

Implementation Strategy of the Assignment Method to Improve Islamic Religious Education Learning Outcomes in Grade 5 at SDN 5 Teluk Nangka

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Abstract: Education plays a vital role in developing students' spiritual, intellectual, and social competencies to meet both individual and societal needs. In Indonesia, national education aims to cultivate holistic human development rooted in religious and moral values. To achieve these goals efforts to improve the quality of the learning process are crucial. This study used a descriptive qualitative approach to explore the application of the assignment method in learning Islamic Religious Education (PAI) for fifth grade students at SDN 5 Teluk Nangka. Data was collected through observation, interviews, and document analysis, subsequently examined thematically without involving quantitative data." Translated with DeepL.com (free version) The findings reveal that the assignment method effectively promotes deeper understanding of Islamic teachings, strengthens value-based learning, fosters independent study habits, and increases active student engagement. Key success factors include differentiated and well-structured tasks, clear instructions, ongoing teacher support, constructive assessment, and motivational feedback.

Keywords: Assignment method, Independent learning, Islamic Religious Education, Learning outcomes, Primary education, Qualitative research.

Introduction

In Law Number 20 of 2003 concerning the National Education System Article 1 paragraph 1 explains that education is a planned basic effort to create a learning atmosphere and learning process so that students actively develop their potential to have The method of

assignment was thematically analyzed without numerical representation, focusing on its influence on learners' religious-spiritual outcomes such as faith, worship, and Islamic character abilities, self-control, noble character personality and skills needed by themselves, society, nation and State.¹ Education is a process of full humanization that is more institutionalized in a cultural context.² In this context, education is what gives birth to social subjects who have the mandate to lead and manage the natural resources of the universe to benefit humanity.³ Education plays an important role in ensuring the survival of the country in developing and fostering reliable human resources by increasing the sense of unity among the community to compete fairly.⁴

Education is a conscious and well-planned effort aimed at shaping a conducive learning environment and process, enabling students to actively explore and develop their potential—spiritually, intellectually, and in terms of the practical skills needed to thrive in society.⁵ National education aims to enlighten the life of the nation and to develop the full potential of every Indonesian individual—individuals who believe in and are devoted to God Almighty, possess noble character, knowledge, and skills, enjoy physical and spiritual well-being, have a strong and independent personality, and demonstrate a sense of social and national responsibility. To realize these educational goals through the learning process, one key effort in improving the quality of education is by enhancing the effectiveness of teaching and learning.⁶

¹ Sobrina Azzahra and Selamat Pohan, 'Analysis of Management Strategies in Improving Islamic Religious Education Learning at The Tadika of The Clerk of Cheers', *Journal of English Language and Education* 10, no. 1 (2025): 157-66, <https://www.jele.or.id/index.php/jele/article/view/628>.

² D. Sartika, E. F. Tanjung, and N. Nurzannah, 'Implementation of Islamic Religious Education Using Fun Learning at Primary Schools', *Southeast Asian Journal of Islamic Education*, 7 (2), 2024, 87-102, <https://journal.uinsi.ac.id/index.php/SAJIE/article/download/9097/2985>.

³ Gunawan Widjaja et al., 'Anti-Radicalism Islamic Education Strategy in Islamic Boarding Schools', *Jurnal Pendidikan Islam Indonesia* 6, no. 2 (2022): 74-85, <http://ojs.pps-ibrahimy.ac.id/index.php/jpii/article/view/405>.

⁴ Made Saihu, 'Al-Qur'an and The Need for Islamic Education to Artificial Intelligence', *Mumtaz: Jurnal Studi AlQuran Dan Keislaman* 6, no. 1 (2022), <https://repository.ptiq.ac.id/id/eprint/790/>.

⁵ Fadli Agus Triansyah et al., 'Determinants of Teacher Competence in Islamic Education: Bibliometric Analysis and Approach', *Indonesian Journal of Islamic Education Studies (IJIES)* 6, no. 1 (2023): 17-32, <https://ejournal.uit-lirboyo.ac.id/index.php/ijies/article/view/3458>.

⁶ Muhammad Annas Budiarto and Unik Hanifah Salsabila, 'Optimizing Islamic Education Towards the Golden Era of Indonesia', *Tafkir: Interdisciplinary Journal of Islamic Education* 3, no. 1 (2022): 1-19, <http://pasca.jurnalikhac.ac.id/index.php/tijie/article/view/105>.

Learning is a process of personal transformation marked by positive changes such as the enhancement of behavior quality, the deepening of knowledge, the development of skills, thinking ability, understanding, attitudes, and various other competencies.⁷ Teachers are required to be able to master and understand learning, teachers in the learning process must be equipped with good competencies, love learning and teaching activities as their profession.⁸ Teachers must understand their students, know how to use various media or learning tools to teach, know how to keep up with the times, and know how to connect previous experiences that need to be developed.⁹

A strategy is a comprehensive approach that encompasses the formulation of ideas, careful planning, and the systematic implementation of activities within a specific timeframe.¹⁰ A learning strategy serves as a guideline for educators in designing student-centered activities during the learning process, with the aim of facilitating students in acquiring information, skills, ideas, and critical thinking abilities. Meanwhile, strategy evaluation refers to the process of monitoring the outcomes of both the formulation and implementation of a strategy, involving performance measurement and the application of corrective actions when needed.¹¹

The task of teachers in realizing learning objectives at school is to develop effective and innovative learning strategies. Learning is a process to help students to learn well. The subject of learning in the learning process is students or also called learners who are the center of

⁷ M. Sukri Afkharul Huda, Sariman Sariman, and Mohamad Khasanudin, 'Strategy of Islamic Religious Education Teachers in Improving the Islamic Character of Students', *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme* 4, no. 2 (2022): 58–70, <https://ejournal.insuriponorogo.ac.id/index.php/scaffolding/article/view/1439>.

⁸ Alfauzan Amin et al., 'Associative and Comparative Study on Students' Perseverance and Religious in Islamic Education Subject', *Jurnal Pendidikan Progresif* 11, no. 3 (2021): 676–91, <https://jpp.fkip.unila.ac.id/index.php/jpp/article/view/558>.

⁹ Nurbayani Nurbayani and Amiruddin Amiruddin, 'Teacher Strategies in Implementing Religious Moderation Values in Islamic Educational Institutions', *Al-Hayat: Jurnal of Islamic Education* 8, no. 2 (2024): 778–87, <https://www.alhayat.or.id/index.php/alhayat/article/view/670>.

¹⁰ Abdul Halim, 'Strategy for Strengthening Multicultural Competence of Islamic Religious Education Teachers', *EDU-RELIGIA: Jurnal Keagamaan Dan Pembelajarannya* 7, no. 1 (2024): 90–105, <https://ejurnal.unisda.ac.id/index.php/edureg/article/view/6956>.

¹¹ Hariadi Hariadi, Fauziah Zainuddin, and Mustaming Mustaming, 'Strategies of Islamic Religious Education Teachers in Guiding Prayer Practices in Darussalam Integrated Islamic Elementary School', *Journal of Indonesian Islamic Studies* 1, no. 2 (2022): 92–96, <http://ejournal.iainpalopo.ac.id/index.php/jiis/article/view/2530>.

learning activities. Learning is an activity of choosing, determining, and developing methods to achieve the desired teaching results. The ability to interact with all learning resources used can create conducive conditions and make students the center of learning activities and students become active. The success of the learning process is largely determined by the competence of the teacher, as their skills, knowledge, and professionalism play a vital role in guiding and facilitating student learning. One of these competencies is professional. Indicators of professional educators have good teaching skills, have good pedagogical competence and are skilled in delivering subject matter in front of students, such as choosing the right learning models, Strategies and methods should be aligned with the subject matter as well as the students' level of cognitive and emotional maturity to ensure effective and meaningful learning.¹²

The accuracy of the teacher in choosing the method, in addition to making it easier for students to receive learning material, will also make the learning atmosphere in the classroom fun and will give a special impression to students or often referred to as meaningful learning. This condition is even more prominent in subjects that tend to be less popular among students, such as history. When teachers only use monotonous methods, students will quickly get tired and bored of following the students and will have an impact on their learning outcomes.¹³ Islamic religious education at SDN 5 Teluk Nangka is an integral part of the education curriculum at this primary school. Although efforts have been made to improve the quality of Islamic learning, there are some challenges that need to be overcome to achieve optimal effectiveness. Some of the problems that are the focus of this proposal are as follows: The dominant conventional learning method Islamic religious learning at SDN 5 Teluk Nangka still relies heavily on conventional methods such as lectures and readings. This approach tends to be less interactive and less able to generate interest and active involvement of students in the learning process.

Difficulties in understanding and internalizing the material: Students often face difficulties in understanding and internalizing the Islamic religious material being taught. This can affect their deep

¹² Syamsul Aripin Syamsul Aripin and Nana Meily Nurdiansyah, 'Modernization of Education: A New Approach and Method in Learning Islamic Religious Education', *TADRIS: Jurnal Pendidikan Islam* 17, no. 1 (2022): 100-117, <http://ejournal.iainmadura.ac.id/index.php/tadris/article/view/5916>.

¹³ Minhaji Minhaji, Moh Nawafil, and Abd Muqit, 'Implementation of the Islamic Religious Education Learning Methods Innovation in the New Normal Era', *Al-Ishlah: Jurnal Pendidikan* 14, no. 2 (2022): 2107-18, <http://www.journal.staihubbulwathan.id/index.php/alishlah/article/view/1900>.

understanding of important religious concepts. Challenges in providing variety in learning: Limitations in providing a variety of Islamic learning methods result in a lack of stimulus given to students to think critically and develop their creativity in understanding and applying Islamic teachings. Lack of integration of technology in learning: Although technology has great potential to enhance the interactivity and appeal of learning, the use of technology in Islamic learning at SDN 5 Teluk Nangka is still limited. This may hinder efforts to utilize digital resources that can add value to learning.

Demands to improve the quality of learning: In an era of ever-evolving education, the demand to improve the quality of Islamic learning at SDN 5 Teluk Nangka is becoming increasingly urgent. This is to ensure that each student not only understands the basic concepts of Islam but is also able to relate them to the context of their daily lives.

Through an in-depth understanding of the background of the problem above, this research aims to propose the application of the assignment method as an alternative to improve the effectiveness of learning Islam at SDN 5 Teluk Nangka. The assignment method is expected to help in creating more interactional learning, arouse students' interest, and improve their understanding and practical application of Islamic teachings in their lives. Thus, this discussion becomes a strong foundation for developing a comprehensive and relevant research proposal for the development of Islamic religious education in these primary schools.

Method

This study employs a descriptive qualitative research strategy with an analytical approach. The data—obtained through observations, interviews, photographs, document analysis, and field notes—were collected directly at the research site without being represented numerically. The researcher analyzed the data by enriching the information, identifying relationships, making comparisons, and uncovering patterns based on the original qualitative input. The findings are presented in the form of narrative descriptions that reflect the real conditions and context of the study.¹⁴ In qualitative descriptive research, data presentation involves providing a clear and straightforward summary of the content, arranged logically. The way

¹⁴ Eunsook T. Koh and Willis L. Owen, 'Descriptive Research and Qualitative Research', in *Introduction to Nutrition and Health Research*, by Eunsook T. Koh and Willis L. Owen (Boston, MA: Springer US, 2000), 219–48, https://doi.org/10.1007/978-1-4615-1401-5_12.

data is organized and presented depends on the researcher's approach. For instance, data can be structured based on the timeline of events; categorized into themes and subthemes; arranged in chronological or reverse chronological order; ordered from the most frequent to the least frequent themes; narrowed down from a broad context to specific cases; or described from multiple participants' perspectives.¹⁵

Result and Discussion

In learning, the assignment method provides space for students to actively and independently learn by completing various tasks, whether planned or not, individually or in teams. The use of this method in PAI at SDN 5 Teluk Nangka is expected to greatly help students understand Islamic teachings, practice its values, and develop various skills:

1. Facilitate Deeper Conceptual Understanding

Assignments are designed to provide students with the opportunity to explore PAI materials comprehensively so that their understanding becomes more fundamental.

2. Encouraging Independence in Learning

The purpose of assignments is to empower students to be proactive in learning, able to seek information, manage time, and complete tasks independently.

3. Stimulating Analytical and Innovative Thinking

By engaging in assignments like case analyses and creative projects, students are encouraged to enhance their critical thinking skills, problem-solving abilities, and capacity to produce original ideas.

4. Integrating Islamic Values and Practices in Life

Assignments related to worship and social interaction aim to strengthen the understanding and internalization of Islamic values in students' daily lives.

5. Creating a More Interesting and Motivating Islamic Education Learning

The variety of relevant assignments is expected to increase students' interest and motivation in learning Islamic Education.

6. Building Social and Collaborative Competencies

¹⁵ Vickie A. Lambert and Clinton E. Lambert, 'Qualitative Descriptive Research: An Acceptable Design', *Pacific Rim International Journal of Nursing Research* 16, no. 4 (2012): 255-56, <https://he02.tci-thaijo.org/index.php/PRIJNR/article/download/5805/5064>.

Group assignments aim to develop students' ability to work in teams, communicate effectively, share responsibilities, and appreciate different perspectives.

Implementation of the Assignment Method

Implementation is the implementation where Browne and Wildavsky in Usman put forward the meaning of implementation as an expansion of mutually adjusting activities.¹⁶ In accordance with the statement above, implementation refers to the extension of activities that align the interaction between objectives and the actions taken to achieve them. This process requires a network of implementers supported by an effective bureaucracy.¹⁷

The definitions above indicate that implementation is the execution or carrying out of a carefully and thoroughly prepared plan. Typically, implementation takes place once the planning has been finalized and approved. Simply put, implementation can be understood as the activity, action, mechanism, or system put into practice.¹⁸ The term 'mechanism' suggests that implementation is more than just an activity; it is a carefully planned and seriously executed process guided by specific norms to achieve the intended goals.¹⁹

The community knows how important religion is in all aspects of human life, especially for those who adhere to Islam, therefore religious education must be taught from an early age so that in adulthood the characteristics of the child have been formed, and the existence of Islamic religious education is guided to reach the piety and pleasure of Allah SWT. With this interest, an education was created, namely

¹⁶ Deni Zam Jami and Asep Muharam, 'Strategy for Improving the Quality of Islamic Religious Education Study Programs with Total Quality Management', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2022): 267–83, <https://ejournal.uac.ac.id/index.php/nidhomulhaq/article/view/2096>.

¹⁷ Badrus Zaman, 'Implementation of Cooperative Learning Strategies in Islamic Religious Education', *IJECA (International Journal of Education and Curriculum Application)* 3, no. 2 (2020): 91–97, <https://journal.ummat.ac.id/index.php/IJECA/article/view/2429>.

¹⁸ Zainal Abidin et al., 'Implementation of Islamic Religious Education Learning and Character in the New Normal Era', *Al-Hayat: Journal of Islamic Education* 6, no. 1 (2022): 158–69, <https://alhayat.or.id/index.php/alhayat/article/view/239>.

¹⁹ Fikri Rizkia Muhammad et al., 'Strategic Management in Improving the Quality of Islamic Religious Education Learning', *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 3 (2022): 318–29, <https://ejournal.uac.ac.id/index.php/nidhomulhaq/article/view/2611>.

Islamic Religious Education at the school education level from kindergarten to college level.²⁰

Islamic Religious Education needs to be given to all groups from young children to old age and can know from each level has different ways and must be given in the right way. Given that each level has a different absorption capacity in understanding. In an educational institution there is a role in providing knowledge to students who are commonly called educators or teachers, here educators are tasked with providing knowledge to students.²¹

This section presents and analyzes data related to the research problem, specifically focusing on the implementation strategy of the assignment method to improve learning outcomes in Islamic Religious Education for Grade 5 students at SDN 5 Teluk Nangka.

Challenges faced in Implementing the Assignment Method

The implementation of the assignment method in grade 5 PAI learning at SDN 5 Teluk Nangka, although it has the potential to improve learning outcomes, is likely to face several challenges. These challenges need to be identified, and solutions sought so that the implementation of the assignment method can run effectively. showing increased responsibility in attitudes and actions

Based on direct observations in class 5 of SDN 5 Teluk Nangka and interviews with Islamic Religious Education (PAI) teachers, several challenges were found in the application of the assignment method as a strategy to improve student learning outcomes. These challenges include:

1. Lack of Student Motivation

Many students show a lack of enthusiasm in doing the assigned PAI assignments. Some of them tend to postpone work or even not submit assignments. This is influenced by their lack of understanding of the importance of PAI lessons as well as weak supervision from parents at home.

2. Quality and Relevance of Assignments

Some assignments have not been fully adapted to the students' ability level and the context of their daily lives. As a result,

²⁰ Sutrisno Sutrisno and Juli Amalia Nasucha, 'Islamic Religious Education Project-Based Learning Model to Improve Student Creativity', *At-Tadzkir: Islamic Education Journal* 1, no. 1 (2022): 13-22, <http://at-tadzkir.pdtii.org/index.php/tadzkir/article/view/3>.

²¹ Sri Wahyuni and Sanchita Bhattacharya, 'Strategy of Islamic Religious Education Teachers in Increasing Student Learning Motivation', *Tajkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (2021): 229-49, <http://pasca.jurnalikhac.ac.id/index.php/tijie/article/view/22>.

students have difficulty in understanding the purpose of the assignments and working on them independently.

3. Limited Supporting Facilities

Most students do not have adequate access to additional teaching materials, such as supporting books, digital media, or internet connections. This makes it difficult for them to find additional information needed to complete assignments.

4. Student Time Management

Many students cannot manage their study time well. Learning activities at home are often interrupted by other activities such as playing or watching television, so school assignments are not prioritized.

5. Lack of Effective Feedback

Teachers have not been able to provide prompt and constructive feedback on assignments submitted by students. This leads to students not understanding their mistakes and not gaining maximum learning from the assignment.

Although the assignment method has great potential to improve learning outcomes, its application in grade 5 of SDN 5 Teluk Nangka still faces several obstacles that need to be addressed immediately. Efforts to improve learning outcomes should actively involve teachers, parents, and students themselves to ensure that the goals of Islamic Religious Education (PAI) are optimally achieved.

Strategies used in Overcoming Implementation Challenges

To overcome the differences in ability between students, teachers apply a differentiation strategy in assigning tasks. This means that the tasks given are adjusted to the level of ability of each student, both in terms of complexity and how to complete them. Students who are more capable are given additional challenges, while students who still need assistance are given more focused and gradual tasks.

Teachers use a more personalized approach, such as giving praise for students' efforts, displaying students' work in class, or giving plus points for active participation. In addition, teachers also relate the tasks to things that are close to students' daily lives so that they are more interested and feel the tasks are relevant. Some teachers also implement a simple point or reward system to foster enthusiasm for learning.

To overcome students' time constraints and reliance on outside help, teachers design tasks that are realistic and can be completed in a reasonable amount of time. Assignments are also mostly done at school during class hours so that students can be guided directly. Teachers provide special sessions for consultation or questions and answers,

especially for students who experience difficulties. This way, students learn to be more independent and responsible for their assignments.

The goal is that each student can understand the material in a way and level of difficulty that suits their abilities, so they do not feel burdened or bored. With strategies that encourage engagement and reward students' efforts, it is expected that students will become more enthusiastic, enthusiastic, and responsible in completing tasks.

By providing sufficient assistance and realistic time, students are trained to manage their time, make their own efforts, and complete assignments without relying too much on the help of others.

This strategy also aims to make assignments less stressful for students who have limited time at home, as well as for teachers in terms of monitoring and providing feedback. Overall, this strategy is crafted to enhance the effectiveness and fairness of the assignment method, ultimately fostering positive impacts on students' learning processes and outcomes.

What Strategies Are Used to Address Implementation Challenges

In implementing the assignment method in Grade 5 at SDN 5 Teluk Nangka, several effective strategies have been applied to address common challenges. The following is an analysis and observation of the strategies employed by the teacher.

The first observed strategy is the differentiation of assignments based on individual student abilities. The teacher divides tasks into multiple levels, allowing higher-achieving students to engage with more challenging assignments, while students requiring additional support are given simpler and more guided tasks. This approach helps address the diverse range of abilities within the classroom and ensures that all students can engage with the learning process in ways that suit their individual capabilities.

To avoid student boredom and increase engagement, the teacher employs a variety of assignment types. These include not only written tasks but also project-based assignments, presentations, and group discussions. By allowing students to choose the type of task, they become more enthusiastic and motivated to complete their work. This also gives them the opportunity to express their creativity and select formats that align with their individual learning styles.

Before assigning tasks, the teacher clearly explains the objectives, steps for completion, and assessment criteria. This clarity helps prevent confusion and enables students to approach the assignment in a structured way. Each step is detailed thoroughly, ensuring that students understand what is expected and can work more efficiently.

This strategy allows students to choose the task format they are most comfortable with. Some students prefer writing, while others are more inclined toward presentations or visual formats. Providing this freedom helps students concentrate on understanding the material rather than being constrained by a format that does not suit them.

The teacher also provides detailed and constructive feedback, focusing more on conceptual understanding than solely on the result. This helps students correct misconceptions, deepen their understanding, and motivates them to perform better in future tasks. Additionally, such feedback enhances critical thinking and self-reflection skills.

To support task completion, the teacher provides a variety of relevant learning resources, including reference books, videos, and educational websites. These resources allow students to seek in-depth information and support their understanding of the material. Access to such materials also encourages independent learning and research.

Overall, the strategies implemented by the teacher at SDN 5 Teluk Nangka have proven effective in addressing the challenges of implementing the assignment method. By considering students' individual abilities, offering varied types of tasks, providing clear instructions and adequate learning resources, students are better able to complete their assignments and remain motivated. Furthermore, the provision of constructive feedback supports deeper understanding of the subject matter.

Conclusion

Based on the results of the thesis research entitled "Strategy for Implementing the Assignment Method in Improving Learning Outcomes of Grade 5 Islamic Religious Education at SDN 5 Teluk Nangka" and referring to the researcher's questions, the following conclusions can be drawn:

1. Implementation of the Assignment Method in Islamic Religious Education (IRE) Learning in Grade 5 at SDN 5 Teluk Nangka

The implementation of the assignment method in Islamic Religious Education (IRE) learning at SDN 5 Teluk Nangka represents a potentially significant approach to enhancing students' understanding of religious concepts, developing the ability to apply Islamic values, fostering independent learning, and encouraging active student participation. Its success is highly dependent on well-planned and relevant tasks, clear instruction delivery, effective guidance throughout

the process, fair and constructive assessment, and motivational feedback.

Although challenges such as teacher workload, student diversity, limited learning resources, and low student motivation must be addressed with appropriate strategies, the assignment method offers opportunities to create more meaningful, contextual, and holistically oriented IRE learning experiences. With strong commitment and collaboration among all stakeholders, effective implementation of the assignment method can serve as a key pillar in achieving the educational goals of IRE at SDN 5 Teluk Nangka.

2. Challenges in Implementing the Assignment Method to Improve Islamic Religious Education Learning Outcomes in Grade 5 at SDN 5 Teluk Nangka

The implementation of the assignment method to improve Islamic Religious Education (IRE) learning outcomes in Grade 5 at SDN 5 Teluk Nangka faces a range of interrelated challenges. Increased teacher workload in designing, assessing, and providing feedback on assignments presents significant operational constraints. The heterogeneity of students' abilities and learning styles requires complex task differentiation. Limited access to learning resources at home, along with varying levels of student motivation and learning discipline, also affect the effectiveness of the assignment method.

Moreover, issues such as assessment objectivity, varying degrees of parental involvement, limited instructional time for IRE, and the potential for academic dishonesty are critical considerations. Addressing these challenges demands a deep understanding of the learning context and careful implementation strategies to ensure that the assignment method can meaningfully contribute to improving students' IRE learning outcomes.

3. Strategies for Addressing Challenges in Implementing the Assignment Method in Grade 5 at SDN 5 Teluk Nangka

To overcome the various challenges in implementing the assignment method in Grade 5 at SDN 5 Teluk Nangka, a comprehensive and adaptive set of strategies is required. These strategies include differentiated task planning with flexible options, managing teacher workload through collaboration and the use of technology, enhancing student motivation and learning discipline by ensuring task relevance and providing positive feedback, strengthening parental involvement through effective communication, implementing objective and formative assessment using clear rubrics, optimizing the use of available learning resources, and promoting continuous professional development for teachers.

This combination of strategies, when applied consistently and collaboratively, is expected to minimize barriers and maximize the potential of the assignment method in improving students' Islamic Religious Education learning outcomes.

Acknowledgements

An acknowledgement section may be presented after the conclusion, if desired.

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