

Implementation of Lecture Method in Improving Understanding of Students in Class VIII C of MTsN Kediri 02 in SKI Subject

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Abstract

This study aims to improve the understanding of students in Class VIII C of MTsN Kediri II in the Islamic Cultural History (SKI) subject through the implementation of the lecture method. This study used a Classroom Action Research (CAR) approach conducted in five cycles, including planning, action implementation, observation, and reflection. The research subjects were students of Class VIII C MTsN Kediri II, and data were collected through observation, tests, and documentation. The results showed that the lecture method gradually increased students' understanding, enthusiasm, and readiness to learn. Students became more active in participating in lessons, more focused, and able to complete tasks and evaluations effectively. Therefore, it can be concluded that a structured application of the lecture method is effective in improving students' understanding in the SKI subject.

Keywords: *lecture method, student understanding, classroom action research, Islamic Cultural History*

INTRODUCTION

In the world of teaching and learning, abbreviated as PBM, we know that methods are far more important than materials. Methods are so important in the process of education and teaching that a teaching and learning process can be said to be unsuccessful if it does not use methods. This is because methods occupy the second most important position after the objectives in a series of learning components, which include: objectives, methods, materials, and evaluation.

In line with this, a teacher needs to know what methods to use in each teaching and learning activity. If a teacher chooses the right method to use for teaching, then the teaching and learning objectives will be achieved as expected. A teacher is also required to be able to master matters related to solutions or ways to create effective and conducive conditions during the teaching process, whether related to methods, emotional approaches to students, development of learning materials, and so on.

As we know, teaching methods are the target of interaction between teachers and students in teaching and learning activities. Thus, what needs to be considered is the appropriateness of the teaching method chosen with the objectives, type and nature of the subject matter, as well as the teacher's ability to understand and implement the method. Teachers should be careful in choosing and using methods.

In fact, none of these teaching methods are good teaching methods. This is because it depends on the condition of the students themselves. Therefore, teachers must be able to optimize student activity when a method is applied. By applying a method which, according to (Muhibin Syah M. Ed, 2001), both lecture and question and answer methods in the teaching and learning process are

expected to improve the quality of learning.

RESEARCH METHOD

This research was conducted at MTsN Kediri II Kediri using the Jigsaw Learning method. However, the researcher found that this method was not suitable for the classroom conditions and could not be implemented effectively. Instead of being actively involved, many students tended to be noisy when this method was applied. Therefore, the researcher decided to focus on the lecture method. Although the lecture method is very familiar to students, the researcher combined it with other methods, such as humor and light jokes, to prevent students from feeling bored during the lesson.

Basically, Class VIII C had already implemented the Competency-Based Curriculum (KBK). However, the supervising teacher gave the researcher freedom to use any method that was appropriate to the KBK system. Even so, the researcher was advised to choose a method that matched the limited time allocation for the subject, especially Islamic Cultural History (SKI), which only has one lesson period or 45 minutes per week.

At the first meeting, the researcher conducted observations by examining students' conditions during the Islamic Cultural History lesson, which at that time used the Jigsaw Learning method. Based on these observations, not all students were actively involved in the teaching and learning process, and some students were noisy on their own. Student participation was seen more at the individual level rather than within groups.

From the second meeting, the researcher gained a clearer understanding that the most appropriate method to increase students' learning motivation in Islamic

Cultural History was the lecture method. Although this method was already familiar to students, the researcher did not rely solely on lectures. The lecture was combined with other approaches, such as Sufi humor, by presenting verses from the Qur'an and Hadith related to exemplary historical figures as examples. This approach was intended to reduce students' boredom. Through the lecture method, students were also asked to summarize the lesson that had been delivered, particularly by making brief summaries of the biographies of the historical figures studied.

RESULTS & DISCUSSION

A. RESULTS

Cycle I

In the first cycle, researcher prepared the learning method and designs the lesson plan to be used in action procces. The learning activity was conducted in the first meeting, which took place on Saturday, February 21, 2006. The lesson began with a greeting and introduction between the teacher and students, followed by motivation and apperception activities to build students' readiness for learning.

In the main activity, the researcher delivered material about the importance of studying history, especially islamic history. The discussion focused on the progress of the Abbasid Dynasty, with particular emphasis on the biography of Harun al-Rashid. During the learning process, students were given opportunities to ask questions, answer questions, and write conclusions from the material presented. At the final stage of the lesson, the researcher summarized the material, gave a post-test to the students, motivated them to study the next topic, and assigned an individual task in the form of making a brief summary of the biography of Harun al-Rashid before closing the lesson.

Based on observations during the learning process, it was found that the classroom condition was not fully conducive. Some students showed enthusiasm in participating in the lesson and listening to the teacher's explanation, while others still showed a lack of focus, such as chatting, playing, and daydreaming during the lesson.

The reflection results from the first cycle showed that the application of the lecture method had a positive impact on some students. This was indicated by increased student enthusiasm during the lesson and post-test results showing that many students were able to answer the questions well. However, this method also had weaknesses, as some students paid little attention and tended to be noisy. This condition was caused by the limited number of textbooks owned by students and the implementation of the lesson during the last period of the day, which affected students' learning concentration.

Based on the reflection results, improvements were needed in the next cycle. The teacher needed to increase students' learning motivation, not only relying on the lecture method but also combining it with other, more varied learning methods. In addition, the teacher needed to give assignments as a form of reinforcement to students who paid less attention, as an effort to improve discipline and student involvement in the learning process.

Cycle II

In the second cycle, the researcher again prepared a lesson plan as a follow-up to the reflection results from the first cycle. The learning activity was carried out in the second meeting, which took place on February 28, 2006. The lesson began with a greeting, followed by asking the students to recite *basmalah* before the lesson started. After that, the researcher provided motivation and apperception to build students' readiness and learning enthusiasm.

In the main activity, the researcher delivered material on the caliphate of Harun al-Rashid, starting from his biography to his contributions and efforts during his leadership. During the learning process, the researcher asked oral questions to increase student participation and also gave students opportunities to ask questions related to the material. These activities were intended to encourage active student involvement in the learning process.

At the final stage of the lesson, the researcher summarized the material that had been studied and then asked students to submit the notes they had written during the lesson. Next, the researcher gave a pre-test to the students and assigned an individual task in the form of writing a biography of Caliph Harun al-Rashid before closing the lesson.

The observation results in the second cycle showed a significant improvement compared to the first cycle. The classroom condition was more conducive, and most students showed enthusiasm in participating in the lesson. In addition, students appeared more prepared for learning, as indicated by their readiness with notebooks and writing tools to record the material presented by the researcher.

Based on the reflection results in the second cycle, it can be concluded that the actions taken had nearly achieved optimal results. The increase in students' enthusiasm and readiness to participate in learning indicated that the improved learning strategies had produced positive outcomes. Therefore, no further action plan was needed for the next cycle.

Siklus III

In the third cycle, the researcher again prepared a lesson plan as a continuation of the actions implemented in the previous cycle. The learning

activity was conducted in the third meeting. The lesson began with a greeting, followed by students reciting *basmalah* before the lesson started. After that, the researcher provided motivation and apperception to build students' learning readiness. At this initial stage, the researcher also gave a pre-test to identify students' prior understanding of the material to be studied.

In the main activity, the researcher delivered a brief explanation of the material in Chapter I, which discussed the caliphate of Harun al-Rashid. During the learning process, the researcher asked oral questions to measure students' understanding and to increase their participation. In addition, students were given opportunities to ask questions related to the material in order to deepen their understanding.

At the final stage of the lesson, the researcher summarized the material that had been learned and then asked students to submit the notes they had written during the learning process. Next, the researcher again administered a pre-test and assigned students to complete the Student Worksheet (LKS) for Competencies I to III before closing the lesson.

The observation results in the third cycle showed that classroom conditions continued to improve positively. Most students appeared enthusiastic in participating in the lesson and showed better readiness by bringing notebooks and writing tools to record the material presented. This readiness emerged because the material was considered more difficult by the students, which encouraged them to be more focused during the learning process.

Based on the reflection results in the third cycle, it can be concluded that the learning actions implemented had achieved optimal results. The increase in students' enthusiasm, readiness, and involvement indicated that the learning

objectives had been successfully achieved. Therefore, no further action plan was needed for the next cycle.

Siklus IV

In the main activity, the teacher gave a brief explanation of the biography of Caliph Abdullah Al-Ma'mun, including his efforts and contributions to the Abbasid Dynasty, as well as the progress achieved during his leadership. After delivering the material, the teacher assigned students to summarize the content of the first chapter related to the caliphate of Abdullah Al-Ma'mun. In addition, students were given opportunities to ask questions to clarify their understanding of the material.

At the final stage of the lesson, the teacher summarized the material that had been learned and then conducted a post-test or evaluation to measure students' understanding. The lesson was closed with a prayer and a greeting.

Based on observations during the learning process, the classroom condition showed positive changes. Most students appeared enthusiastic in participating in the lesson and showed learning readiness by bringing notebooks and writing tools to record the material explained. This indicated that although the material was considered quite difficult by the students, they still tried to remain focused and active during the lesson.

The reflection results from the fourth cycle showed that the learning actions carried out had achieved optimal results. Students' enthusiasm and readiness in participating in the lesson indicated that the objectives of the action had been achieved; therefore, no further action plan was needed for the next cycle.

Cycle V

In the fifth cycle, the researcher prepared test questions to be used in the block examination as the final evaluation of the series of learning actions that had

been implemented. The learning activity was conducted in fifth meeting. The lesson began with a greeting and the recitation of *basmalah* before the activity started. Before the daily test was conducted, the teacher asked students to submit all assigned tasks along with the completed textbooks and student worksheets (LKS)

The main activity, a daily test was administered with working time of 30 minutes. This test aimed to measure students level of understanding of material that had been studied during the learning process.

At the final test was completed, the researcher asked students to submit their test results. The researcher then explained the correct answer and assigned students to study the material in the next chapter before closing the learning activity.

The observation results in the fifth cycle showed that classroom conditions continued to improve positively. Most students appeared enthusiastic in participating in the learning and evaluation activities. In addition, students were well prepared with notebooks and writing tools to support the learning process, even though the material was considered quite difficult by the students.

Based on the reflection results in the fifth cycle, it can be concluded that the learning actions implemented had achieved optimal results. Therefore, no further action plan was needed for the next cycle.

B. Discussion

The classroom action research conducted in class VII C MTsN Kediri II used lectures as the main method in the learning process. This research that aimed to describe various aspects of learning that could be used as benchmarks in assessing the success of the lecture method. During the research, the researcher encountered several obstacles, but these were not significant. The main obstacle

was related to how to apply the lecture method in order to improve students thinking skills and motivation to learn.

This classroom action research was conducted from February 21, 2006, to March 25, 2006, every Saturday for five meetings. In the first meeting, the researcher applied the jigsaw learning method for one hour of class. However, this method did not produce satisfactory results, and the classroom conditions were not conducive, so in the next class, the researcher switched to using the lecture method. The learning outcomes in the first meeting showed that the learning process was not yet optimal.

From the second to the fifth meeting, there were significant changes. These changes were marked by an increase in student motivation to learn and an increase in student understanding of Islamic Religious Education material, particularly the subject of Islamic Cultural History (SKI). In applying the lecture method, teachers not only acted as conveyors of material, but also guided students to actively ask and answer questions. This was done by combining the lecture method with question and answer and assignment methods.

The results of the study show that the application of the lecture method is quite effective and efficient in attracting students' attention and improving their ability to understand Islamic Education material. This effectiveness can be seen from the results of the pre-test, post-test, and daily tests that have been carried out. In practice, the lecture method applied was able to improve student learning achievement, especially in SKI subjects.

The use of the lecture method in class VIII C MTsN Kediri II Kediri is expected to contribute significantly to improving students' learning achievement and thinking skills in Islamic Religious Education, especially SKI. However, the effectiveness of the lecture method greatly depends on the teacher's ability and

expertise in managing teaching and learning activities in the classroom. If the teacher is able to manage the learning process appropriately and variably, then the use of the lecture method can run smoothly.

CONCLUSION

From the data presented above, it can be seen that the effectiveness of applying the lecture method for students in class VIII C MTsN KEDIRI II KEDIRI can increase their understanding of Islamic religious education material, especially regarding the subject of Islamic Cultural History. In addition, it can also be seen that the application of the lecture method can bring maximum results, as evidenced by the increase in student achievement in Islamic religious education subjects in general.

Furthermore, it can be concluded that in order to improve students' understanding of the materials in Islamic Religious Education lessons, a creative and interesting lecture method for students needs to be developed. The application of the lecture method can be used to improve understanding in studying Islamic Religious Education, specifically Islamic Cultural History, especially on the subject of the progress of the Abbasid Dynasty.

AI Declaration

The authors declare that Artificial Intelligence (AI) tools were used only as assistive instruments during the preparation of this manuscript. Specifically, [name of AI tool, e.g., ChatGPT, Grammarly, Quillbot] was used to support language clarity, grammar, and formatting. The AI tool did not generate, fabricate, or manipulate research data, analysis, interpretations, or references. All AI-generated outputs were carefully reviewed, verified, and edited by the authors, who take full responsibility for the content of the manuscript. This use of AI complies with the Publication Ethics and Malpractice Statement of the *Journal of Pragmatics*

Research.

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