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IMPROVING ISLAMIC RELIGIOUS EDUCATION LEARNING OUTCOMES ON THE TOPIC OF TELLING THE STORY OF THE PROPHET THROUGH THE METHODS OF GIVING LEARNING ASSIGNMENTS AND RECITATIONS AT SD NEGERI 12 TANGAN-TANGAN

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Abstract: Teachers act as managers of the teaching and learning process, acting as facilitators who try to create effective teaching and learning conditions, so as to enable the teaching and learning process, develop good learning materials, and improve students' ability to listen to lessons and master the educational goals they must achieve. This requires changes in organizing classes, 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. Islamic Religious Learning no longer prioritizes absorption through achieving information, but rather prioritizes the development of abilities and information processing. For this reason, student activities need to be increased through exercises or assignments by working in small groups and explaining ideas to others. The purpose of this study is to improve student learning achievement. This study uses Classroom Action Research (CAR). Based on the results of the study, students experienced an increase, this can be seen from the good understanding and completeness of student learning in a classical manner that has been achieved.

Keywords: Islamic Education, Learning Assignments and Recitations, Learning Outcomes.

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INTRODUCTION

Teachers have a very important role in determining the quantity and quality of teaching that is carried out. Therefore, 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 classes, 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. Teachers act as managers of the teaching and learning process, acting as facilitators who try to create effective teaching and learning conditions, so that the teaching and learning process is possible, developing good learning materials, and improving students' ability to listen to lessons and master the educational goals that they must achieve. 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. Joint learning activities can help spur active learning. Learning and teaching activities in the classroom can indeed stimulate active learning. However, the ability to teach through small group collaboration 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. Islamic Religious Learning no longer prioritizes absorption through information achievement, but rather prioritizes the development of abilities and information processing. For this reason, student activity needs to be improved through exercises or assignments by working in small groups and explaining ideas to others. Based on the description above, the researcher wants to try to conduct research on Improving Islamic Religious Learning Through the method of giving learning assignments and recitations to Grade IV Students of SDN 12 Tangan-Tangan.

METHODS

This research is an action research, because the research was conducted to solve learning problems in the classroom. This research is also descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved.

However, to analyze the level of success or percentage of student success after the teaching and learning process, each round is carried out by providing an evaluation in the form of written test questions at the end of each round.

RESULTS

Table 1. Results of Students' Formative Tests in Cycle I

No. Urut	Nilai	Keterangan		No. Urut	Nilai	Keterangan	
		T	TT			T	TT
1	60		√	8	70	√	
2	70	√		9	80	√	
3	80	√		10	60		√
4	60		√	11	70	√	
5	80	√		12	60		√
6	70	√		13	80	√	
7	60		√				
Jumlah	480	4	3	Jumlah	420	4	2
Jumlah Skor 900							
Jumlah Skor Maksimal Ideal 1300							
Rata-Rata Skor Tercapai 69,23							
Information :		T		: Tuntas			
		TT		: Tidak Tuntas			
		Jumlah siswa yang tuntas		: 8			
		Jumlah siswa yang belum tuntas		: 5			
		Klasikal		: Belum tuntas			

Table 2. Recapitulation of Cycle I Results

No	Uraian	Hasil Siklus I
1	Nilai rata-rata tes formatif	69,23
2	Jumlah siswa yang tuntas belajar	8
3	Persentase ketuntasan belajar	61,54

From the table above, it can be explained that by applying the methods of giving learning assignments and recitations, the average value of student learning achievement was 69.23 and learning completion reached 61.54% or there were 8 students out of 13 students who had completed learning. These results indicate that in the first cycle, classically, students

had not completed learning, because students who obtained a score of ≥ 65 were only 68.18%, smaller than the desired completion percentage of 85%.

Table 3. Results of Students' Formative Tests in Cycle II

No. Urut	Nilai	Keterangan		No. Urut	Nilai	Keterangan	
		T	TT			T	TT
1	70	√		8	90	√	
2	80	√		9	80	√	
3	80	√		10	60		√
4	60		√	11	80	√	
5	90	√		12	60		√
6	80	√		13	80	√	
7	80	√					
Jumlah	540	6	1	Jumlah	450	4	2

Jumlah Skor 990

Jumlah Skor Maksimal Ideal 1300

Rata-Rata Skor Tercapai 76,15

Information: T : Tuntas
 TT : Tidak Tuntas
 Jumlah siswa yang tuntas : 10
 Jumlah siswa yang belum tuntas : 3
 Klasikal : Belum tuntas

Table 4. Recapitulation of Cycle II Test Results

No	Uraian	Hasil Siklus II
1	Nilai rata-rata tes formatif	76,15
2	Jumlah siswa yang tuntas belajar	10
3	Persentase ketuntasan belajar	76,92

From the table above, the average value of student learning achievement is 76.15 and learning completeness reaches 76.92% or there are 10 students out of 13 students who have completed learning. This result shows that in cycle II, learning completeness in a classical manner has increased slightly better than cycle I.

Table 5. Results of Students' Formative Tests in Cycle III

No. Urut	Nilai	Keterangan		No. Urut	Nilai	Keterangan	
		T	TT			T	TT
1	80	√		8	90	√	
2	90	√		9	90	√	
3	90	√		10	90	√	
4	60		√	11	80	√	
5	90	√		12	60		√
6	80	√		13	80	√	
7	90	√					
Jumlah	580	6	1	Jumlah	490	5	1

Jumlah Skor 1070

Jumlah Skor Maksimal Ideal 1300

Rata-Rata Skor Tercapai 82,30

Information: T : Tuntas
 TT : Tidak Tuntas
 Jumlah siswa yang tuntas : 11
 Jumlah siswa yang belum tuntas : 2
 Klasikal : Tuntas

Table 6. Recapitulation of Cycle III Results

No	Uraian	Hasil Siklus III
1	Nilai rata-rata tes formatif	82,30
2	Jumlah siswa yang tuntas belajar	11
3	Persentase ketuntasan belajar	84,62

Based on the table above, the average value of the formative test is 82.30 and from 13 students who have completed as many as 11 students and 2 students have not achieved learning completion. So classically the learning completion that has been achieved is 84.62% (including the complete category). The results in cycle III have increased better 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 giving learning assignments and recitations so that students become more accustomed to learning like this so that students find it easier to understand the material that has been given.

DISCUSSION

Student Learning Outcome Completion

Through the results of this study, it is shown that the method of giving learning assignments and recitations has a positive impact on improving student learning achievement. This can be seen from the increasingly solid understanding of students towards the material presented by the teacher (learning completeness increased from cycles I, II, and II) which were 61.54%, 76.92%, and 84.62% respectively. In cycle III, students' classical learning completeness has been achieved.

Teacher Ability in Managing Learning

Based on data analysis, it was obtained that student activity in the process of giving learning assignments and recitation methods in each cycle increased. This has a positive impact on student learning achievement, which can be shown by the increase in the average value of students in each cycle which continues to increase.

Teacher and Student Activities in Learning

Based on data analysis, it was obtained that student activities in the process of learning Islamic religion on the topic of composing were most dominantly working using tools/media, listening/paying attention to teacher explanations, and discussions between students/between students and teachers. So it can be said that student activities can be categorized as active. Meanwhile, teacher activities during learning have carried out the steps of the learning assignment and recitation method well. This can be seen from the teacher's activities that emerged, including guiding and observing students in working on LKS activities/finding concepts, explaining/training using tools, providing feedback/evaluation/questions and answers where the percentage for the above activities is quite large.

CONCLUSION

From the results of learning activities that have been carried out for three cycles, and based on all discussions and analyses that have been carried out, it can be concluded that problem-based learning has a positive impact on improving student learning achievement which is marked by an increase in student learning completeness in each cycle, namely cycle I (61.54%), cycle II (76.92%), cycle III (84.62%). The application of learning assignment and recitation methods has a positive influence, namely it can increase student learning motivation as shown by the results of interviews with some students, the average student answer states that students are interested and interested in the learning assignment and recitation methods so that they become motivated to learn.

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