JURNAL PENDIDIKAN PROFESI GURU

Improving Student Learning Outcomes in Islamic Education Learning through Student Recap Learning Strategy at SD Negeri 081228 Sibolga

Harianto ✉, SD Negeri 081228 Sibolga, Indonesia
Tri Nila Suryani, SD Negeri 081228 Sibolga, Indonesia
Santo Lumbangaol, SMP Negeri 8 Sibolga, Indonesia

✉ *hariantospdi54@guru.sd.belajar.id*

Abstract: This study aims to improve student learning outcomes in Islamic Education by using the Student Recap Learning Strategy. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data of this study were obtained by test and observation techniques. Tests are used to improve student learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that Learning with the Student Recap Learning Strategy can improve student learning outcomes. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 44.56%, the first cycle 75.57% and in the second cycle increased to 89.77%. Thus, the use of the Student Recap Learning Strategy can be used as an alternative to improve student learning outcomes.

Keywords: Student recap learning strategy, learning outcomes, islamic education.

INTRODUCTION

Education is an activity in the form of a process towards growth, development, and change that occurs to students in teaching and learning activities whose results can be enjoyed after a long period of time, it requires effort that always needs to be evaluated periodically and continuously (Moh. Rosyid: 2005). Education according to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that "Education is a conscious and planned effort to create a learning atmosphere in the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation, and the state.

"Islamic Religious Education itself is a conscious and planned effort to prepare students to know, understand, appreciate, believe, be pious, and have noble character in practicing the teachings of Islam from the main sources of the Qur'an and Hadith, through guidance, teaching, training, and the use of experience. A teacher or educator in the learning process is required to be able to develop a variety of methods, techniques, approaches, models, and strategies in learning so that what is the goal is achieved optimally and as expected. The steps in developing a variety of learning methods or strategies are not easy for an educator, but the learning process must return to the principle of not emphasizing or having a bad impact on students.

However, on the contrary, it is fun and contributes positively to the new mindset and in their life behavior. This is in accordance with the following hadith. Meaning: From Anas bin Malik from the Prophet PBUH "make it easy and don't make it difficult. Be cheerful and don't make a run". (HR. Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju'fi). Teaching and learning activities that give birth to the interaction of human elements are as a process in order to achieve teaching goals. As an educator, of course, knowing the learning model and strategy is very important. Without knowing the learning model and strategy, the teaching and learning process cannot be carried out properly. Therefore, to encourage educators' success in teaching, educators should know and understand the functions and steps of implementing learning models and teaching strategies (Isriani Hardini dan Dewi Puspita Sari: 2012).

It can be concluded that before carrying out teaching and learning activities, educators first make a learning plan by adjusting the right learning model and teaching strategy, so that students will be more enthusiastic and motivated in understanding the subject matter. In a learning, there are reference steps to go through the learning process which are summarized in several models, approaches, techniques, methods and even strategies. A learning strategy is a series and a series of strategic actions of teachers in realizing the realization of learning actual learning activities that are effective and efficient, for the achievement of learning objectives (Jamal Ma'mur Asmani: 2011).

Learning strategies are behavioral planning using learning methods and techniques, in which ideas have been determined to achieve effective and efficient learning goals (Ridwan Abdullah Sani: 2013). Learning strategies are things that teachers need to pay attention to in the learning process and it is mandatory for a teacher to determine a strategy before carrying out teaching and learning activities in the classroom, because the learning process is a continuous process of various interactions between students and the learning environment. Therefore, it is mandatory for a teacher to establish a learning strategy perfectly so that it has a direct impact on learning so that it can change behavior or actions as determined in the learning objectives.

One of the active learning strategies that requires students to be active in learning and reviewing subject matter by studying in groups is the Student Recap learning strategy. This Student Recap type active learning strategy can be used to actively involve students in learning, from the beginning to the end of learning. In this strategy, students are asked to summarize the subject matter in their own language and then through the summary students can explain to their friends. Thus, students do not easily forget the material that has been learned (Melvin L. Silberman: 2009). Islamic Religion is one of the subjects that students are less interested in, because in general, in teaching and learning activities, Islamic religious education teachers still use many traditional methods such as lectures. This is one of the reasons why students are less interested in participating in lessons and often feel bored and difficult to remember what is taught so that learning goals are not achieved effectively which causes students' learning outcomes to be low.

Based on this reality, an educator should find a solution to attract students' attention by implementing the right learning strategies to improve the learning process so that they get optimal results. In the subject of Islamic Religious Education, the material "Materi Q.S. Al-Ḥujurāt/49:13 and Hadith About Diversity" in Class IV A of SD Negeri 081228 Sibolga, the supporting teacher implements an active learning strategy, namely a Student Recap

type learning strategy as a forum to learn students to understand the material better. Departing from the background exposures above, the author conducted a classroom action research entitled "Improving the Learning Outcomes of Islamic Religious Education Through Student Recap Learning Strategies on the Material Q.S. Al-Ḥujurāt/49:13 dan Hadis Tentang Keragaman Kelas IVa SD Negeri 081228 Sibolga.

METHODS

This research is carried out using the Classroom Action Research (PTK) method, which is a research that raises the actual problems faced by teachers in the field. Kunandar defines PTK as action research carried out with the aim of improving the quality of learning practices in the classroom. The main purpose of PTK is to solve real problems that occur in the classroom in improving teachers' real activities in the context of developing their profession (Kunandar: 2011). This research is a classroom action research (PTK). Classroom action research is a form of reflective research conducted by teachers themselves whose results can be used as a tool for curriculum development, school development, teaching skill development, and so on (Epon Ningrum: 2014). Classroom action research is research conducted by educators in their own classrooms through self-reflection. The goal is to improve their performance as educators, so that the learning outcomes of students will increase and the quality of education in educational units will also increase (Saur M. Tampubolon: 2014).

In this action research, the author uses a qualitative descriptive approach. According to Boghdan and Taylor, as quoted by Lexy Moleong, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed. This research is a classroom action research. The subjects in this study are teachers and students of Class IVa SD Negeri 081228 Sibolga. The object of this study is the application of the student recap strategy and the variable that is influenced is the learning outcomes of Class IV A SD Negeri 081228 Sibolga. The sample is the part of the population that will be taken for research and the results of the research are used as a representation of the population as a whole. Thus the sample can be stated as part of the population taken with certain techniques or methods to be studied (Suryani and Hendyadi: 2015). Because the population in the study was less than 100, all populations were taken as samples, namely all class IV students totaling 30 people. The data collection techniques used in this study are, 1) Quantitative data, Quantitative data is data expressed in the form of numbers. For example, the scores obtained by students, 76%-100% are categorized as good, 56%-75% are categorized as quite good, 40%-55% are categorized as not good and 0%-39% are categorized as not good; 2) Qualitative data, Qualitative data is data that is not expressed in the form of numbers.

For example, stating good, good enough, not good, not good and so on. The data sources used in this study are divided into two parts, namely, 1) Primary data is data taken directly from the research object, namely; Principal of SDN 081228 Sibolga, Teacher of Islamic Religious Education, students of SDN 081228 Sibolga; 2) Secondary data is data taken in the form of school documents, teacher documents, theoretical studies and papers that are relevant to the problem to be researched. The data collection techniques in this study are carried out with several techniques, namely, 1) Observation, observation is a data collection tool that is carried out by systematically observing and recording the symptoms being investigated. So that it must be made by the author when making direct observations at the research location regarding the location of the location, facilities and infrastructure, educators, and other matters that have a relationship with the problem discussed; 2) Tests, which are evaluations used by teachers on students in the learning process both in writing and orally; 3) Interview, interview is a question-and-answer process in research that takes place directly with information or statements. And the goal is to collect information and not to change or influence the opinion of the respondents. The

interviewees were subject teachers, homeroom teachers, and students; 4) Documentation, data collection through written and electronic documents from institutions/institutions.

Documents are required to support the completeness of other data. The documentation is made based on official documents owned by SDN 081228 Sibolga. The data analysis used in this study is data collected in each observation activity from the implementation of the research cycle using descriptive analysis using a percentage technique to see the tendency of learning outcomes that occur in learning activities and then categorized into high, medium, and low classifications, 1) Learning outcomes, namely by analyzing the average value of daily repetitions and then categorized into high classifications, medium, low, 2) Student activities during the learning process, namely by analyzing the level of student activity during the learning process, 3) Implementation of the student recap learning strategy, namely by analyzing the success rate of the student recap learning model and then categorized into successful, less successful, and unsuccessful classifications.

RESULTS

The implementation of the Student Recap learning strategy significantly improved the learning outcomes of fourth-grade students at SD Negeri 081228 Sibolga, particularly in the subject of Islamic Education. This study focused on the material from Q.S. Al-Ḥujurāt/49:13 and a Hadith about diversity, and the results showed a marked improvement in students' understanding and retention of these topics. Before the intervention, the pre-test scores averaged at 65%, but after the use of the Student Recap strategy, the post-test scores increased to an average of 83%, reflecting a significant improvement in learning outcomes. The increase in test scores indicates that the Student Recap strategy, which involves active student participation in summarizing and reviewing the key points of the lesson, helped students better grasp the concept of diversity and unity in Islam. This approach allowed students to process and internalize the material more effectively by engaging them in collaborative activities, where they could reflect on and discuss the content with their peers. By actively summarizing and discussing the material, students were able to retain and apply their knowledge more efficiently. Classroom observations further supported the positive impact of the Student Recap strategy. The students demonstrated higher levels of engagement during the lessons, with many actively participating in discussions and summarizing key points related to Q.S. Al-Ḥujurāt/49:13. They showed a better understanding of the Hadith on diversity and expressed greater interest in the subject matter. Teachers noted that students were more confident in answering questions, and their ability to relate the concepts to real-life situations also improved. Additionally, feedback from students indicated that the Student Recap strategy helped them feel more involved in their learning process. Many students reported that summarizing the lesson with their classmates allowed them to better understand the material and feel more confident about the content. They appreciated the opportunity to reflect on the lesson and share their perspectives with their peers, which made the learning experience more interactive and enjoyable. Overall, the findings of this study confirm that the Student Recap learning strategy is an effective tool for improving students' understanding and retention of Islamic education material, especially regarding topics like diversity and unity in Islam. The significant increase in academic performance, along with higher student engagement and positive feedback, suggests that this approach enhances students' ability to learn and apply the teachings of Islam in meaningful ways. Therefore, educators are encouraged to incorporate the Student Recap strategy into their teaching methods to promote deeper learning and greater student involvement in the classroom.

DISCUSSION

The results of this study highlight the effectiveness of the Student Recap strategy in improving students' understanding of Islamic education topics, specifically in relation to Q.S. Al-Ḥujurāt/49:13 and the Hadith on diversity. The improvement in students' test scores suggests that this strategy promotes active learning, where students are encouraged to process and reflect on the material in a way that helps them retain and understand the concepts more deeply. By actively participating in summarizing and discussing the lesson with their peers, students internalized the content and were able to connect the values of diversity and unity in Islam to their own experiences. Moreover, the increased engagement observed in the classroom demonstrates how the Student Recap strategy fosters a more interactive and student-centered learning environment.

Unlike traditional lecture-based methods, this strategy encourages students to take an active role in their learning, which is crucial for better comprehension. The collaborative aspect of the strategy allows students to learn from each other, clarify their doubts, and reinforce their understanding through peer discussion. This approach not only enhances academic performance but also develops critical thinking and communication skills as students work together to summarize and reflect on the material. Finally, the positive feedback from the students indicates that they felt more confident and motivated during lessons where the Student Recap strategy was applied.

Many students appreciated the opportunity to actively participate in the learning process, which made the subject matter more engaging and relevant. This increased confidence and enthusiasm for learning can lead to long-term academic benefits, as students are more likely to retain and apply the knowledge they have actively engaged with. Overall, the findings suggest that incorporating strategies like Student Recap into the classroom can improve both academic achievement and student engagement, making learning more meaningful and effective.

CONCLUSION

In conclusion, the implementation of the Student Recap strategy significantly improved the learning outcomes of fourth-grade students at SD Negeri 081228 Sibolga, particularly in the areas of Islamic education concerning Q.S. Al-Ḥujurāt/49:13 and the Hadith on diversity. The increased test scores, along with the active participation observed during lessons, demonstrate that this student-centered approach enhances students' understanding and retention of the material. By engaging in summarization and collaborative discussions, students were able to better internalize key Islamic concepts and apply them to real-life situations. The findings suggest that the Student Recap strategy fosters greater student engagement and critical thinking, creating a more interactive and meaningful learning environment. It allows students to take ownership of their learning and encourages peer-to-peer learning, which in turn boosts their confidence and comprehension of the subject matter. The positive feedback from both students and teachers highlights the effectiveness of this strategy in improving not only academic performance but also student motivation and active involvement in the learning process. Overall, this study confirms that the Student Recap strategy is a valuable tool for enhancing the quality of education, especially in Islamic studies. Teachers are encouraged to adopt such interactive and participatory strategies to promote deeper understanding, increase student engagement, and ultimately improve learning outcomes.

REFERENCES

Abbas, J. (2020). Service Quality in Higher Education Institutions: Qualitative Evidence from the Students' Perspectives Using Maslow Hierarchy of Needs. *International Journal of Quality and Service Sciences*, *12*(3), 371–384.

Abdullah, A. (2010). The Effect of Computer-Based Mathematics Learning on Mathematics Learning Achievement of Elementary School Students. *Al-Bidayah: Jurnal Pendidikan*

Dasar Islam, *2*(2), 171–191.

Adiansha, A. A., Sani, K., Sudarwo, R., Nasution, N., & Mulyadi, M. (2021). Brain-based Learning: How does Mathematics Creativity Develop in Elementary School Students? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *11*(2), 191–202.

Alghazali, M. I. (2019). The Effect of Picture Story Media and Reading Literacy on Learning Outcomes of Elementary School Students. *JTP-Jurnal Teknologi Pendidikan*, *21*(3), 269–282.

Apriliani, S. P., & Radia, E. H. (2020). Development of Picture Storybook Learning Media to Increase Reading Interest of Elementary School Students. *Jurnal Basicedu*, *4*(4), 994–1003.

Arsyad, A. (2011). *Learning Media*. Jakarta: PT Raja Grafindo Persada.

Cahyati, S. Y., & Rhosalia, D. R. (2020). Efforts to Increase Students' Learning Motivation by Using Picture Media in Mathematics Learning in Elementary Schools. *PENSA*, *2*(1), 9–16.

Carden, J., & Cline, T. (2015). Problem Solving in Mathematics: The Significance of Visualisation and Related Working Memory. *Educational Psychology in Practice*, *31*(3), 235–246.

Dasopang, M. D., Erawadi, A. S., Lubis, A. A., & Hasibuan, H. (2020). Analysis of Students' Mental Health after Terror Cases in Indonesia. *Systematic Reviews in Pharmacy*, *11*(2), 939–943.

Desi, D., & Lumbantoruan, J. H. (2020). Development of Mathematics Storybooks for Class VII SMP in Comparative Materials. *EduMatSains: Jurnal Pendidikan, Matematika Dan Sains*, *1*(1), 23–34.

Hanan, R. A., Fajar, I., Pramuditya, S. A., & Noto, M. S. (2018). Augmented Reality-based Teaching Material Design on Flat Plane Space Building Materials. *Prosiding Seminar Nasional Matematika Dan Pendidikan Matematika (SNMPM)*, *2*(1), 287–299.

Hunt, P. (2006). *Understanding Children's Literature*. Routledge.

Jameson, M. M. (2013). The Development and Validation of the Children's Anxiety in Math Scale. *Journal of Psychoeducational Assessment*, *31*(4), 391–395.

Januariyansah, S., & Rohmantoro, D. (2018). The Role of Digital Classroom Facilities to Accommodate Learning Process Of The Z and Alpha Generations. *The 2nd International Conference On Child-Friendly Education (ICCE) 2018*, 434–439.

Johnson, R. B., & Christensen, L. (2014). *Educational Research: Qualitative, Quantitative, and Mixed Approaches* (5 (ed.)). Sage Publication.

Kato, H. (2012). Introduction to Augmented Reality. *Kyokai Joho Imeji Zasshi/Journal of the Institute of Image Information and Television Engineers*. https://doi.org/10.3169/itej.66.53

Koesnandar, A. (2019). Interactive Multimedia Learning Software Development. *Jurnal Teknodik*, *10*(18), 75–88. https://doi.org/http://dx.doi.org/10.32550/teknodik.v0i0.548

Laurens, T., Batlolona, F. A., Batlolona, J. R., & Leasa, M. (2017). How does Realistic Mathematics Education (RME) Improve Students' Mathematics Cognitive Achievement? *Eurasia Journal of Mathematics, Science and Technology Education*, *14*(2), 569–578.

Lee, K. (2012). Augmented Reality in Education and Training. *TechTrends*, *56*(2), 13–21. https://doi.org/10.1007/s11528-012-0559-3

Lestari, D. (2014). Application of Bruner's Theory to Improve Student Learning Outcomes in Folding Symmetry Learning in Class IV SDN 02 Makmur Jaya, North Mamuju Regency. *Jurnal Kreatif Online*, *3*(2), 129–141.

Lidinillah, D. A. M. (2008). Problem Solving Learning Strategies in Elementary School. *Jurnal Pendidikan Dasar*, *10*(2), 1–5.

Lubis, A. H. (2019). Efforts to Improve Learning Outcomes of Elementary School Students through Cooperative Learning Model with Numered Heads Together Type. *FORUM PAEDAGOGIK*, *11*(2), 127–143.

Lubis, A. H., & Dasopang, M. D. (2020). Development of Augmented Reality-Based Picture Storybooks to Accommodate Generation Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *5*(6), 780–791.

Lubis, A. H., & Dasopang, M. D. (2021). Online Learning during the Covid-19 Pandemic: How is It Implemented in Elementary Schools? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, *11*(1), 120–134.

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.

Ma, J. Y., & Choi, J. S. (2007). The Virtuality and Reality of Augmented Reality. *Journal of Multimedia*, *2*(1), 32–37. https://doi.org/10.4304/jmm.2.1.32-37

Maskur, R., Nofrizal, N., & Syazali, M. (2017). Development of Mathematics Learning Media with Macromedia Flash. *Al-Jabar: Jurnal Pendidikan Matematika*, *8*(2), 177–186.

Matulka, D. I. (2008). *A Picture Book: Understanding and Using Picture Books*. Greenwood Publishing.

Mawanto, A., Siswono, T. Y. E., & Lukito, A. (2020). Development of Picture Story Media to Train Students' Creative Thinking Skills in Class II Fractions. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, *4*(1), 424–437.

Morsanyi, K., Busdraghi, C., & Primi, C. (2014). Mathematical Anxiety is Linked to Reduced Cognitive Reflection: A Potential Road from Discomfort in the Mathematics Classroom to Susceptibility to Biases. *Behavioral and Brain Functions*, *10*(1), 1–13.

Mulyono, D., & Hidayati, A. N. (2020). Improving Learning Outcomes of Mathematics Learning Media Courses Through Flipped Classroom assisted by Schoology. *JTP-Jurnal Teknologi Pendidikan*, *22*(2), 88–95.

Nee, A. Y. C., Ong, S. K., Chryssolouris, G., & Mourtzis, D. (2012). Augmented Reality Applications in Design and Manufacturing. *CIRP Annals*, *61*(2), 657–679.

Nincarean, D., Alia, M. B., Halim, N. D. A., & Rahman, M. H. A. (2013). Mobile Augmented Reality: The Potential for Education. *Procedia - Social and Behavioral Sciences*, *103*(1), 657–664. https://doi.org/10.1016/j.sbspro.2013.10.385

Nurgiyantoro, B. (2018). *Fiction Study Theory*. Yogyakarta: UGM press.

Palmarini, R., Erkoyuncu, J. A., Roy, R., & Torabmostaedi, H. (2018). A Systematic Review of Augmented Reality Applications in Maintenance. *Robotics and Computer-Integrated Manufacturing*, *49*(1), 215–228.

Pingge, H. D., & Wangid, M. N. (2016). Factors Affecting Learning Outcomes of Elementary

School Students in Tambolaka City District. *Jurnal Pendidikan Sekolah Dasar Ahmad Dahlan*, *2*(1), 107–122.

Prasad, K. S. (2011). Learning Mathematics by Discovery. *Academic Voices: A Multidisciplinary Journal*, *1*(1), 31–33. https://doi.org/https://doi.org/10.3126/av.v1i0.5307

Putri, A. R., & Mustadi, A. (2020). Connecting Science with Story Tale: How Sainsmatika Story Tale Book Decrease Science Anxiety of 4th Graders Student. *SEJ (Science Education Journal)*, *3*(2), 57–66.

Santrock, J. W. (2011). *Educational Psychology* (5th ed.). McGraw-hill Companies.

Saputri, F. I. (2016). The Influence of Visual, Auditory, and Kinesthetic Learning Styles on Student Achievement. *Jurnal Prima Edukasia*, *3*(01), 25–36.

Tian, J., & Siegler, R. S. (2017). Fractions Learning in Children with Mathematics Difficulties. *Journal of Learning Disabilities*, *50*(6), 614–620.

Ula, N., Hartatik, S., Nafiah, N., & Akhwani, A. (2020). Meta-analysis of the Effect of Visual Media on Elementary School Students' Interest in Learning Mathematics. *AKSIOMA: Jurnal Matematika Dan Pendidikan Matematika*, *11*(1), 82–92.

Wagiran. (2014). *Educational Research Methodology: Theory and Implementation*. Deepublish.

Wangid, M. N., Rudyanto, H. E., & Gunartati, G. (2020). The Use of AR-Assisted Storybook to Reduce Mathematical Anxiety on Elementary School Students. *International Journal of Interactive Mobile Technologies (IJIM)*, *14*(6), 195–204.

Waskitoningtyas, R. S. (2016). Analysis of Learning Difficulties in Mathematics for Class V Elementary School students in Balikpapan City in the Time Unit Material for the 2015/2016 Academic Year. *JIPM (Jurnal Ilmiah Pendidikan Matematika)*, *5*(1), 24–32.

Williamson, B., Potter, J., & Eynon, R. (2019). New Research Problems and Agendas in Learning, Media and Technology: The Editors' Wishlist. In *Learning, Media and Technology* (Vol. 44, Issue 2, pp. 87–91). Taylor & Francis.

Wolfolk, A. (2016). *Educational Psychology* (13th ed.). Pearson Education Inc.

Zuchdi, D. (2012). Skilled Reading and Noble Character. *Yogyakarta: Multi Presindo*.