

Improving Learning Outcomes of PAI & BP Class IV Students of SD Negeri 11 Kepenuhan on the Material "Aku Anak Sholeh" Through Assignment and Resitation

Suanto¹, Nurwahidah², Zainul Mahdi Nasution³

¹SD Negeri 011 Kepenuhan, Riau, Indonesia

²SD Negeri 016 Tambusai, Riau, Indonesia

³SD Negeri 010 Tambusai, Riau, Indonesia

Email : suantod169@gmail.com, nurwahidahsd016@gmail.com,
zainulmahdi1610@gmail.com

Abstract, This study aims to improve the learning outcomes of Islamic Religious Education (PAI) and Budi Pekerti (BP) of fourth grade students of SD Negeri 11 Kepenuhan on the material "Aku Anak Sholeh" through assignment and resitation. This study used a Classroom Action Research (PTK) approach with 59 students as research subjects. The methods used included independent assignments at home and in-class recitation, which aimed to encourage students to be more active in learning and internalising the material that had been taught. The results showed a significant improvement in students' learning outcomes, both in knowledge and attitude aspects, after the implementation of this action.

Keywords : Learning Outcomes, PAI and BP, Assignment, Resitation, PTK.

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I. INTRODUCTION

Islamic Religious Education (PAI) and Ethics (BP) play a crucial role in shaping the character of students at the primary level in Indonesia. Both serve as a foundation in the development of a noble and responsible personality. PAI aims to internalise true Islamic religious values, while BP aims to shape students into individuals with good morals and morals in

their daily activities (Jatirahayu, 2015). Research on the implementation of character education in the context of curriculum in Indonesia shows a close relationship between character education and the implemented curriculum, including in ethics education (Jatirahayu, 2015).

In the context of education at SD Negeri 11 Kepenuhan, PAI and BP learning leads to the development of student

character through materials such as "Aku Anak Soleh." These materials are designed to introduce Islamic teachings, especially good behaviour and relevant prayers. Research in the field of character education shows that teaching focused on moral values is essential in increasing students' awareness of goodness (Hikmah, 2022). However, challenges such as low student interest in this learning were seen in the initial observation which showed that students' understanding of the material was still far from the expected standard. This is in line with findings stating that student engagement and motivation greatly affect learning outcomes (Habibah et al., 2023; Haryati, 2022).

The lack of student interest and participation in PAI and BP is supported by research that shows a direct correlation between student motivation and learning outcomes. The results show that students often struggle to retain and apply educational content in daily life (Habibah et al., 2023; Haryati, 2022). Methods such as assignments and resitations can provide opportunities for students to participate more deeply with the subject matter, thus improving their understanding (Sunaiyah, 2013). Home assignments provide additional time for students to delve into the material learnt, while resitations allow them to repeat and reinforce their understanding

of the lessons taught (Desmaniar et al., 2020).

The implementation of the suggested methods, namely assignment and resitation, can provide immediate feedback for students, while giving them extra motivation to try harder. Research shows that active methods in learning, such as resitation, can improve the interaction between students and teachers, provide clarity on students' level of understanding, and help students who have difficulties (Muín & Ulfah, 2015; Sari & Wahjudi, 2021). Using this approach, it is expected that there will be a significant improvement in PAI and BP learning outcomes for students at SD Negeri 11 Kepenuhan, especially in the material "Aku Anak Sholeh".

Finally, this study aims to prove the effectiveness of the approach in improving students' learning outcomes and provide practical recommendations for teachers in supporting ethics education in Indonesia, especially through more varied and interactive teaching methodologies.

II. RESEARCH METHODS

This study used a classroom action research design consisting of two cycles. Each cycle is designed to improve student learning outcomes on the material "Aku Anak Soleh" by prioritising interactive and

reflective learning (Bardin, 2021). Each cycle will take place within a certain time span, focusing on the implementation of the assignment and resitation method.

The research stages include:

1. **Planning:** in this stage, the researcher will develop a lesson plan that includes the preparation of take-home assignments and the preparation of resitation materials that are appropriate to the students' level of understanding. Previous research shows that careful planning can contribute to better learning outcomes (Solehat & Ramadan, 2021).
2. **Implementation:** The research will be conducted in class IV by assigning students to study and understand the material at home, and then carry out the recitation in class. By using this method, learning outcomes can be monitored and measured effectively (Bardin, 2021).
3. **Observation:** Observation during the implementation of learning is essential to capture the level of student engagement as well as to assess attitudes and behaviours related to the ethical values being taught. Participatory observation method will be used so that the researcher can understand the classroom dynamics directly (Fathoni et al., 2021).

4. **Reflection:** After each cycle, the researcher will evaluate the students' learning outcomes, as well as assess the effectiveness of the method applied. This reflection is important to make the necessary adjustments in the next cycle (Maharani et al., 2023).

The instruments used in this study include:

1. **Learning Outcome Test:** This test consists of multiple choice questions and essays that are directly related to the material "Aku Anak Soleh". It aims to measure students' understanding of the material that has been learnt (Sukron & Ricky, 2020).
2. **Participatory Observation:** The researcher will record students' participation during the learning process, both when doing homework and during recitation. This is to evaluate how active students are in the learning process (Nur'asih et al., 2021).
3. **Attitude Evaluation Sheet:** This measurement tool will be used to assess changes in students' attitudes and behaviours related to ethical values and student character (Tambak, 2017).

Data obtained from learning outcome tests, observations, and evaluation sheets will be analysed qualitatively and quantitatively. Quantitative data will be obtained from test scores, while qualitative

data will be obtained from observation notes and reflections on students' attitudes and participation. This method of analysis is in line with the descriptive approach widely used in educational research (Sambo et al., 2024). With this methodology, it is expected that the existing problems in PAI and BP learning at SD Negeri 11 Kepenuhan can be overcome and students' learning outcomes can improve significantly.

III. RESEARCH RESULTS AND DISCUSSION

This study was conducted in two cycles with the aim of improving students' learning outcomes in PAI and BP subjects on the material "I am a Soleh Child" through assignments and recitation. In each cycle, observations were made of student participation, as well as evaluations of test results and changes in their attitudes after the implementation of the action.

Cycle I

In the first cycle, students were given an assignment to study the material "I am a Soleh Child" at home. This task included writing daily prayers and describing good daily behaviour according to Islamic teachings. Afterwards, students were asked to do an in-class recitation to test the extent to which they understood the material that had been learnt.

In the first cycle, 60% of students managed to achieve the predetermined KKM (Minimum Completeness Criteria). Significant improvement was seen after the assignment and resitation. Students who previously had limited understanding of the material began to show better ability in remembering prayers and identifying pious behaviours.

Based on the observation, there was an increase in students' participation during the recitation activities. Most students were active in answering the teacher's questions and presenting their assignments. Some students who were initially hesitant in answering began to show more confidence. Students' attitudes towards PAI and BP materials also showed positive developments. Students began to care more about learning and showed better behaviour in class, such as respecting each other and showing more disciplined behaviour.

Cycle II

In the second cycle, improvements were made by adding a variety of questions to the assignments and recitations. The tasks given were more challenging, such as making notes on the behaviour of righteous children in daily life and discussing the implementation of these values in daily activities.

In the second cycle, 85% of students achieved the KKM score. This showed that

the majority of students had understood the material well, and they were able to apply the values taught in their lives.

Observations in the second cycle showed an increase in students' involvement in class recitations and discussions. Many students were more confident and able to give better explanations related to the material "Aku Anak Sholeh". In addition, the results of observations of students' attitudes show that they are more deeply exploring the concept of soleh behaviour in everyday life and have begun to apply it, both at home and at school. Comparison of test results before and after the action can be seen in Figure 1.

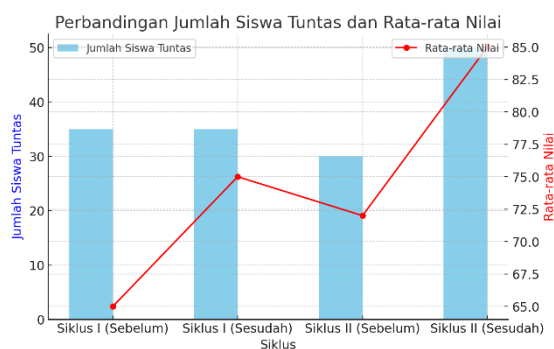


Figure 1. Comparison Chart of Test Results Before and After Action

From the results of this study, it can be concluded that the provision of assignments and resitation has a significant impact on improving student learning outcomes in PAI and BP material "Aku Anak Sholeh". In the first cycle, although there had been a fairly good improvement, there were still

many students who had not reached the KKM. However, in the second cycle, with improvements in the variation of assignments and resitations, there was a more significant improvement, both in the cognitive (knowledge) and affective (attitude) aspects.

The act of giving assignments provides an opportunity for students to learn independently, which helps them to go deeper into the material being taught. The subsequent resitation process serves to reinforce their understanding as well as increase students' confidence in conveying their understanding in front of the class. With this approach, students not only acquire knowledge, but also internalise religious and ethical values that can be applied in their lives.

Overall, the results of this study show that the combination of assignment and resitation can improve student learning outcomes in PAI and BP learning, as well as make a positive contribution to the formation of better student character.

IV. CONCLUSION

The assignment and resitation method proved to be effective in improving the learning outcomes of PAI and BP fourth grade students of SD Negeri 11 Kepenuhan on the material "Aku Anak Sholeh". This

method not only improves students' understanding of the material, but also helps students internalise religious and ethical values. Therefore, it is recommended that this assignment and resitation method be applied sustainably to support the improvement of learning quality in the classroom.

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