

Digital-Based Recitation Method to Improve Senior High School Shiva Learning Achievement

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Abstract

This study aims to examine the implementation of the recitation method to improve PAI learning achievement. This qualitative research uses a case study approach, with primary data sources including principals, teachers, and students, as well as secondary data in the form of school documents conducted at Wajo Regency Senior High School. Data is collected through observation, interviews, and documentation, with analysis involving classification, data reduction, data presentation, and verification. The findings revealed that the design of digital-based reading methods includes selecting digital platforms, preparing interactive materials, assigning tasks based on themes, creating online discussion forums, and providing technical training for teachers and students. Its implementation utilizes technologies such as e-learning and multimedia, which have been proven to increase student motivation and learning achievement. The main challenges are limited access to technology and a lack of familiarity with digital tools, which can be overcome through intensive training, technological infrastructure improvement, and socialization of the effective use of digital tools.

Keywords

Digital-Based Recitation Method; Learning Achievement; Senior High School

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1. INTRODUCTION

The recitation or assignment method is a learning method that emphasizes reading, repetition, testing, and self-examination through several tasks given by teachers to students outside school hours within a certain period, and the results are accountable to the teacher to stimulate students to actively learn both individually and in groups (Majid, 2016). The form assignments can be given is assignments in the form of a list of several questions about a certain subject or an order that must be discussed with discussion or needs to be described in a textbook (Irfan, 2019; Madani, 2024; Pujawardani & Hervina, 2022; Rachmayanti, 2022; Ramadhan & Eminita, 2022). Assignments carried out by students can be done outside the classroom, for example, in the schoolyard, in the laboratory, in the library, in the workshop, or at the student's home, as long as the assignment can be done (Faula, 2023). The achievement of learning goals and quality can be said that teachers have succeeded in teaching (Lesmana & Aminatun, 2019). The success of learning activities is known after an evaluation with a set of question items by formulating several special learning objectives. If only 75% or more of the number of students who participate in the learning process reaches a level of success that is less (below the minimum), then the next learning process should be remedial (Maunah, 2019).



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The learning process is the most fundamental activity and the dominating activity of all activities of one educational institution, both public and private (Ahnad Sabri, 2020). Because teaching and learning activities are essentially the body of the implementation of education, one of the methods used in teaching PAI is recitation. This recitation method is a way to teach which is carried out by giving special tasks to students to do something outside of class hours (Mawaddah & Ilahiyah, 2021; Ramadhan & Eminita, 2022; Siregar, 2021). Even though it can be traced more deeply in the study of tarbawi through the Quran, it turns out that it can be found through many ways, such as methods, assignments, questions and answers, and discussions, many examples of the Prophets when providing education to their people (Harahap & Irwansyah, 2021). The Qur'an that shows educational methods is in Q.S. al-Maidah/5:67 means Allah's command to the Messenger of Allah to convey revealed revelations with the guarantee of protection from human interference (Ministry of Religion of the Republic of Indonesia, 2012).

In the above surah al-Maidah, as in Tafsir al-Kabir, the Prophet Muhammad (saw) was initially afraid to deliver his prophetic treatises. However, the courage appears because of direct support from Allah Swt. The support from Allah Swt as the party giving authority raises the spirit and ethos of the Prophet Muhammad's da'wah in delivering treatises. Based on the interpretation above, the speaker analyzed that the form of the above description is an image in the form of a da'wah method. Currently, the methods used by teachers are less varied. In transferring information, teachers use the lecture method more and involve students less. There is no control and accountability for any task given. So, in the learning process, students only hear and record the material presented. Students' potential is not well developed; they will feel bored and bored if they are not allowed to explore what is in them.

Islamic Religious Education material is reading and memorization material, so teachers must be able to package the material well and deliver it in a fun way. If the material presented uses a monotonous method. As a result, students will be too lazy to learn, and learning outcomes will be low (Fadjriah, 2021; Nursalmawati, 2024; Surahman, 2022). The verse of the Qur'an discusses its importance. Islam attaches great importance to education and science, encouraging its adherents to seek knowledge anytime and anywhere. It also places scientific experts at a high level. This is contained in Q.S. Al-Baqarah/2:31 means He taught Adam all the names, then gave them to the Angels, saying, "Tell Me the names of the things if you are righteous people."

Tafsir Ibn Kathir, in the verse above, is that this is a name given by Allah Swt, in which it contains the virtue of Adam (as), over the angels blessing what has been set aside by Allah Swt, for him it is in the form of knowledge about the names of all things. In contrast, the angels are commanded to prostrate to Adam (as). This passage takes precedence over this part (which contains the command of Allah Swt to the angels to prostrate themselves to Adam) because this passage is closely related to the ignorance of the angels about the wisdom of the creation of the caliph, which is when they ask about it (Syaikh, 2017).

Law on the National Education System Number 20 of 2003 article 1 paragraph 1 states that, so important education in the life of a person, family, nation, and state, the government focuses on functions and sets a national education goal which is included in the Indonesian Law Number 20 of 2003 concerning the National Education System Chapter II, the basis, functions, and objectives, article 3 which reads: National Education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming to develop students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (RI Law Number 20 of 2003, 2003). Abdul Majid said that, in essence, it covers all aspects of human life in the world, which humans can use as a place to plant the seeds of amaliah whose fruits will be harvested in the hereafter, then the formation of Islamic values and practices in the human person will only be achieved effectively if it is carried out with an educational process that runs on the principles of educational science (Abdul Majid dan Dian Andayani, 2020).

One of the reasons for the success or failure of education in a country is teachers. Teachers have an important role in the growth and development of student's potential (Kholil, 2021; Muhaemin & Mubarak, 2020; Romadhon et al., 2023). Therefore, teachers are guided to be able to carry out their duties well to be able to achieve the goals that have been set. In providing an education to students, teachers must be able to choose the right method according to the existing situation and conditions. With the aim that students can follow and master a material delivered by the teacher in learning (Evandari, 2010). Learning is a process carried out consciously by each individual or group to change the personality of the individual or group from ignorance to ignorance (Witasari, 2024). Meanwhile, the learning process is an activity in which there is interaction between teachers and students in an interactive context so that it will make changes in students, be it knowledge, understanding, and skills or attitudes (Abdul Majid dan Dian Andayani, 2020)

The selection of the right method by teachers can also increase students' motivation to learn and comfort in learning (Mariyam et al., 2018; Siregar, 2021; Yusfira, 2019). The ability possessed by teachers to improve the entire learning program by organizing and choosing teaching methods is very closely related to the use of methods (Yusuf Aditya, 2016). As mentioned earlier, understanding learning or the educational process cannot run optimally without applying methods.

The reality of PAI learning at State High Schools in Wajo Regency is often found that not all students can take part in learning as expected. What happens is that often, many students do not pay attention to this subject. So that students are less able to understand learning because this PAI subject contains a lot of evidence and many concepts, but they must also be able to apply them in life, so it is not surprising that students are sometimes unable to master the material in learning.

Therefore, to make students active, teachers use the recitation method because by using this method, students can be trained to think awareness to be able to understand PAI lessons and be able to practice them in daily life (Ramli & Bakhtiar, 2023; Sunita, 2022; Taher, 2020; Ummah et al., 2022). For this reason, teachers continue to try hard to be able to use methods in a variety of ways in their learning. According to him, a student's learning success is not only influenced by the use of learning methods but also by intelligence and diligent study and practice. The recitation method can instill a sense of responsibility in students because the assignment is not only enough to do but must be held accountable to the teacher, depending on what form of recitation is given (Yusuf Aditya, 2016).

This recitation method is carried out by providing test items, usually carried out at each learning activity that ends in class (Fadjriah, 2021; Muslimin & Bardansyah, 2021; Taher, 2020; Yusfira, 2019; Zuhaira, 2025). At the next meeting, the assignment is collected and assessed by the teacher; then, the teacher appoints the students one by one at random to advance to the front of the class and be responsible for the answers to the tasks he has done. This assignment is one of the alternatives to improve student's learning ability (Alimuddin, 2020).

Efforts to Improve Student Learning Outcomes in Islamic Religious Education Subjects Through Recitation and Simulation Methods in Grade IV of SD Negeri 050578 Kwala Begumit (Zainuddin, 2016). This study combines recitation and simulation methods to improve the learning outcomes of grade IV elementary school students in PAI subjects. The focus is on combining two learning methods from your research that may only use the recitation method. The Effect of the Recitation Learning Method on Student Learning Outcomes in Islamic Religious Education Subjects at SMAN 2 Class XI Meulaboh, West Aceh Regency (Citia Dewi Sari et al., 2023). This study evaluates the influence of the recitation method on the learning outcomes of grade XI students at SMAN 2 Meulaboh in PAI subjects. This may be new if your research is conducted at a different level of education or location or uses additional variables. Implementing the Recitation Method in Improving the Learning Outcomes of Islamic Religious Education Class XII in SMK Al-UM Probolinggo. This research focuses on implementing the recitation method to improve PAI learning outcomes in grade XII of SMK Al-UM Probolinggo. The novelty of this research lies in applying the recitation method at the high school education level for

schools in the Wajo district. This study aims to examine the implementation of the recitation method to improve PAI learning achievement.

2. METHODS

This study uses a qualitative method with a descriptive type to explore in depth the application of the digital-based tadarus method in improving the learning achievement of PAI students at Wajo Regency High School. This research focuses on applying the digital-based tadarus method in improving student learning achievement in Islamic Religious Education (PAI) subjects in high schools in Wajo Regency. Primary data was obtained through interviews with teachers and students, while secondary data was collected from documentation such as tadarus schedules and student learning outcomes. Data collection techniques include observation, interviews, and documentation, with data validity guaranteed through triangulation of sources and methods. Data analysis is carried out inductively through three stages: data reduction, data presentation in descriptive narratives, and drawing conclusions based on the patterns found. This approach can provide a holistic and in-depth understanding of the effectiveness of implementing the digital-based tadarus method in Wajo Regency.

3. FINDINGS AND DISCUSSIONS

Findings

Design of Digital-Based Recitation Methods in PAI Subjects at State High School of Wajo Regency

The design of a digital-based recitation method for Islamic Religious Education (PAI) subjects in high school is an innovative approach that utilizes Information and Communication Technology (ICT) in the learning process. This method aims to increase student engagement, expand learning accessibility, and provide a more interactive and engaging learning experience.

Digital Platform Selection

Choosing the right digital platform or application to recite is very important. The platform should allow teachers to share materials, assignments, and other learning resources and provide opportunities for students to interact, discuss, and deliver recitations online. Based on observations made on May 19, 2024, Wajo Regency State High School has chosen a digital application that suits the conditions of students and schools. Here are some responses from school residents.

Principal: The ideal platform should allow teachers to easily share materials, assignments, and other learning resources and provide a space for students to interact and deliver their recitation results online. Vice Principal for Participation: The platform should offer effective communication features, productive discussions between students and teachers, and easy access to various learning resources. Vice Principal for Curriculum: The selection of a digital platform is crucial in supporting learning effectiveness and allowing for a more thorough assessment of student achievement in a digital environment. From interviews with several respondents, it was concluded that the selection of digital platforms must consider ease of use, accessibility, interaction features, and support for an effective teaching and learning process.

Preparation of Interactive Recitation Materials

Teachers need to compile interesting and interactive recitation materials. This material can be text, images, audio, and video relevant to the studied topic. Using multimedia can help clarify the concepts of Islam and make learning more interesting.

The results of observations on May 28, 2024, show that PAI teachers compile materials that utilize various media to support students' understanding. Some responses from PAI teachers related to

preparing the material: PAI Teacher 1: Interactive material helps students understand Islamic religious concepts better. PAI Teacher 2: Multimedia can increase student involvement in the learning process. PAI Teacher 3: Provides diverse materials such as text, images, audio, and video, allowing students to learn according to their learning styles.

Division of Tasks and Recitation Schedule

Teachers can divide recitation tasks based on the topics studied in the PAI curriculum. Each student can present a recitation with various media, such as slide presentations, learning videos, or short lectures. The results of observations on May 31, 2024, show that teachers divide tasks among students based on themes that have been studied previously. Some responses from PAI teachers regarding the division of recitation assignments: PAI Teacher 1: The division of tasks based on topics makes it easier for students to understand the material more deeply. PAI Teacher 2: Through the use of a variety of media, learners can develop their speaking and technology skills. PAI Teacher 3: This method allows students to display creativity in teaching and learning. With a systematic division of tasks, students can be more active and motivated in digital-based PAI learning.

Implementation of Digital-Based Recitation Method in PAI Subjects at Wajo Regency State High School

Implementing the digital-based recitation method in Islamic Religious Education (PAI) subjects at Wajo Regency State High School aims to integrate technology into the learning process to increase the effectiveness and involvement of students. This method uses digital platforms such as learning applications and Learning Management Systems (LMS) to support students in repeating material online. With features such as learning videos, interactive quizzes, and discussion forums, students can better understand the material in depth and get feedback directly from the teacher. In addition, teachers are also facilitated in monitoring students' learning progress and providing more measurable assessments.

In today's digital era, technology in education is becoming increasingly important. Education is no longer limited to physical classrooms but can be expanded through various digital media, allowing for wider interaction between teachers and students. Using digital-based recitation methods is a solution to improve the quality of PAI learning, which often faces challenges in student engagement and in-depth understanding of concepts. In applying this method, students are given access to various learning materials that have been digitally packaged so that they can repeat and re-understand the material more flexibly.

The application of this method involves various strategic steps taken by the school and educators. First, teachers are trained to use learning technology to fully utilize various features in LMS and other learning applications. Second, students are introduced to the digital platforms used and how to access and use them effectively. Third, the learning process is combined with periodic evaluations through interactive quizzes and online discussions to ensure that students understand the material provided. Fourth, monitoring student progress is carried out through a system that allows teachers to analyze data on their involvement and learning outcomes.

Implementing this method shows increased students' involvement and motivation to learn. They can access the subject matter anytime and anywhere, providing flexibility in the learning process. Students are also more active in interacting through virtual discussions with friends and teachers, which fosters the habit of independent learning. In addition to supporting material understanding, this method also trains students' skills in using technology so that they are better prepared to face the digital era. The researcher's observation on June 13, 2024, shows that the ability of students to operate digital devices is a supporting factor for the success of this method.

From the perspective of educators, the digital recitation method provides convenience in delivering material more systematically and structured. Teachers can easily update teaching materials according

to curriculum developments and student needs. In addition, they can also provide feedback more quickly and accurately, so that students get more effective study guides. Not only that, this method also allows teachers to identify learning difficulties faced by students based on the analysis of data stored in digital platforms.

PAI principals and teachers appreciate the positive impact of the digital-based recitation method. They noted that students are easier to understand the subject matter and are more confident and comfortable in following the learning process. Students can repeat the material as needed and learn at a pace they set for themselves. This allows them to understand the material in depth without time pressure. The vice principal for curriculum added that this method motivates students to learn more actively and independently, improving the quality of their overall learning process.

However, in the application of the digital recitation method, there are several challenges faced. One of the main challenges is the availability of stable internet access throughout Wajo Regency. Some students who live in remote areas have difficulty accessing digital platforms smoothly. To overcome this, the school works with internet service providers and local governments to improve network accessibility. In addition, the school also provides supporting devices for students in need so that they can still follow learning optimally.

Another challenge is the readiness of students and teachers to use digital technology effectively. Not all students have the same level of digital literacy, so additional training and guidance are needed to help them master the technology used in learning. Therefore, the school holds regular training and mentoring sessions for teachers and students to become more familiar with using digital platforms in teaching and learning activities.

Based on the results of interviews and observations, the digital recitation method has succeeded in supporting PAI learning at Wajo Regency State High School. With the flexibility offered, learners can learn personally and adaptively, strengthening their understanding and engagement. This method also effectively increases students' motivation to learn while helping them develop relevant digital skills. The success of this method reflects the potential of technology in improving the quality of education, especially in PAI learning in the modern era.

As a recommendation, the application of digital-based recitation methods in other schools can be done with careful preparation, both in terms of infrastructure, teacher training, and learning strategies that suit the needs of students. Thus, it is hoped that this method can be part of sustainable learning innovation, provide long-term benefits for the world of education, and prepare the young generation to face future challenges.

Achievement of Learning Achievement in PAI Subjects through the Application of Digital-Based Recitation Methods in SMA Negeri Kabupaten Wajo

Applying digital-based recitation methods in Islamic Religious Education (PAI) subjects in SMA Negeri Kabupaten Wajo has significantly improved student learning achievement. Through the integration of digital technology, students can easily access the subject matter, take part in exercises, and receive feedback directly. By utilizing electronic devices such as computers or tablets, they can learn independently and more effectively in understanding PAI concepts. This innovation makes the learning process more flexible and deep, thereby encouraging the improvement of learning quality.

In addition, using digital recitation methods increases the active involvement of students in the learning process. Digital platforms with interactive and multimedia features make learning more interesting and motivate students to participate actively. Periodic evaluations through this technology allow teachers to provide quick feedback and tailor teaching strategies according to the individual needs of learners. As a result, their learning achievement increased regarding material understanding and academic evaluation results. This success was recognized by various parties, including principals and PAI teachers, who noted a significant increase in exam results and student participation. This method

facilitates more effective learning and helps build digital skills relevant to the challenges of the 21st century. Overall, applying digital-based recitation methods has proven to be an innovative step in improving the quality of education and supporting students' academic achievement in SMA Negeri Kabupaten Wajo.

In addition to improving students' understanding of the subject matter, the digital-based recitation method also forms more structured learning habits. With access to online materials, students can repeat lessons at any time according to their needs. This helps them manage their study time independently and improve their time management skills. In the long run, this habit strengthens their learning independence and readiness to face academic challenges at higher levels of education.

The use of technology in the recitation method also has a positive impact on the effectiveness of teacher teaching. Teachers can easily identify students' difficulties by analyzing evaluation data available on digital platforms. Thus, they can design more targeted interventions through additional materials, special guidance, and adaptive teaching strategies. In addition, a virtual discussion feature allows for more intensive interaction between teachers and students, so they still receive guidance outside of class hours.

Based on interviews with several students, most felt more confident in facing the exam after following the digital-based recitation method. They revealed that the learning presented in videos, interactive quizzes, and online discussions helped them understand previously difficult concepts through conventional methods. This shows that the digital recitation method improves academic outcomes and builds students' confidence and enthusiasm for learning.

Furthermore, the application of this method also provides benefits in social and collaborative aspects. Students become more accustomed to working together in online discussions, sharing their understanding with classmates, and helping each other complete the assigned tasks. The ability to work in this team is a valuable skill in the future world of work, so the digital recitation method is oriented towards academic results and equips students with broader 21st-century competencies.

By looking at the various benefits that have been produced, applying digital-based recitation methods in SMA Negeri Kabupaten Wajo can be a model for other schools that want to adopt similar innovations. This success confirms that technology can be a very effective tool in improving the quality of education as long as it is implemented with the right strategy and supported by the readiness of teachers and adequate infrastructure. By continuing to evaluate and develop, this method has the potential to be further improved to provide wider benefits for the world of education in Indonesia.

Discussion

The results of this study indicate that the application of digital-based recitation methods in Islamic Religious Education (PAI) learning di SMA Negeri Kabupaten Wajo significantly contributes to improving the understanding of religious concepts and student learning outcomes. These findings are in line with the theory of constructivism, which emphasizes that students actively build their understanding through interaction with the learning environment (Piaget, 1972; Vygotsky, 1978) in (Witasari, 2024). In this context, using digital platforms, such as Learning Management Systems (LMS) and interactive learning applications, allows students to access materials flexibly and independently, enriching their learning experience. This is in line with the research (Citia Dewi Sari et al., 2023). This shows that digital-based learning can increase learning independence and active involvement of students in understanding teaching materials.

Furthermore, this study also shows that the digital-based recitation method improves students' academic achievement. This increase can be explained through the perspective of cognitivism theory, which emphasizes the importance of repetition and reinforcement in the learning process (Bruner, 1966 in Witasari, 2024). With interactive features such as learning videos, digital-based exercises, and automatic feedback, students can repeat the material according to their needs, thus encoding

information into long-term memory. The results of this study are consistent with the findings (Astuti et al., 2022) Which states that integrating digital-based recitation methods has positive implications for student learning outcomes in various subjects, including religious education.

In addition to the academic aspect, implementing this method also impacts the development of 21st-century skills, especially in digital literacy and learning independence (Trilling & Fadel, 2009). Emphasizes that learning in the digital era must develop critical thinking, communication, collaboration, and creativity skills. In this study, the use of digital-based recitation methods has provided space for students to develop these skills through the exploration of digital learning resources, discussions in online forums, and independent reflection on the material that has been studied. These findings are reinforced by (Rahman et al., 2023), This shows that technology-based learning improves students' adaptability to the digital environment and problem-solving skills.

Furthermore, the success of digital-based recitation methods in improving the effectiveness of PAI learning can also be attributed to its flexibility and accessibility characteristics (Ramayanti & Ramli, 2023; Siregar, 2021; Tambak, 2016; Ummah et al., 2022). With the existence of various digital platforms, students have the opportunity to learn anytime and anywhere, which has implications for increasing the efficiency of learning time. This is in line with the research; this shows that LMS-based digital learning systems provide a more personalized and adaptive learning experience according to students' individual needs.

Considering the various aspects described, it can be concluded that the digital-based recitation method is an effective innovation in PAI learning di SMA Negeri Kabupaten Wajo. This method improves students' understanding of religious concepts and academic outcomes and helps them develop learning independence and technological skills relevant to the demands of the 21st century. Therefore, the integration of this method is expected to be a model that can be adopted by other schools in implementing digital-based learning, not only in religious education but also in various other disciplines.

4. CONCLUSION

Based on the research results in the field, conclusions can be drawn regarding the design, implementation, achievements, and problems in applying digital-based recitation methods in PAI subjects in SMA Negeri Kabupaten Wajo. The design of this method includes selecting the right digital platform, preparing interactive materials, dividing tasks based on curriculum themes, and creating online discussion forums to improve interaction between teachers and students. This method integrates technology in the recitation process by using e-learning applications, learning videos, and interactive media, which allows students to learn more flexibly and independently. Learning achievement increased thanks to interactive features that motivated students and periodic evaluations to adjust teaching strategies. However, the main problem faced is the limited access and understanding of technology among students and teachers, which can hinder the successful implementation of this method. The solution is to provide intensive training for teachers, improve technological infrastructure, including adequate devices and stable internet access, and provide socialization to students on how to use digital tools for learning effectively.

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