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Analysis of the Recitation Method in Improving Islamic Religious Education Learning Outcomes of Elementary School

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Abstract:

Islamic Religious Education (IRE) plays a vital role in fostering students' religious knowledge, attitudes, and practical skills. Effective learning at the elementary school level requires instructional approaches that promote active participation and responsibility. One such approach is the recitation method, which involves task assignment, task completion, and accountability for learning outcomes. This study aimed to examine the implementation of the recitation method in Islamic Religious Education and to explore teachers' and students' perceptions of its impact on learning. A qualitative descriptive approach was employed at SDN 3 Bajugan, Tolitoli Regency. The participants included the school principal, an Islamic Religious Education teacher, and fifth-grade students. Data were collected through classroom observations, semi-structured interviews, and document analysis, and were analyzed using the interactive model of Miles and Huberman, comprising data reduction, data display, and conclusion drawing. The findings revealed that the recitation method was implemented through three stages: task assignment, task completion, and task accountability. Both teachers and students perceived the method as enhancing classroom participation, learning responsibility, and engagement. Students also demonstrated improved understanding of the learning materials and greater confidence in performing religious practices. The study concludes that the recitation method has become an integral component of Islamic Religious Education instruction and is perceived as an effective strategy for promoting active learning and strengthening students' responsibility.

Abstrak:

Pendidikan Agama Islam (PAI) berperan penting dalam mengembangkan pengetahuan, sikap, dan keterampilan keagamaan peserta didik. Pembelajaran di sekolah dasar memerlukan pendekatan yang mendorong partisipasi aktif dan tanggung jawab peserta didik. Salah satu metode yang digunakan adalah metode resitasi, yang mencakup pemberian tugas, pelaksanaan tugas, dan pertanggungjawaban hasil tugas. Penelitian ini bertujuan mendeskripsikan implementasi metode resitasi dalam pembelajaran Pendidikan Agama Islam serta persepsi guru dan peserta didik terhadap hasil belajar selama penerapannya. Penelitian menggunakan pendekatan deskriptif kualitatif di SDN 3 Bajugan, Kabupaten Tolitoli. Partisipan terdiri atas kepala sekolah, guru Pendidikan Agama Islam, dan peserta didik kelas V. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa metode resitasi diterapkan melalui tiga tahap, yaitu pemberian tugas, pelaksanaan tugas, dan pertanggungjawaban tugas. Guru dan peserta didik memandang metode ini mampu meningkatkan partisipasi

belajar, tanggung jawab dalam menyelesaikan tugas, serta keterlibatan selama pembelajaran. Peserta didik juga menunjukkan pemahaman materi yang lebih baik dan kepercayaan diri yang lebih tinggi dalam praktik keagamaan. Penelitian ini menyimpulkan bahwa metode resitasi menjadi bagian penting dalam pembelajaran Pendidikan Agama Islam dan dipersepsikan efektif dalam mendukung pembelajaran aktif serta penguatan tanggung jawab peserta didik.

Keywords:
Recitation Method, Islamic Religious Education, Active Learning,
Learning Participation, Elementary School Students.

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Introduction

Islamic Religious Education (IRE) plays an important role in developing students' understanding of religious values, character, and practical religious skills. At the elementary level, IRE is expected not only to foster cognitive competence but also to cultivate attitudes and behaviors that reflect Islamic values in everyday life. Consequently, instructional practices should encourage meaningful student participation and provide opportunities for learners to apply religious knowledge in authentic contexts (Johan, Husnah, Puteri, Hartami, Rahmah, & Adnin, 2024; Sunarso & Herdianto, 2024). Despite these expectations, IRE classrooms often face challenges related to limited student participation. Teacher-centered instructional practices tend to encourage passive learning and reduce opportunities for interaction and collaboration among students. Such conditions may limit students' engagement, responsibility, and capacity for independent learning (Walad, 2025; Riswadi, Amrullah, & Ulum, 2025).

To address these challenges, teachers are encouraged to adopt instructional methods that actively engage students in the learning process. One such approach is the recitation method, in which students are assigned learning tasks to be completed individually or collaboratively and subsequently presented or reported to the teacher. This process encourages students to take responsibility for their learning while promoting active engagement with instructional materials (Taniyo, 2020; Fajri & Setiawan, 2025). Previous studies have reported positive outcomes associated with the recitation method. Suharjuddin and Fadilah (2024) found that integrating structured assignments into classroom instruction increased students' participation in learning activities. Likewise, Taniyo (2020) reported improvements in students' responsibility and classroom

engagement. Within the context of Islamic Religious Education, Yuliani, Azmi, and Amalia (2025) demonstrated that the recitation method enhanced students' engagement with learning materials while fostering greater learning independence.

Although existing studies have demonstrated the instructional benefits of the recitation method, most have primarily emphasized improvements in academic achievement or quantitatively measured learning outcomes. Comparatively little attention has been devoted to understanding how the method is enacted in everyday classroom practice and how teachers and students perceive its implementation in authentic educational settings. Such qualitative inquiry is essential because it provides a richer contextual understanding of instructional practices and classroom experiences (Adiningrat & Albina, 2025). Preliminary observations conducted at SDN 3 Bajugan, Tolitoli Regency, indicated that the Islamic Religious Education teacher had routinely employed the recitation method as part of regular classroom instruction before this study commenced. Rather than introducing a new instructional intervention, this study investigates an established teaching practice by examining how the method is implemented and how teachers and students perceive the learning outcomes associated with its use.

This study contributes to the existing literature by providing an in-depth description of the implementation of the recitation method in a natural classroom setting. The findings are expected to enrich current knowledge of instructional practices in Islamic Religious Education and offer practical insights for teachers seeking to promote active learning, student responsibility, and meaningful classroom engagement. Accordingly, this study addresses the following research questions: 1) How is the recitation method implemented in Grade V Islamic Religious Education classes at SDN 3 Bajugan? 2) How do teachers and students perceive the learning outcomes associated with the implementation of the recitation method? Based on these research questions, this study aims: 1) To describe the implementation of the recitation method in Islamic Religious Education learning. 2) To explore teachers' and students' perceptions of the learning outcomes associated with the implementation of the recitation method.

Research Method

This study employed a qualitative descriptive approach to examine the implementation of the recitation method in Islamic Religious Education (IRE) and to explore teachers' and students' perceptions of the learning outcomes associated with its implementation. A qualitative approach was selected because it enables researchers to develop an in-depth understanding of educational phenomena in their natural settings and to explore participants' experiences, perceptions, and behaviors comprehensively. The study was conducted at SDN 3 Bajugan, Galang District, Tolitoli Regency, Indonesia. This site was selected because the Islamic Religious Education teacher had routinely implemented the recitation method in classroom instruction, and the method was considered appropriate for addressing students' learning difficulties and promoting active participation. The recitation method was not introduced by the researcher. Instead, it had

been routinely employed by the Islamic Religious Education teacher as part of regular classroom practice before the study commenced. Accordingly, the researcher's role was limited to observing, documenting, and describing the implementation process and participants' experiences within their natural educational context.

The participants consisted of the school principal, the Islamic Religious Education teacher, and Grade V students at SDN 3 Bajugan. They were selected using purposive sampling based on their direct involvement in implementing the recitation method and their ability to provide information relevant to the research objectives. The study focused on two main aspects. The first was the implementation of the recitation method in Islamic Religious Education, including (1) task assignment, (2) task completion, and (3) task accountability. The second concerned teachers' and students' perceptions of learning outcomes associated with the implementation of the recitation method. These perceptions were explored across three dimensions: (1) cognitive outcomes, reflected in students' understanding of the learning materials; (2) affective outcomes, reflected in students' responsibility, participation, and learning attitudes; and (3) psychomotor outcomes, reflected in students' practical religious skills.

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted to examine how the recitation method was implemented during instructional activities. Particular attention was given to teacher–student interactions, students' participation during task completion, and accountability activities following the completion of assigned tasks. Then, semi-structured interviews were conducted with the school principal, the Islamic Religious Education teacher, and selected students. Interviews with the principal explored school policies and perceptions regarding the implementation of the recitation method. Interviews with the teacher focused on instructional planning, implementation procedures, challenges encountered, and perceived outcomes of the method. Interviews with students aimed to capture their learning experiences and perceptions of participating in classroom activities using the recitation method. In addition, document analysis was conducted to complement the observational and interview data. The documents examined included lesson plans, students' assignments, assessment records, photographs of classroom activities, and other documents related to the implementation of the recitation method.

The data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña, which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, organizing, and simplifying information obtained from observations, interviews, and documentation. Data display involved presenting the data systematically to facilitate interpretation. Finally, conclusions were drawn by identifying patterns, relationships, and emerging themes, and these interpretations were continuously verified throughout the analysis process. To ensure the trustworthiness of the findings, several strategies were employed. Source triangulation was conducted by comparing information obtained from the principal, the teacher, and the students. Method triangulation was achieved by comparing findings derived from

observations, interviews, and document analysis. In addition, member checking was conducted by confirming the interpreted findings with selected participants to enhance the credibility and accuracy of the analysis.

Result and Discussion

Result

Implementation of the Recitation Method in Islamic Religious Education Learning

The findings indicate that the recitation method in Islamic Religious Education at SDN 3 Bajugan was implemented through three sequential stages: task assignment, task completion, and task accountability. (a) Task Assignment Phase: During the task assignment phase, the teacher designed learning tasks based on the instructional objectives, students' characteristics, and curriculum requirements. The assignments were clearly explained, aligned with the learning materials, and adjusted to students' abilities. Students were also given flexibility to complete the assignments in different learning environments, such as the classroom, library, or schoolyard, provided that the learning process remained conducive. Classroom observations showed that students listened attentively to the teacher's instructions and participated in deciding where the assignments would be completed. This practice reflected students' active involvement in organizing their learning activities. (b) Task Completion Phase**:** During the task completion phase, the teacher provided detailed explanations and examples before students began working on their assignments. Continuous supervision and guidance were provided to ensure that students understood the tasks and completed them independently. Observations indicated that students who carefully followed the teacher's explanations demonstrated a better understanding of the assigned tasks and completed them more successfully. Students also participated actively in classroom discussions and collaborative problem-solving activities. (c) Task Accountability Phase: The task accountability phase required students to present or submit their completed assignments. Written assignments were collected for assessment, whereas oral tasks, such as memorizing short Qur'anic chapters, were performed directly before the teacher. This stage enabled the teacher to evaluate students' understanding and determine the extent to which assignments had been completed independently. Follow-up question-and-answer sessions further assisted the teacher in assessing students' comprehension and learning progress.

Teachers' and Students' Perceptions of Learning Outcomes

Teachers and students described learning outcomes associated with the implementation of the recitation method across three domains: cognitive, affective, and psychomotor. (a) Cognitive Outcomes: Teachers and students reported that the recitation method supported students' understanding of Islamic Religious Education materials through structured learning tasks. Individual and group assignments enabled students to explain concepts in their own words, participate in classroom discussions, and relate learning materials to everyday experiences. Teachers also observed differences in students' conceptual understanding depending on how they approached and completed

the assigned tasks. (b) Affective Outcomes: Participants described several positive changes in students' learning attitudes during the implementation of the recitation method. Students demonstrated greater responsibility in completing assignments, improved discipline in managing learning tasks, and more active participation in classroom activities. Teachers further observed that students became more attentive during discussions and more willing to contribute to learning activities. (c) Psychomotor Outcomes: Teachers reported that students demonstrated practical religious skills through activities such as performing prayer movements, practicing ablution, and memorizing prayer recitations and short Qur'anic chapters. Although students' performance varied, repeated practice embedded in the assigned tasks appeared to strengthen their confidence in performing religious activities.

Discussion

The findings indicate that the recitation method was implemented in a way that promoted students' active participation throughout the learning process. Its implementation through the stages of task assignment, task completion, and task accountability reflects the principles of student-centered learning, in which students actively construct knowledge rather than passively receive information from the teacher. The task assignment phase illustrates how instructional activities can foster students' responsibility for their own learning. This finding is consistent with constructivist learning theory, which posits that knowledge is developed through active engagement and meaningful learning experiences. By involving students in decisions regarding learning activities, the teacher created a learning environment that supported learner autonomy, responsibility, and intrinsic motivation. The findings further suggest that teachers and students perceived improvements in students' understanding of Islamic Religious Education content. Through individual and collaborative assignments, students were able to explain concepts in their own words, participate actively in classroom discussions, and relate learning materials to everyday experiences. These findings are consistent with those of Suharjuddin and Fadilah (2024), who reported that the recitation method enhanced students' learning by promoting active participation and responsibility. Likewise, Fajri and Setiawan (2025) found that assignment-based learning strengthened students' cognitive engagement and classroom participation.

Regarding the affective domain, teachers and students described responsibility, discipline, and active participation as important outcomes associated with the recitation method. Students demonstrated greater commitment to completing assignments and contributed more actively during classroom discussions. These findings align with those reported by Taniyo (2020) and Yuliani, Azmi, and Amalia (2025), who emphasized the contribution of the recitation method to the development of responsibility, self-discipline, and independent learning habits. Then, the psychomotor findings suggest that practical religious activities constitute an essential component of Islamic Religious Education. The recitation method appears particularly appropriate for this subject because its learning objectives extend beyond conceptual understanding to include the acquisition of practical religious skills. Repeated practice through structured learning tasks enabled students to

develop greater fluency in performing prayer movements, practicing ablution, and memorizing prayer recitations. These findings support the view that experiential and practice-based learning can facilitate the development of psychomotor competencies.

Despite these positive perceptions, several challenges were identified. Teachers reported difficulties in monitoring assignments completed outside the classroom and in evaluating individual contributions during group work. These challenges highlight the need for more systematic assessment procedures and monitoring strategies to ensure that students' individual learning processes and contributions can be evaluated more accurately. Overall, this study provides a contextual understanding of how the recitation method was implemented in Islamic Religious Education and how teachers and students perceived its contribution to cognitive, affective, and psychomotor learning. The findings suggest that the method supports active participation, learner responsibility, independent learning, and the development of practical religious skills, making it well suited to the context of elementary Islamic Religious Education. The findings also reinforce previous research demonstrating the value of student-centered learning approaches in Islamic Religious Education. Similar conclusions were reported by Sunarso and Herdianto (2024), Lutfiani (2025), and Sainab, Nasution, and Rahmat (2025), who found that active learning strategies contribute to greater student engagement, stronger cognitive development, and increased learner responsibility.

Conclusion

This study concludes that the recitation method in Islamic Religious Education at SDN 3 Bajugan was implemented through three sequential stages: task assignment, task completion, and task accountability. The method has become an integral part of regular classroom instruction and is routinely employed by the teacher. Teachers and students perceived the recitation method as promoting active participation in learning, responsibility for completing assignments, and meaningful engagement with learning materials. Participants also described positive learning experiences reflected in students' cognitive understanding, learning attitudes, and confidence in performing religious practices. By providing a contextual account of classroom practice, this study contributes to the growing body of literature on student-centered learning in Islamic Religious Education, particularly within the elementary school context. Future research could investigate the implementation of the recitation method in different educational settings or combine qualitative and quantitative approaches to obtain a more comprehensive understanding of its educational impact.

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Ethical Statement

This study was conducted in accordance with established ethical principles for educational research. Permission to conduct the study was obtained from the principal of SDN 3 Bajugan prior to data collection. All participants were informed about the purpose and procedures of the study, and their participation was entirely voluntary. Written informed consent was obtained from the Islamic Religious Education teacher and the school principal. As the study involved elementary school students, informed consent was obtained from their parents or legal guardians, and verbal assent was obtained from the students before their participation. Participants were informed of their right to withdraw from the study at any time without consequence. To protect participants' privacy, all personal information was kept confidential, and no identifying information is disclosed in this manuscript. The data were used solely for academic research purposes and were stored securely throughout the research process.

CRediT Authorship Contribution Statement

- **Author 1:** Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing – Original Draft, Visualization.
- **Author 2:**, Methodology, Validation, Writing – Review & Editing, Project Administration.
- **Author 3:** Validation, Resources, Writing – Review & Editing, Funding Acquisition.

Conflict of Interest

The authors declare that there are no competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability

The datasets generated and analyzed during the current study are available upon reasonable request

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