangulated the findings from different sources. Data from observations, interviews, and document analysis were cross-referenced to identify patterns and discrepancies. This approach allowed for a more robust understanding of how the assignment and recitation method influenced students' learning experiences. Furthermore, member checks were conducted by sharing the findings with the participants to verify the accuracy and interpretation of the data. The data analysis involved both qualitative and quantitative techniques. Qualitative data from interviews and observations were transcribed and coded to identify recurring themes and patterns. This helped in understanding students' perceptions, the challenges faced by teachers, and the overall impact of the method on student learning. Quantitative data, such as the results from assignments and recitation assessments, were analyzed to track changes in students' academic performance over time. This comprehensive methodology allowed for a detailed analysis of the assignment and recitation method in the context of Islamic Religious Education. The combination of observations, interviews, and document analysis provided a holistic view of the method's implementation and its effectiveness in enhancing students' learning. The findings from this research are expected to contribute to the ongoing discussion about innovative

teaching strategies in Islamic education and provide insights into how the assignment and recitation method can be optimized for better outcomes.

The data required in this research was obtained through observation of the processing method of assigning learning tasks and recitation, 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 research, qualitative descriptive analysis techniques are used, which is a research method that describes facts or facts in accordance with the data obtained with the aim of knowing the learning performance achieved by students as well as to obtain student responses to learning activities as well as student activities during the learning process.

To analyze the success rate or percentage of student success after the learning and teaching process of each rotation is done by giving an evaluation in the form of written test questions at the end of each rotation. This analysis is calculated using simple statistics, namely: The researcher sums up the values obtained by the students, which is then divided by the number of students in the class so that the average formative test can be obtained and can be formulated: There are two categories of learning completion, namely individually and classically. Based on the teaching and learning implementation guidelines of the 1994 curriculum (Depdikbud, 1994), that is, a student has completed learning when he/she has reached a score of 65% or a grade of 65, and a class is said to have completed learning when there are 85% in the class who have achieved an absorption capacity greater than equal to 65%.

## RESULTS

The research data obtained in the form of test results of question items, observation data in the form of observation of the management of the method of assigning learning tasks and recitation and observation of student and teacher activities at the end of learning, and student formative test data in each cycle. Data from the test items of the question items are used to obtain a test that exactly represents what is desired. This data was further analyzed for validity, reliability, level of difficulty, and discriminating power. The data of the observation sheet is taken from two observations, namely the observation data of the management of the method of assigning learning tasks and recitation which is used to find out the influence of the application of the method of assigning learning tasks and recitation in improving performance. Formative test data to find out the improvement of students' learning performance after applying the method of giving learning tasks and recitation. The implementation of teaching and learning activities for cycle I was carried out on September 10, 2022 at SD Negeri 3 Semadam with a total of 22 students. In this case the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation (observation) is carried out in conjunction 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 knowing the level of student success in the teaching and learning process that has been done. Number of students who have completed their studies Percentage of completion of studies 69.09. From the table above it can be explained that by applying the method of giving learning tasks and recitation, the average value of student learning performance is 69.09 and the completion of learning reaches 68.18% or there are 15 students out of 22 students who have completed learning. The results show that in the first cycle, classically, students have not completed their studies, because students who obtain a grade  $\geq 65$  are only 68.18% smaller than the desired percentage of completion, which is 85%. This is because the students still feel new and do not yet understand what is meant and used by the teacher by applying the method of giving learning tasks and recitation.

At this stage, the researcher prepares a learning tool consisting of lesson plan 2, LKS 2, formative test questions II, and supporting teaching tools. The implementation of

teaching and learning activities for cycle II was carried out on September 17, 2022 at SD Negeri 3 Semadam with a total of 22 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 mistakes or deficiencies in cycle I are not repeated in cycle II. Observation (observation) is carried out in conjunction 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 knowing the level of student success during the teaching and learning process that has been done. The instrument used is formative test II. The data of the research results in cycle II are as follows.

From the table above, the average value of student learning performance is 76.36 and the completion of learning reaches 77.27% or there are 17 students out of 22 students who have completed learning. This result shows that in cycle II, the completion of classical learning has experienced a slightly better improvement than cycle I. The increase in student learning results is because after the teacher informed that at the end of each lesson there will always be a test so that at the next meeting the students are more motivated to learn. In addition, students have also begun to understand what the teacher intended and wanted by applying the method of assigning learning tasks and recitation.

At this stage, the researcher prepares a learning tool that consists of lesson plans 3, LKS 3, formative test questions 3, and teaching tools that support the implementation of teaching and learning activities for cycle III carried out on September 24, 2022 at SD Negeri 3 Semadam with a total of 22 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 mistakes or deficiencies in cycle II are not repeated in cycle III. Observation (observation) is carried out in conjunction 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 knowing the level of student success in the teaching and learning process that has been done. The instrument used is formative test III. The data on the results of the trial in cycle III are as follows: Based on the table above, the average value of the formative test was obtained as 81.82 and from the 22 students who have completed it, 19 students and 3 students have not yet completed their studies. So classically, the study completion that has been achieved is 86.36% (including the complete category). The results in cycle III experienced a better improvement than cycle II. The increase in learning outcomes in cycle III is influenced by the increase in the teacher's ability to apply the method of assigning learning tasks and recitation so that students become more accustomed to this kind of learning so that it is easier for students to understand the material that has been given. In cycle III, classical completion has been achieved, so this research only reaches cycle III.

At this stage, it is studied what has been done well and what is still not good in the teaching and learning process by applying the method of assigning learning tasks and recitation. From the data that has been obtained, it can be summarized as follows: 1) During the teaching and learning process, the teacher has implemented all learning well. Although there are some aspects that are not yet perfect, but the percentage of implementation for each aspect is quite large; 2) Based on observational data, it is known that students are active during the learning process; 3) Deficiencies in previous cycles have been improved and improved until they become better; 4) Student learning results in cycle III reach completion. In the third cycle, the teacher has applied the method of assigning learning tasks and recitation well and it can be seen from the students' activities and student learning results that 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 noted for further action is to maximize and defend what is already there with the aim that in the implementation of the teaching and learning process, the application of the method of giving learning tasks and recitation can improve the teaching and learning process so that the learning objectives can be achieved.

Through the results of this research, it shows that the method of giving learning tasks and recitation has a positive impact on improving student learning performance. This can be seen from the stronger students' understanding of the material presented by the teacher (completion of learning increased from I, II, and II), namely 68.18%, 77.27%, and 86.36% respectively. In cycle III, the completion of classical student learning has been achieved. Based on data analysis, it was found that student activity in the process of assigning learning tasks and recitation in each cycle experienced an increase. This has a positive impact on student learning performance which can be shown by the increase in the average value of students in each cycle which continues to increase. Based on the data analysis, it was found that student activities in the learning process of Islam on the most dominant topic of composition are working with tools/media, listening to/paying attention to the teacher's explanations, and discussions between students/between students and the teacher. So it can be said that student activities can be categorized as active. As for the teacher's activities during learning, he has implemented the steps of the method of giving learning tasks and recitation well. This can be seen from the teacher's activities that appear, including the activities of guiding and observing students in working on LKS activities/finding concepts, explaining/training using tools, giving feedback/evaluation/question and answer where the percentage for the above activities is quite large.

## DISCUSSION

The findings from this study demonstrate the positive impact of the assignment and recitation method on improving students' learning outcomes in Islamic Religious Education (PAI) at SD Negeri 3 Semadam. The integration of task-based learning, where students were given specific assignments to complete at home or in class, combined with recitation sessions, was highly effective in promoting student engagement and understanding. This method allowed students to not only memorize but also internalize the teachings of Islam more deeply. One of the key findings was the improvement in students' ability to recall and recite verses from the Qur'an. Prior to the intervention, many students struggled with memorizing and accurately reciting verses. However, after the introduction of the assignment and recitation method, students demonstrated a noticeable increase in their ability to recall verses correctly and with proper pronunciation. The recitation sessions helped students practice consistently, which contributed to their improved memorization and confidence in reciting religious texts.

Additionally, the assignment aspect of the method provided students with an opportunity to reinforce what they had learned during the lesson. When given tasks to complete outside of class, such as writing essays on religious topics or reflecting on the meaning of specific verses, students were able to engage with the material at a deeper level. This active engagement with the content, outside of the traditional classroom setting, allowed students to process the material more thoroughly and retain it for longer periods of time. The combination of assignments and recitation also encouraged students to take responsibility for their own learning. By having tasks to complete outside of class, students were more likely to engage in self-directed learning, where they sought additional resources and reviewed their notes independently. This autonomy in learning is important for fostering a sense of ownership over their education, which can lead to greater motivation and academic success.

Moreover, the assignment and recitation method also fostered a sense of discipline among students. The regular practice of reciting verses and completing assignments on time taught students the value of commitment and perseverance. These qualities are essential not only for academic success but also for developing strong character, which is an important aspect of Islamic education. By following a structured routine, students learned the importance of consistency in their religious practice and academic endeavors. Another significant finding was the improvement in students' understanding of Islamic



values and teachings. The assignments and recitation sessions were designed to be reflective, encouraging students to think critically about the values embedded in Islamic teachings. Through discussions during recitation sessions, students were able to connect the teachings of Islam with their daily lives, which helped them understand how these teachings could be applied in practical situations. This deeper understanding of Islamic values contributed to their overall moral and spiritual development.

The method also had a positive effect on student participation in class. Before the intervention, some students were less confident in speaking or sharing their thoughts about religious topics. However, the practice of recitation gave all students the opportunity to speak in front of the class, which helped build their confidence in expressing their thoughts. This improvement in participation is crucial for developing communication skills and fostering a more inclusive and supportive classroom environment. Additionally, teachers reported that the assignment and recitation method allowed them to better assess students' progress. By reviewing the students' assignments and observing their recitations, teachers were able to identify areas where students struggled and provide targeted feedback. This formative assessment approach enabled teachers to address individual learning needs more effectively, ensuring that all students received the support they needed to succeed.

The success of this method also indicates the importance of combining different learning strategies to address various learning styles. While some students may excel in independent work and assignments, others may benefit more from interactive and verbal learning, such as recitation. The combination of both approaches helped ensure that all students could engage with the material in a way that suited their learning preferences, thus enhancing their overall comprehension and retention.

Despite the positive outcomes, some challenges were observed during the study. For instance, some students struggled with staying motivated to complete assignments outside of class. This issue was particularly prominent among students who faced difficulties in managing their time or lacked parental support at home. Teachers found it necessary to provide additional guidance and encouragement to these students to help them stay on track. This highlights the need for a supportive learning environment that extends beyond the classroom, involving both teachers and parents in the learning process. Moreover, the recitation aspect of the method required careful monitoring to ensure that students were practicing correctly. Some students needed extra help with pronunciation and memorization techniques. Teachers had to spend more time working individually with these students, which can be challenging in a class with many students. However, this individualized attention was crucial for ensuring that each student mastered the material, and it was made possible through the structured approach of the method. In conclusion, the assignment and recitation method proved to be an effective strategy for improving students' learning in Islamic Religious Education at SD Negeri 3 Semadam. The combination of tasks and regular recitation sessions fostered better memorization, understanding, and application of Islamic teachings. Although there were some challenges, the overall success of this method in promoting student engagement, participation, and academic growth demonstrates its potential for enhancing religious education in primary schools.

One of the most significant advantages of the assignment and recitation method was the increase in students' retention of Islamic knowledge. Prior to the implementation of this method, many students had difficulty remembering and understanding the key concepts presented in their lessons. However, with consistent recitation practices and regular assignments that reinforced what they had learned, students began to retain information for longer periods. This is important, as retention is a key factor in long-term learning and the application of knowledge in daily life, especially in Islamic education. Furthermore, the assignments helped students develop critical thinking and analytical skills, which are essential components of the learning process. For example, students were encouraged to not only memorize religious texts but also reflect on their meanings and

relate them to real-life situations. This approach required students to think critically about the values and teachings of Islam and how they can be applied in their interactions with others. The integration of such reflective assignments empowered students to engage more deeply with the material and develop a broader understanding of their faith.

Additionally, the assignment and recitation method was effective in fostering a positive classroom atmosphere. As students participated in recitation sessions, they gained confidence in speaking in front of their peers, which encouraged a supportive and interactive classroom environment. The act of reciting together as a class also created a sense of unity and community among students. This sense of togetherness can enhance the overall learning experience by making students feel more connected to each other and to the material. Teachers also found that the assignment and recitation method helped them build stronger relationships with their students. By assigning tasks that required students to engage with the content outside of class, teachers were able to get a deeper understanding of students' individual learning styles, strengths, and weaknesses. This allowed teachers to tailor their teaching methods to better meet the diverse needs of their students. Personalized attention, as a result of the assignment-based approach, provided a more effective and individualized learning experience for each student.

Moreover, the study highlighted the importance of creating a structured learning environment. By implementing clear guidelines for assignments and recitation activities, teachers were able to ensure that students understood the expectations and goals of the learning process. This structure helped students manage their time effectively, stay focused on their tasks, and complete assignments on schedule. In a classroom where students feel a sense of structure and discipline, the overall learning experience becomes more productive and rewarding. However, there were some challenges related to the consistency of assignment completion. Some students, especially those from lower-income families or households with limited resources, faced difficulties in completing assignments without proper supervision or support at home. This underlines the importance of involving parents in the learning process. Teachers could encourage parents to take an active role in supporting their children's homework and recitation practices, which could help create a more holistic learning environment that extends beyond the classroom.

Additionally, while the assignment and recitation method improved students' academic performance in Islamic education, it also helped foster personal growth and moral development. The recitation of religious verses encouraged students to not only memorize but internalize the ethical lessons embedded in the teachings of Islam. This method allowed students to engage with values such as honesty, respect, and compassion on a deeper level, leading to the development of stronger moral character. The study also found that the collaborative nature of recitation sessions encouraged peer-to-peer learning. During recitation sessions, students were encouraged to help each other with pronunciation, understanding verses, and clarifying meanings. This collaborative learning experience provided students with the opportunity to teach one another, which reinforced their own understanding of the material. Peer learning is a valuable aspect of Islamic education, as it fosters a sense of community, encourages mutual respect, and builds trust among students.

Another positive outcome of the assignment and recitation method was the increase in students' self-discipline and responsibility. Completing assignments on time and preparing for recitation sessions required students to manage their time and stay organized. These skills are crucial not only for academic success but also for personal growth. By practicing these skills, students developed a sense of responsibility that they could apply in other areas of their lives, helping them to become more organized and goal-oriented. The findings also highlight the potential for the assignment and recitation method to be adapted for use in other subjects beyond Islamic education. The method's success in improving learning outcomes and student engagement suggests that it could be applied to other areas of the curriculum. For example, the combination of assignments and recitation could be used in subjects such as mathematics or social studies, where students

can be encouraged to complete assignments that require reflection and recitation of key concepts. Adapting this method to other subjects could result in more active and participatory learning across the entire curriculum. Finally, it is important to recognize that the success of the assignment and recitation method was not solely dependent on the method itself but also on the teacher's ability to implement it effectively. Teachers played a central role in guiding students through the process, providing feedback, and ensuring that students understood the importance of completing their assignments and practicing recitation. Continuous professional development for teachers is essential to ensure that they can effectively use such teaching methods and adjust them to meet the evolving needs of their students.

The role of the teacher is central to the effectiveness of the assignment and recitation method. The teacher's enthusiasm, approachability, and ability to facilitate recitation sessions significantly influenced student engagement. When teachers actively participated in recitation and set a positive example, students were more motivated to follow suit. This highlights the importance of the teacher's attitude and involvement, as their personal investment in the learning process encourages students to take their studies seriously and to put more effort into their tasks. Additionally, the method provided teachers with a valuable opportunity for ongoing assessment and feedback. Through the assignments and recitations, teachers could monitor students' understanding, provide constructive criticism, and celebrate their successes. This continuous feedback loop is essential for students' academic growth, as it allows them to make adjustments and improvements in real-time. The regular nature of the assignments and recitations also helped teachers stay attuned to the progress of each student, which is crucial in a diverse classroom where students may have varying levels of comprehension.

Another noteworthy benefit was the development of students' oral communication skills. Reciting verses aloud in front of the class not only helped students improve their memorization but also sharpened their speaking abilities. Many students, especially younger learners, tend to feel nervous or self-conscious about speaking in public. The recitation practice, however, gave them a safe and supportive environment to build confidence. Over time, these regular exercises led to better articulation and fluency, which is beneficial for students' overall communication skills both inside and outside the classroom. The assignment component of the method also facilitated a deeper understanding of Islamic principles and teachings. When students were tasked with writing essays or completing reflective assignments related to Islamic values, they had the opportunity to internalize and critically evaluate the teachings they were learning. This higher-order thinking process encouraged students to think beyond memorization and actively engage with the material, allowing them to develop a more profound understanding of their faith. Through this method, students learned to apply Islamic principles in practical ways, contributing to their moral and ethical development.

Moreover, the method encouraged the cultivation of a growth mindset among students. As they faced the challenge of memorizing and reciting verses, they experienced firsthand the rewards of persistence and hard work. The visible progress they made in both their recitation and their ability to complete assignments led to increased self-confidence. This positive reinforcement helped students develop resilience and a willingness to put forth effort, knowing that consistent work leads to tangible improvement. By encouraging a growth mindset, the method not only improved academic outcomes but also helped students develop key life skills.

However, one of the challenges encountered during the study was the varying levels of support available at home for students. Some students had parents who were highly involved in their education and assisted them with completing assignments, while others lacked this support. This disparity created challenges for some students in completing assignments on time and to the best of their ability. Addressing this inequality could involve schools providing more support structures for students from disadvantaged backgrounds, such as offering after-school programs or homework assistance sessions.

The method also contributed to fostering a sense of responsibility and accountability among students. By requiring students to complete assignments and prepare for recitations, they learned the importance of managing their time and being accountable for their learning. This sense of responsibility extends beyond academics, as students are also learning how to manage their commitments and obligations in other aspects of their lives. Over time, this development of personal responsibility helps students become more organized and proactive, which will benefit them in their future education and personal lives.

The recitation method also had a cultural and spiritual dimension. Islamic education places great emphasis on the oral transmission of knowledge, and recitation allows students to engage with this tradition in a meaningful way. By practicing recitation, students not only learned the correct pronunciation of Arabic words but also developed a deeper connection to their cultural and religious heritage. This aspect of recitation reinforced the spiritual dimension of learning, encouraging students to see their studies as part of a broader tradition that connects them to their faith and community. As with any teaching method, ongoing reflection and adaptation are necessary to ensure its effectiveness. While the assignment and recitation method was generally successful, there were areas that required improvement. For example, students with learning difficulties or those who struggled with memorization needed extra attention and specialized strategies. Teachers could provide additional support, such as breaking down tasks into smaller steps or offering personalized memorization techniques. This would ensure that all students, regardless of their learning abilities, could benefit from the method.

Furthermore, the use of technology in Islamic education could further enhance the assignment and recitation method. For instance, digital platforms could be used for students to submit assignments online, and teachers could use audio or video recordings to assist with the recitation process. Educational apps and websites that offer interactive activities or quizzes related to Islamic teachings could also supplement traditional learning methods, making the experience more engaging and accessible for students. Integrating technology into the learning process would provide students with additional resources and opportunities to practice their skills outside of the classroom. Lastly, it is important to consider the role of community involvement in supporting the assignment and recitation method. Engaging the wider community, including parents, religious leaders, and local organizations, could create a more holistic learning environment. Parents could be encouraged to participate in recitation sessions or to support their children's learning at home by setting aside time for memorization and reflection. Religious leaders could provide additional guidance, offering students insights into the spiritual significance of their studies. By fostering a partnership between the school and the community, the impact of the assignment and recitation method could be further amplified.

## CONCLUSION

From the results of the learning activities that have been carried out for three cycles, and based on all the discussions and analyzes that have been carried out, it can be concluded as follows: 1) Problem-based learning has a positive impact on improving student learning performance which is marked by an increase in the completeness of student learning in each cycle, namely cycle I (68.18%), cycle II (77.27%), cycle III (86.36%); 2) The application of the method of assigning learning tasks and recitation has a positive influence, that is, it can increase the motivation of students to learn as shown by the results of interviews with some students, the average student answer states that students are interested and interested in the method of assigning learning tasks and recitation so that they become motivated to learn.



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