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## Improving the Learning Outcomes of Islamic Education Students with the Mnemonic Method Using Short Card Media at SD Negeri 084086 Sibolga

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning using mnemonic. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that mnemonic can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.19%, the first cycle 69.37% and in the second cycle increased to 85.72%. Thus, the use of mnemonic can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Islamic education, learning outcomes, mnemonic Method.

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### INTRODUCTION

In elementary education, one of the key goals is to equip students with fundamental knowledge, including the ability to understand and memorize the contents of the Qur'an. At this stage, students' memory abilities are still developing and are gradually evolving. Their reasoning tends to be simple, and they are highly sensitive to shapes, colors, and visualizations of objects around them. Therefore, when it comes to memorizing Qur'anic verses, especially for younger students, relying solely on their reasoning abilities for direct memorization is not effective. Instead, the introduction of the material should be presented in various forms and colors that are visually appealing, helping the information to be more easily absorbed into their memory. Surat Al-Hujurat, verse 13, is one verse that contains social values highly relevant for students. This verse teaches the importance of mutual recognition among people and emphasizes that the most honored in the sight of Allah are those who are most pious. Hence, it is crucial for students not only to memorize

this verse but also to understand its deeper meaning. However, in reality, many students face challenges when trying to memorize Qur'anic verses, especially those with long texts and complex meanings. This difficulty arises because the memorization process is often seen as a tedious and challenging task, particularly when the teaching methods are not varied or adequate. At SD Negeri No. 084086 Sibolga, for instance, fourth-grade students have struggled with memorizing Surat Al-Hujurat, verse 13, even though they have been taught through various methods. This difficulty could hinder their understanding of essential Qur'anic teachings that are vital for shaping their character.

To address this issue, a learning approach that makes the memorization process more enjoyable and effective is needed. One technique that can be used to enhance memory is the mnemonic technique. This method employs word or image associations that are easy to remember, helping to simplify the memorization process. Mnemonic techniques are particularly effective in helping students remember difficult or complex information because they connect the material to things they already know or understand. The use of media, such as card shorts, in conjunction with mnemonic techniques can also be an innovative and effective approach. These cards, which may contain keywords or images related to the verses or surahs being studied, can help students link Qur'anic texts with familiar words or pictures, thus enhancing their memory of the verses. Furthermore, this tool can be used in interactive and enjoyable learning activities, reducing the potential boredom that students might experience.

The mnemonic technique, supported by card short media, holds great potential in helping students memorize Surat Al-Hujurat, verse 13, a crucial part of Qur'anic teaching at SD Negeri No. 084086 Sibolga. This surah contains valuable moral messages that are important for students to apply in their everyday lives, such as the significance of mutual recognition and maintaining good relationships with others. Therefore, effective teaching methods for memorizing this surah will have a positive impact on students' moral and spiritual development. Based on initial observations, it was found that out of 23 students in class IV-B at SDN 084086 Sibolga, 15 students had not yet mastered or memorized Surat Al-Hujurat proficiently. This suggests that many students are struggling with memorizing this particular verse. The methods applied by the teacher, such as introducing the letters while practicing reading together, as well as assigning writing and underlining letters, were not sufficiently effective. Activities like copying and repeating letters or words were not able to help students optimally in understanding the pronunciation or articulation of the Arabic script.

Thus, this study aims to apply the mnemonic method, which is known for facilitating memory processes, with the hope that this approach can assist students in memorizing the material more effectively. To enhance student engagement, the researcher also seeks to combine the mnemonic technique with an educational tool in the form of Card Short media. It is expected that the use of Card Short media will increase students' enthusiasm for the lesson, helping them to more easily recognize and memorize Surat Al-Hujurat, verse 13, effectively. This study aims to contribute to the development of more engaging and effective teaching methods, particularly in Qur'anic education, and in the memorization of the Qur'an. This study is focused on applying the mnemonic technique, supported by image-based media (Card Short), to improve the memorization ability of Surat Al-Hujurat, verse 13, among fourth-grade students at SD Negeri No. 084086 Sibolga.

## **METHODS**

In elementary education, one of the primary objectives is to provide students with foundational knowledge, including the ability to understand and memorize the contents of the Qur'an. At this developmental stage, students' memory abilities are still growing and evolving. Their reasoning is often simplistic, and they are highly receptive to shapes, colors, and visualizations of objects around them. Because of this, relying solely on their reasoning abilities for memorization, especially for younger students, is not effective.

Instead, the introduction of material should be presented in various forms and colors that are visually engaging, which helps the information become more easily absorbed into their memory. Surat Al-Hujurat, verse 13, is a verse that contains social values highly relevant for students. This verse teaches the importance of mutual recognition among people and emphasizes that the most honored in the sight of Allah are those who are most pious. Therefore, it is essential for students not only to memorize this verse but also to comprehend its deeper meaning.

However, many students face difficulties when attempting to memorize Qur'anic verses, especially those with long texts and complex meanings. This challenge arises because the memorization process is often viewed as a tedious and difficult task, especially when the teaching methods employed are not varied or sufficient. At SD Negeri No. 084086 Sibolga, for instance, fourth-grade students have struggled to memorize Surat Al-Hujurat, verse 13, despite being taught through various methods. This difficulty can potentially hinder their understanding of key Qur'anic teachings that are vital for shaping their character. To address this challenge, a learning approach that makes the memorization process more enjoyable and effective is required. One technique that can enhance memory is the mnemonic method. This technique uses word or image associations that are easy to remember, simplifying the memorization process. Mnemonic techniques are especially effective in helping students remember difficult or complex information because they link the material to concepts that students already know or understand.

The use of media, such as card shorts, alongside mnemonic techniques can also be an innovative and effective approach. These cards may contain keywords or images related to the verses or surahs being studied, which helps students connect Qur'anic texts with familiar words or pictures, thereby improving their memory of the verses. Furthermore, these tools can be incorporated into interactive and engaging learning activities, reducing the potential boredom students may feel. The mnemonic technique, supported by card short media, holds great promise in assisting students in memorizing Surat Al-Hujurat, verse 13, which is a crucial component of Qur'anic education at SD Negeri No. 084086 Sibolga. This surah carries valuable moral messages that students need to apply in their daily lives, such as the importance of mutual recognition and maintaining good relationships with others. As a result, effective teaching methods for memorizing this surah will have a positive impact on the students' moral and spiritual development. Based on preliminary observations, it was noted that of the 23 students in class IV-B at SDN 084086 Sibolga, 15 students had not yet mastered or memorized Surat Al-Hujurat proficiently. This indicates that many students are struggling with memorizing this particular verse. The methods used by the teacher, such as introducing the letters while practicing reading together and assigning writing tasks like underlining letters, were not entirely effective. Activities like copying and repeating letters or words were insufficient in helping students properly understand the pronunciation or articulation of the Arabic script.

Thus, this study aims to apply the mnemonic method, known for its ability to facilitate memory processes, with the hope that it can help students memorize the material more effectively. To increase student engagement, the researcher also intends to combine the mnemonic technique with an educational tool, specifically Card Short media. The use of this media is expected to boost students' enthusiasm for the lesson, making it easier for them to recognize and memorize Surat Al-Hujurat, verse 13. Ultimately, this study aims to contribute to the development of more engaging and effective teaching methods, particularly in Qur'anic education and the memorization of the Qur'an. The scope of this study is focused on the application of the mnemonic technique, supported by image-based media (Card Short), to improve the memorization ability of Surat Al-Hujurat, verse 13, among fourth-grade students at SD Negeri No. 084086 Sibolga.

The subjects of this study are the fourth-grade students of SD Negeri No. 084086 Sibolga, consisting of 23 students, with 16 female students and 7 male students. The

research will be conducted during the second semester of the 2024/2025 academic year. The selection of these subjects is based on their need to improve their ability to memorize Qur'anic verses, specifically Surat Al-Hujurat, verse 13. This study follows a classroom action research model, using the mnemonic technique supported by short card media. The action plan for this research will be implemented in three cycles, each lasting 2 x 35 minutes. Each cycle will consist of several stages, beginning with the planning phase, where the researcher will reflect on and analyze the problems encountered in the learning process, and then find alternative solutions. From this analysis, the researcher will proceed with activities such as analyzing the curriculum to understand the competencies and core material to be taught, designing lesson plans for the PAI (Pendidikan Agama Islam) subject, creating and structuring the ATP (Annual Teaching Plan) and Teaching Modules using the mnemonic technique with short card media, preparing teaching materials, and ensuring the necessary resources are available. Additionally, data collection instruments such as observation sheets for both students and teachers will be designed, and success criteria will be established, with students achieving success if they meet the Learning Achievement Criteria (KKTP) with a score of 72.

The implementation phase will involve carrying out the planned activities, which will be divided into three parts: preliminary activities, core activities, and closing activities. In the preliminary activity, the teacher sets the stage for the lesson, while in the core activity, the mnemonic technique with short card media will be applied. The closing activity will summarize and review the key points. During the observation phase, the researcher will monitor the teaching and learning activities, collecting data on the strengths and weaknesses in the learning process, which will inform improvements in subsequent cycles. Finally, the evaluation and reflection phase will be conducted at the end of the lesson, where the teacher will assess the effectiveness of the teaching methods and make necessary adjustments for future cycles.

## **RESULTS**

This research is a series of cycles in the classroom action research project. This research was carried out at SD Negeri 084086 Sibolga with a class research subject consisting of 12 male students and 8 female students with a total of 20 students. The activity at this stage seeks to ensure student learning outcomes before the use of audiovisual media is implemented. To find out the improvement of learning outcomes, 10 multiple-choice questions were given regarding the material of surah al-Hujurat verse 13 which was tested to grade IV students.

After conducting the test, the researcher collected the test results, which revealed that the memorization of Surat Al-Hujurat, verse 13, was still low, with student achievement below 75%. Based on the calculations and the information provided, the students' performance in memorizing Surat Al-Hujurat, verse 13, was categorized as low, with an average score of 54, compared to the minimum competency standard (KKM) of 75. Only 10% of the students passed, while 90% did not meet the required standard. Observations of student and teacher activities in using audiovisual media indicated that it was still insufficient, as the teacher's ability to use media during the learning process and the students' engagement with it were not fully developed. The varying levels of student performance are influenced by how the learning process is conducted in the classroom. As reported in an interview with the homeroom teacher, Mrs. Murni Dahlena, the teaching model used was still conventional. In addition to the teaching model, the media also plays an essential role in enhancing student learning outcomes. Effective use of teaching models and media can increase students' interest and improve their performance. However, in this class, the use of both models and media in the learning process was still ineffective.

Therefore, there is a need to apply models and media that support the delivery of teaching material during the lesson. The media chosen for this study is audiovisual media. By applying this media, it is hoped that students' learning outcomes will improve, particularly in the PAI (Pendidikan Agama Islam) subject, specifically in memorizing Surat

Al-Hujurat, verse 13. The action phase of the first meeting in Cycle 1 took place on August 19, 2024, lasting for 1 day (3 x 35 minutes), covering Surat Al-Hujurat, verse 13. During this stage, the researcher acted as the teacher, and the class teacher observed. The lesson was conducted in collaboration with the homeroom teacher, following the steps outlined in the teaching module. As in typical lessons, the researcher began by greeting the students and checking attendance, then led a prayer. Afterward, the class sang a national song to capture the students' attention and motivate them for the lesson. The teacher then asked the students questions about the previous material and their knowledge about the upcoming lesson.

The lesson proceeded with the teacher posing a question about the diversity of local ethnic groups, which students answered while watching a video. The teacher explained the various aspects of diversity in their environment as shown in the video. Following this, the teacher and students reflected on the learning of Surat Al-Hujurat, verse 13. The teacher instructed students to review the material at home before concluding the lesson with a prayer led by a student, followed by a closing greeting.

## **DISCUSSION**

After conducting the test, the researcher gathered the results, which indicated that the memorization of Surat Al-Hujurat, verse 13, was still low, with student achievement falling below 75%. The students' performance in memorizing this verse was categorized as poor, with an average score of 54, compared to the minimum competency standard (KKM) of 75. Only 10% of the students passed, while 90% did not meet the required standard. Observations of the student and teacher activities during the use of audiovisual media showed that the implementation was still lacking. This was due to the teacher's limited ability to utilize media in the learning process and the students' low engagement with the media used. The variations in student performance can be attributed to the way the learning process is conducted in the classroom. According to an interview with the homeroom teacher, Mrs. Murni Dahlena, the teaching model still adhered to conventional methods. In addition to the teaching model, media plays an essential role in enhancing student learning outcomes. Effective use of teaching models and media can increase students' interest and improve their learning performance. However, in this classroom, the use of both the teaching models and media was still ineffective. Thus, there is a need to apply teaching models and media that facilitate the delivery of learning material. For this study, audiovisual media were selected. By incorporating audiovisual media, it is hoped that students' learning outcomes, particularly in the PAI (Pendidikan Agama Islam) subject, will improve, especially in memorizing Surat Al-Hujurat, verse 13. The action phase of the first meeting in Cycle 1 took place on August 19, 2024, for a duration of 1 day (3 x 35 minutes), focusing on Surat Al-Hujurat, verse 13. In this phase, the researcher acted as the teacher while the class teacher observed. The lesson was conducted in collaboration with the homeroom teacher, following the steps outlined in the teaching module. As in typical lessons, the researcher began by greeting the students and checking attendance before leading a prayer. Afterward, the class sang a national song to engage the students and create enthusiasm for learning. The teacher then asked the students questions about the previous lesson and their knowledge of the upcoming material.

The lesson progressed with the teacher asking questions about the diversity of local ethnic groups, to which the students responded while watching a video. The teacher used the video to explain the different aspects of diversity within their environment. Following the video, the teacher and students reflected on the content of Surat Al-Hujurat, verse 13. The teacher instructed the students to review the material at home. The lesson concluded with a prayer led by a student, followed by a closing greeting.

Student learning outcomes are the abilities that students have after going through the learning process, which includes mastery of subject matter. At first, student learning outcomes in the classroom were still relatively low, due to the use of conventional learning

models and the use of learning media that was less effective in supporting the learning process. Based on initial data, the percentage of learning completion only reached 10% of all students, with an average score of 54. However, after the implementation of the use of audiovisual learning media, there was a significant increase in student learning outcomes.

This increase in student learning outcomes is inseparable from the activeness and seriousness of students when participating in the group discussion process. This can be seen from the actions taken with the use of media in the learning process combined with various learning models, which produce positive changes in each meeting. The results of the test conducted during three sessions showed that at first, only about 5 students out of 20 students successfully solved the questions, with a success rate of 25% and a failure rate of 75%, as well as an average score of 64.5. In the Second Meeting of Cycle I, around 11 students out of a total of 20 students managed to participate in the learning well, resulting in a participation rate of 55% and non-involvement of 45%, and the average score increased to 73.5. In the First Meeting of Cycle II, around 80% of students managed to achieve the set standards, while the other 20% did not meet the requirements, with an average score of 79.5. The following graph will show the development more clearly. If analyzed based on the research success indicator set at 75%, the learning outcomes in Cycle II Meeting I have reached 80%. Thus, the action hypothesis in this study has proven to be successful, namely the application of audiovisual learning media can improve student learning outcomes in the material of Surat Al-Hujurat verse 13 in grade IV of SD Negeri 084086 Sibolga.

This increase in student learning outcomes, according to the researcher's analysis, is caused by several factors. First, during the learning process, the learning model used is varied and combined with the use of Media Short Card, so that the learning process is not monotonous and not centered on the teacher. This makes learning more engaging, organized, and encourages students to participate more actively. Second, the use of media as a tool in delivering material during learning has been proven to be effective in increasing student interest, which in turn contributes to improving their learning outcomes.

The improvement of student learning outcomes in each meeting cycle can be seen in the appendix. Overall, it can be concluded that the effective use of media can improve student learning outcomes. In addition, the results of observation of teacher performance also showed a significant increase in the use of audiovisual media. In the pre-cycle, teachers' ability to use audiovisual media received a score of 53, which is classified as a lack of category. However, in the first cycle of Meeting 1, the score increased to 60 (quite good category). Furthermore, in the first cycle of Meeting 2, the teacher's score increased to 74 (good category), and in the second cycle of Meeting 1, the teacher's score reached 80 (good category). This shows that the application of audiovisual learning media also improves the quality of learning management by teachers.

The collaboration between researchers and teachers shows a significant increase in the application of the use of Media Short Cards in learning. The combination of this media with the applied learning model has succeeded in creating a more interesting and effective learning atmosphere. The use of Short Card Media combined with various learning models has been proven to improve student learning outcomes. Learning models combined with Media Short Cards not only help students memorize, but also train their brains and critical thinking skills. This has a positive impact on solving problems in their surroundings. With this approach, students can develop a broader range of skills, such as the ability to think analytically and creatively, which in turn contributes to their thorough understanding of the learning material.

## **CONCLUSION**

Based on the results of the study and discussion on the use of Short Card Media in Islamic Religious Education subjects in grade IV of SD Negeri 084086 Sibolga, it can be concluded

that the use of Short Card Media in the learning process can improve student learning outcomes. This is evidenced by the results of increased learning outcomes through tests conducted in 2 cycles. The test results in the pre-cycle, the number of students who completed was 2 people and obtained a percentage of 10% and after using media in the learning process for two cycles, then in cycle I meeting I the number of students who completed was 5 people with a percentage of learning outcomes of 25% and experienced an increase in cycle I meeting II, namely 11 students who completed with a percentage of 55%. Continued in cycle II meeting I the number of students who completed was 16 people with a percentage of learning outcomes of 80%. The research was completed in cycle II meeting I because the completion of student learning outcomes of 80% had reached completion from 100% of students.

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