

Utilization of the Recitation Method in Increasing Learning Intensity and Student Learning Outcomes in the Subject of Moral Creeds in Class VII MTs S. Hasan Yamani

Firmansyah^{1*}, Abdul Halik², Ahdar³, Usman⁴, Kaharuddin⁵

¹Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | cliquersfirman35@gmail.com

²Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | abdulhaliknas@gmail.com

³Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | ahdar@iainpare.ac.id

⁴Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | usman@iainpare.ac.id

⁵Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare | kahar.extra@gmail.com

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ABSTRACT

This research aims to find out how the recitation method is used to increase learning intensity and student learning outcomes in the Moral Creed subject in Class VII MTs S. Hasan Yamani. The method used in this research is classroom action research or known as classroom action research. Data collection techniques in this research used interview, observation and documentation techniques. The instruments used in this research are observation guidelines and assessment of learning outcomes. Meanwhile, this research uses a descriptive analysis method using a list of students' cognitive values. The results of this research explain that the recitation method is able to increase the intensity of student learning seen from the enthusiasm, motivation, activeness of students in the learning process, and improve student learning outcomes in the Aqidah Akhlak subject. This can be illustrated from the results of the grades achieved by students which can be seen from The increase before the research (pre-cycle) was with an average class score of 63.84, while in the first cycle the class average score was 81.08 and in the second cycle the class average increased to 86.96 with a success percentage reaching 100% above the KKM. 70. After the implementation of cycle I and cycle II, it can be seen that with the use of the Recitation Method, the intensity and results of student learning in the Aqidah AKHlak subject have increased compared to before the implementation of the Recitation method, because by using and utilizing this Recitation Method, each student can pay more attention and be active in learning process and fostering a competitive spirit in learning. The implication of this research is that increasing learning outcomes through the Recitation Method can be used as an alternative teaching and learning activity by teachers and Madrasahs in order to increase the intensity and learning outcomes of students at MTs S. Hasan Yamani in the subject of Aqidah Akhlak.

Corresponding Author:

Firmansyah
Pascasarjana Institut Agama Islam Negeri (IAIN) Parepare
Email: cliquersfirman35@gmail.com

INTRODUCTION

The main goal of learning is to transfer knowledge to students, as that knowledge truly belongs to the students and each student succeeds in mastering the learning material according to the standards that have been set. In modern education, teaching and learning activities are no longer centered on teachers but on students. The teacher only functions as a motivator and facilitator. The learning process results in interaction between the teacher and students, which is a process in order to achieve learning goals. The teacher organizes the learning environment to be more motivated and enthusiastic about learning.

The definition of learning is a process or effort carried out by each individual to obtain changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from various material that has been studied. The definition of learning can also be interpreted as all psychological activities carried out by each individual so that their behavior is different before and after learning. Changes in behavior or responses, due to new experiences, having intelligence/knowledge after learning, and

practicing activities.

The goal of teaching and learning activities will never be achieved as long as other components are ignored, one important component to achieve the goal is method. So a method is a tool to achieve learning goals, by using accurate methods teachers will be able to achieve learning goals. There are various methods that can be used to achieve a learning goal, one of which is the recitation method.

Denotatively, recitation is memorized reading in public or memorized by students in class. Save M. Dagon in the big science dictionary it is written that recitation as a psychological term) is referred to as a learning method that combines memorization, reading, repetition, testing and self-examination.

The assignment and recitation method is not the same as homework, but is broader than that. Assignments and recitations stimulate children to actively learn either individually or in groups. Assignments and recitations can be done at home, at school, in the library and other places.

Therefore, learning intensity is needed. The word intensity comes from English, namely intense, which means enthusiastic, active. So intensity in simple terms is the effort that a person makes enthusiastically to achieve a goal, the concept of learning intensity is the student's effort ability and the length of time spent studying, the longer we study to understand material, the easier it will be to understand the lesson so that it influences the results. learning.

One indicator of the quality of learning is the enthusiasm or motivation to learn from students. Students' learning motivation has a strong influence on the success of the students' learning process or outcomes. Motivation for student learning behavior, namely motivation to increase enthusiasm and perseverance in learning. Learning motivation plays an important role in providing passion, enthusiasm and enjoyment in learning so that students who have high motivation have a lot of energy to carry out learning activities so that they are able to obtain better achievements.

This research is a replication of previous research conducted by Firda Rahayu Agustin, Ety Kusmiati, Asep Supriatna whose research stated that the decline in student learning outcomes was due to lack of motivation, inappropriate learning methods and ineffective learning time so that action was needed in the classroom. which must be implemented by teachers. This research aims to find out whether the application of the recitation method can improve student learning outcomes in subjects. The difference between this research and previous research is in the variables and theories used. In previous research, it increased learning outcomes in the Indonesian language subject, while the author increased the intensity and learning outcomes of students in the Aqidah Akhlak subject.

The author found the gaps in this research at the research location related to teachers and students. Based on the phenomena above, contrary to the fact that there are several gaps between what should happen and what is in the field, the author feels interested in researching what causes this to happen with the title "Utilization of the Recitation Method in Increasing the Intensity of Students' Learning in the subject of faith morals of class VII students at MTs S. Hasan Yamani".

METHODOLOGY

The method used in this research is classroom action research or known as classroom action research. Data collection techniques in this research used interview, observation and documentation techniques. The instruments used in this research are observation guidelines and assessment of learning outcomes. Meanwhile, this research uses a descriptive analysis method using a list of students' cognitive values.

RESULTS AND DISCUSSION

Utilization of the Recitation Method in Class VII Moral Creed Subjects

Based on the results of research observations before applying the method of recitation of various problems in learning Aqidah Akhlak in Class VII MTs S. Hasan Yamani, one of which is the learning method used by the teacher is using the lecture method, so that students feel bored and fed up. Students look passive or enjoy playing alone. This is because students are less involved in the learning process, causing students' interest in learning to be low and causing their learning outcomes to decline.

When practicing the recitation method in the learning process, the overall learning carried out in cycle I is student-centered, students pay more attention and actively participate in the learning process, especially when the assignment or recitation method takes place. Students feel they have discovered something new in the learning process, this is because students become more active and develop a spirit of competition to collect scores in each group even though there are some students who still feel awkward and shy in answering questions.

Using the recitation method has been proven to improve student learning outcomes, this can be seen in the scores obtained in cycle I, namely with an average score of 81.08, but there are still students who get scores below the KKM. So it continued in cycle II with even better improvements in attention, activeness, competitive spirit and learning outcomes achieved with an average score of 86.96 and 100% of students achieved a KKM score of 70.

After implementing cycle I and cycle II, it can be seen that with the application of the Recitation Method, student learning outcomes in Islamic Religious Education subjects have increased compared to before the application of the Recitation Method, because by using this Recitation Method, each student can pay more attention and be active in the process. learning and fostering a competitive spirit in learning.

This shows that the recitation method is very helpful in the learning process. The recitation method enables students to study a problem themselves by reading it themselves, working on their own problems, so that what they learn they can feel is useful for them and they will remember it longer. This will broaden, enrich and deepen students' knowledge and experience. The use of the recitation method is given with the hope that students will have maximum learning outcomes. that the recitation method makes it very easy for students to interact with the material provided, makes it easier for teachers to give assignments to students, and really supports success in the learning process, and this is in accordance with the opinion of M. Fanni Marufi Arif and Agus Wiyono that this recitation method aims to so that students can understand and understand the material being taught and can increase student activity in improving learning achievement.

Based on previous research conducted by Umi Khumairoh Mawaddah and Iva Inayatul Divineyah, the results of their research seek to improve the quality of fiqh learning. The use of the recitation method can be used as an alternative to overcome students' boredom from other methods, so that students become more enthusiastic and more diligent in learning activities. .

The description above shows that the use of the recitation method in increasing learning intensity and student learning outcomes in the Aqidah Akhlak subject in Class VII MTs S. Hasan Yamani Parappe, Campalagian District, Polewali Mandar Regency is very good.

Learning Intensity in Class VII Moral Creed Subjects

Based on the analysis of Practice Cycles I and II, there is an increase in student learning intensity which can be seen from increased attention and activeness of students in the learning process as well as an increase in student learning outcomes. This increase has not been maximized in the first cycle of practice, so there is a need for learning in an effort to increase the intensity and results of student learning. After the implementation of Cycle II actions was completed, students who were initially still confused and shy about answering the questions given through interviews from several students who were used as samples, students became more confident and felt happy because of the methods applied in learning. Here students develop a competitive spirit and compete with each other to get high grades.

This shows that students' learning intensity can play a very important role, help and support students' success in the learning process. The word intensity is very closely related to motivation, the two cannot be separated because for learning intensity or enthusiasm for learning to occur, it must be preceded by motivation from students. itself. Learning requires high intensity or enthusiasm, especially based on motivation. The more appropriate the motivation given, the more successful the lesson will be. So motivation will always determine the intensity of student learning.

Student learning outcomes in the Moral Creed Subject in class VII

Based on KKM (Minimum Completeness Criteria) Total Score of Student Learning Outcomes in the Aqidah Akhlak subject in class VII MTs S. Hasan Yamani, Parappe Village, Campalagian District, Polewali Mandar Regency. The learning outcomes in cycle II were assignment material and the characteristics of angels, with 26 students participating with a time allocation of 3 x 35 minutes and 2 meetings using the Recitation method consisting of observational data regarding the attention and activity of the group in following the learning obtained from the results obtained. scores in answering questions and student learning outcomes. It can be seen that the largest learning outcome value is 100, and the smallest value is 73 with a total of 2261 with an average value of 86.96. In this way, the completeness of learning outcomes can be seen from the average score obtained in Suklus II which is 86.96 above the KKM score and 100% of students have achieved a KKM score of 70. This shows that the learning process using the recitation method has increased.

Learning outcomes are the abilities possessed by students after the learning process has been taught which can be seen through behavior, knowledge, attitudes and skills that provide changes before and after carrying out the classroom action research process. It can be understood that learning outcomes provide information to students and educators in measuring success in the ongoing learning process. Based on data analysis regarding student learning outcomes, it can be concluded that the learning outcomes of students in Class VII MTs S. Hasan Yamani, Parappe Village, Campalagian District, Polewali Mandar Regency are in the very good category.

This shows that there are benefits from the recitation method applied in class on the intensity and learning outcomes of students in the Aqidah Akhlak subject in class VII MTs S. Hasan Yamani, Parappe Village, Campalagian District, Polewali Mandar Regency. So it can be concluded that the action hypothesis has been proven empirically due to the use of the recitation method in increasing learning intensity and student learning outcomes in the Aqidah Akhlak subject in Class VII MTs S. Hasan Yamani Parappe, Campalagian District, Polewali Regency.

Based on the results of this data analysis, it can be explained that this research is in line with research conducted by Vanny Lisa Ansek using a qualitative descriptive research methodology with a classroom action approach aimed at improving the learning process. The learning outcomes of students through the practice of cycle I, cycle II, students carry out group learning which shows the cooperation of each student in giving opinions, fostering interaction between educators and students, fostering self-confidence, giving students the habit of searching, managing, information and communication independently. So it can be concluded that the learning process using the recitation method will provide benefits to student learning outcomes as well as the student's learning intensity.

CONCLUSION

The use of the Recitation Method in the Aqidah Akhlak subject in class VII MTs S. Hasan Yamani was included in the successful category because in the classroom action research carried out by the researcher the students who initially had low grades after applying the recitation method, the students' grades increased.

The learning intensity of students in the Aqidah Akhlak subject in Class VII MTs S. Hasan Yamani is considered very good and successful as seen from the students' activeness in answering the assignments that have been given.

Student learning outcomes in the Aqidah Akhlak subject in Class VII MTs S. Hasan Yamani, the classroom action research carried out was considered effective because it was proven that 26 students had an average score of 86.96 and 100% of students achieved a KKM score of 70.

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