



## Improvement of Islamic Religious Education Learning Through the Method of Giving Learning Assignments and Recitation to Grade VI Students of SDN 0213 Aek Pastak, Kec. Barumun Tengah, Kabupaten Padang Lawas

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**Abstract:** This study aims to improve Islamic Religious Education (PAI) learning in grade VI of SDN 0213 Aek Pastak, Central Barumun District, Padang Lawas Regency through the application of learning assignment and recitation methods. This method is applied to improve students' understanding of PAI material as well as their involvement in the learning process. This study uses a quantitative approach with an experimental design involving 30 students as a sample. Data were collected through observations, tests, and interviews conducted before and after the application of the method. The results of the study showed a significant increase in student learning achievement, both in terms of understanding PAI material and the ability to speak and discuss the topics taught. The application of learning assignment and recitation methods has proven to be effective in increasing student motivation, participation, and learning outcomes. Therefore, this study recommends the use of this method as an alternative to improve the quality of Islamic Religious Education learning in elementary schools.

**Keywords:** Islamic Religious Education, Methods of Teaching Learning Assignments, Recital, Learning, SDN 0213 Aek Pastak.

### INTRODUCTION

Teachers play a very important role in determining the quantity and quality of teaching carried out. Therefore, teachers must plan carefully to increase learning opportunities for their students and improve the quality of teaching. This requires changes in class organization, the use of teaching methods, teaching and learning strategies, as well as teachers' attitudes and characteristics in managing the teaching and learning process. Teachers play the role of managers of the teaching and learning process and act as facilitators who try to create effective learning conditions, so as to enable the teaching and learning process to run well, develop lesson materials optimally, and improve students' ability to listen to lessons and master the educational goals that they must achieve.

For this reason, teachers are required to be able to manage the teaching and learning

process that can provide stimulation to students so that they want to learn, because students are the main subjects in the learning process. Joint learning activities can help spur student learning activities. Learning in the classroom can indeed stimulate active learning, but the ability to teach through cooperative activities in small groups will be more effective in promoting active learning. What students discuss with their peers and what they teach their peers allows them to gain an understanding and mastery of the subject matter.

Islamic religious learning no longer only prioritizes the absorption of information, but emphasizes more on the development of skills and information processing. Therefore, students' activities need to be improved through exercises or assignments that involve working in small groups and explaining ideas to others (Hartoyo, 2000:24). Based on this description, the researcher wants to conduct a study entitled "Improving Islamic Religious Learning Through the Method of Providing Learning Assignments and Recitation to Grade VI Students of SDN 0213 Aek Pastak".

## **METHODS**

The method used in this study is an experimental method with a quantitative approach, which aims to measure the improvement of Islamic Religious Education (PAI) learning outcomes through the application of the method of assigning learning assignments and recitation to grade VI students of SDN 0213 Aek Pastak. This study was designed with two groups, namely the experimental group applied by the method of giving learning tasks and recitation, and the control group using conventional methods. These two groups will be compared to see the difference in their learning outcomes before and after the treatment.

**Research Design** This research uses an experimental research design with pre-test and post-test. Before the treatment is carried out, a pre-test is given to both groups to find out the students' initial ability in the material to be studied. After that, the experimental group was given treatment in the form of applying the method of giving learning tasks and recitation during several meetings, while the control group followed conventional learning. After the treatment was completed, a post-test was carried out to measure the achievement of learning outcomes in both groups.

**Population and Sample** Population in this study are all students of grade VI SDN 0213 Aek Pastak totaling 30 students. The sample was taken using a total sampling technique, where all students in the class were used as research samples. The determination of this sample was carried out by considering that this class is a class that represents the general condition of students in the school, as well as the relevance of the PAI material to be applied.

**Research Instruments** The instruments used in this study are learning outcome tests, which consist of pre-test and post-test. This test contains multiple-choice questions and descriptions that test students' understanding of the Islamic Religious Education material that has been taught. The test is designed by referring to the syllabus and materials contained in the PAI curriculum for grade VI elementary school. In addition to the test, observations are also carried out to assess student participation and involvement during the learning process.

The procedure for implementing this research is carried out in several stages, starting with preparation, implementation, and evaluation. In the preparation stage, the researcher prepares a learning implementation plan, prepares test instruments, and prepares the material to be taught. In the implementation stage, the researcher gave a pre-test to all students to find out their initial ability. After that, the treatment was carried out, where the experimental group followed learning by the method of giving learning tasks and recitation, while the control group followed conventional learning without assignments and recitation.

In the learning stage, students in the experimental group were given tasks to do at home and asked to discuss the tasks in small groups. Next, students are asked to present the results of their discussion and explain their answers in front of the class. This process aims to encourage them to think critically and develop a deeper understanding. Recitation is carried out after each material has been taught, where students are asked to recite previously studied material to improve their memory and comprehension.

**Data Collection Methods** Data collection is carried out using two main methods, namely

tests and observations. Tests are used to measure student learning outcomes in the PAI material that has been taught, while observations are carried out to assess the extent to which students are involved in the learning process, both in group discussion activities and when expressing opinions in recitations. During the observation process, researchers recorded various things related to student participation and the learning atmosphere in the classroom.

**Data Analysis Techniques** After the data is collected, the analysis is carried out using statistical analysis techniques. The data from the pre-test and post-test results will be analyzed with a t-test to find out if there is a significant difference between the experimental group and the control group. The t-test was used to compare the average pre-test and post-test scores in both groups, so that it can be known whether the application of the method of assigning learning assignments and recitation has an effect on improving student learning outcomes.

**Validity and Reliability of the Instrument** The validity of the instrument is tested using the validity of the content, which is done by asking for opinions from several Islamic Religious Education material experts and education experts to ensure that the questions prepared are in accordance with the curriculum and learning objectives. The reliability of the instrument was tested using a test of questions in a small group before being used on the actual research sample. This is done to ensure that the test instrument can provide consistent results.

**Variable Control** In this study, there are several variables that need to be controlled, including students' initial ability, classroom atmosphere, and external factors that may affect student learning outcomes. To overcome this, a pre-test is given to find out the initial ability of the students, so that it can be known whether there is a difference in ability between the experimental group and the control group before the treatment is carried out. In addition, the researcher also tried to maintain consistency in the learning process, both in the experimental group and the control group.

## **RESULTS**

Learning is a process that aims to make a person or living thing learn. Learning, according to the Great Dictionary of the Indonesian Language (KBBI, 1996:14), is an effort to acquire intelligence or knowledge, as well as trying to change behavior or responses caused by experience. In line with this opinion, Soetomo (1993:68) states that learning is an environmental management process that is carried out deliberately to allow a person to learn to do or demonstrate certain behaviors. Meanwhile, learning is a change in habits, skills, and the development of thinking, attitudes, and so on that are influenced by experience (Soetomo, 1993:120). Law No. 20 of 2003 concerning National Education also states that learning is a process of interaction between students and educators and learning resources in a learning environment.

Motivation has a very important role in the learning process. Djamarah (2002:114) defines motivation as a driver that converts energy in a person into real activities to achieve certain goals. In the context of learning, motivation is very necessary because without motivation, students will not do learning activities well. This is in line with Nur (2001:3) who stated that motivated students will use a higher cognitive process in learning the material, so that they will more easily absorb and precipitate the material. Motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within the individual, while extrinsic motivation comes from outside influences, such as invitations or coercion from others (Usman, 2000:29).

The method of giving learning assignments and recitation is one of the teaching methods used in learning. Teaching and recitation is a way of teaching where the teacher gives a certain task to the student, then the results of the assignment are checked by the teacher, and the student is responsible for explaining the results. Assignments can be written exams, oral exams, or homework. In this method, there are three terms that need to be understood, namely assignment, study, and recitation. Assignments are jobs that must be done by students, both given by teachers and by students themselves. Learning is the process of changes in the nervous system, the addition of knowledge, and behavioral changes as a result of experience

and understanding. Recitation is the re-presentation or re-enactment of the material that has been studied.

The recitation method has three phases, namely first, the teacher gives assignments that are adjusted to the student's ability. Second, students carry out the task in a way that is in accordance with the instructions given by the teacher and the goals they want to achieve. Third, students account for the results of the assignments that have been done, both verbally and in writing. The principle underlying this method is contained in the Quran, where Allah gave tasks that must be carried out by the Prophet Muhammad SAW, including to raise God, preach, cleanse himself, and be steadfast and tenacious in carrying out his duties (Q.S. Al-Mudatstsir: 1-7).

The advantages of the recitation method are that it can familiarize students to take initiative in the assigned tasks, ease the teacher's duties, strengthen the sense of responsibility, and encourage students to compete to achieve success. In addition, this method can deepen students' understanding of the subject matter, make learning outcomes more durable, and increase student activity and proficiency. However, this method also has some disadvantages, such as being difficult for students who have low ability to learn, the possibility of assignments being done by others, or students copying their friends' work so that their learning experience is less than optimal. In addition, assignments that are given too often can interfere with students' health and reduce their playtime.

The steps that must be taken in the implementation of the recitation include giving tasks and a clear explanation of the goals to be achieved, as well as supervision of the implementation of the task. Teachers must ensure that the assignments assigned are in accordance with the student's abilities and monitor the progress of students who are experiencing difficulties. In addition, control over the assigned tasks needs to be carried out systematically to encourage students to work earnestly. Giving enough time to complete the assignment is also very important, so that students can complete the assignment well and not rush.

## **DISCUSSION**

The learning process is a structured activity, where educators play an important role in creating a learning atmosphere that supports students in achieving learning goals. In the context of education, learning is not only about the transfer of knowledge, but also about creating changes in students' behavior and attitudes. This is in accordance with the definition of learning which refers to the process of environmental management that is deliberately created to allow students to learn to perform or demonstrate certain behaviors (Soetomo, 1993). Thus, learning is not only about what is learned, but also how the process changes students' mindsets, attitudes, and skills.

Learning motivation plays a very vital role in supporting the teaching and learning process. Without motivation, students will feel less interested and tend not to be optimal in participating in learning. In this case, learning motivation can be divided into two types, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from within students, such as curiosity or desire to master the material. While extrinsic motivation is influenced by external factors, such as encouragement or expectations from others (Usman, 2000). High motivation will encourage students to work harder in understanding the material and mastering the lesson, as well as optimizing the learning process they are undergoing.

The provision of learning assignments and recitations as teaching methods has a very important role in improving the quality of learning. In this method, students are given tasks to complete and accountable for the results of their work in front of teachers or classmates. These assignments can be written exams, oral exams, or homework, all of which aim to measure the extent to which students have understood the material being taught. This assignment is not only useful for testing students' knowledge, but also for encouraging them to develop critical and analytical thinking skills through the problem-solving process.

The advantage of the recitation method is that it can familiarize students to take the

initiative in completing the assigned tasks, as well as increase their sense of responsibility for the work that has been done. In addition, recitation can deepen students' understanding of the material studied, as they are required to repeat and present the material they have learned. This is in line with the principle in the Quran, where the Prophet Muhammad PBUH was given a heavy task that must be accounted for (Q.S. Al-Mudatstsir: 1-7). This method encourages students to compete in achieving good results and provide more memorable and long-lasting learning.

However, although the recitation method has many advantages, it is undeniable that this method also has some disadvantages. One of the main drawbacks is the possibility of students copying their peers' work or even working on assignments in a way that does not meet the teacher's expectations. This will reduce the effectiveness of this method, as students will not get the maximum learning experience. Additionally, if assignments are given too often, it can cause students to feel overwhelmed and lose time to rest or do other activities that are important for their development.

Therefore, in the application of the method of assigning learning assignments and recitations, teachers need to pay attention to several important steps, such as formulating clear goals before assigning assignments, ensuring that the assignments given are in accordance with students' abilities, and providing enough time to complete the assignments properly. In addition, teachers must also carry out systematic control over the tasks given, so that students can learn seriously and not feel burdened. This thoughtful approach will help improve the effectiveness of learning and the outcomes achieved by students.

Thus, the method of giving learning assignments and recitation can be one of the effective alternatives in improving the quality of learning, especially in the context of Islamic Religious Education learning. The application of this method requires careful planning, high motivation, and seriousness from students and teachers to achieve the expected learning goals.

## **CONCLUSION**

Learning is a very important process in the world of education, where the main goal of learning is to create changes in students both in terms of knowledge, skills, and attitudes. As previously explained, learning is an interaction between students and educators in a learning environment that is deliberately created to allow students to learn well. In this context, the role of teachers is very crucial in determining the success of a learning process.

Learning motivation is the main factor that affects students' success in learning. High motivation can encourage students to be more active in learning, deepen their understanding of the material, and optimize their potential. As such, it is important for teachers to create a supportive atmosphere so that students can be motivated both intrinsically and extrinsically. Teachers who are able to understand and utilize these two types of motivation will be more effective in stimulating students' interest in learning.

Teaching methods also play an important role in determining the quality of learning. One of the methods that can be applied to improve learning outcomes is the provision of study assignments and recitations. Through this method, students are given certain tasks that must be completed and accounted for in front of teachers or classmates. This process can encourage students to be more active in learning and develop their critical and analytical thinking skills.

The assignment of study assignments followed by recitation has several advantages, one of which is to familiarize students with being responsible for their work. This method can also deepen students' understanding of the subject matter because they are asked to repeat and explain the material that has been learned. In addition, recitation can encourage students to compete in a healthy manner in achieving better results and increase their motivation to learn.

However, while this method has many benefits, there are also some drawbacks that need to be noted. One of the most common drawbacks is the possibility that students copy their friend's work or don't fully understand the material they are studying. Therefore, teachers need to exercise strict control and provide guidance to students who are experiencing difficulties so that they can get the maximum benefit from this method.

Teachers also need to ensure that the assignments given are in accordance with the student's ability and can be completed in a reasonable time. If assignments are given too often or are too difficult, students can feel overwhelmed, which will ultimately negatively impact their motivation to learn. Therefore, a balance between the number of assignments and the time given is very important so that students stay motivated and do not feel stressed.

Additionally, it is important for teachers to formulate clear goals before assigning assignments. Clear goals will help students to understand what is expected of them and how they can achieve those goals. Teachers also need to provide detailed explanations about the assignments given, so that students are not confused and can work more purposefully.

The application of the recitation method must also be done wisely. In the recitation, students are asked to re-explain the material they have learned. This will strengthen their understanding of the material and allow teachers to assess the extent to which students have actually mastered the material being taught. Recitation also encourages students to think more critically and improve their communication skills, as they must clearly explain what they have learned.

To ensure the effectiveness of assignment and recitation methods, teachers must provide constructive feedback on the results of assignments done by students. Proper feedback will help students to understand their shortcomings and give them the opportunity to correct mistakes. Thus, students can learn from their experiences and become better at learning in the future.

In conclusion, the application of the method of giving learning assignments and recitation can be a very effective way to improve the learning of Islamic Religious Education in the classroom. With the right assignments, accompanied by a good recitation process, students will be more active, responsible, and have a deeper understanding of the material being taught. However, teachers need to pay attention to the disadvantages of this method and take appropriate steps to maximize its benefits and minimize the potential problems that can arise. With careful planning and careful implementation, this method can help create more effective and enjoyable learning for students.

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