

## RECITATION LEARNING METHOD (RLM): AS ONE OF THE MODERN LEARNING METHODS

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### Abstract

The COVID pandemic that has hit all countries in the world has made the 2013 curriculum a modern learning approach that is appropriate to current conditions. Modern learning places students as learning subjects, and teachers act as facilitators. The research method used in this research is descriptive-qualitative. Aims to determine the implementation of the recitation method in the learning process. Based on the results of the research that has been carried out, it can be seen that the recitation method can be a solution to support learning objectives. The recitation method can stimulate student abilities such as independence, responsibility, and discipline. Therefore, the recitation method is an appropriate learning method that can be carried out by subject teachers in an effort to increase students' learning motivation and train students' independence and responsibility.

**Keywords:** Recitation Method, Learning Method, Learning, Modern, Education

### INTRODUCTION

Learning in the 2013 curriculum no longer focuses on teachers but is student-centered. With the COVID pandemic that has hit all countries in the world, the 2013 curriculum has become a modern learning approach that is appropriate to current conditions. Modern learning places students as learning subjects, and teachers act as facilitators.

The selection and use of learning methods that are appropriate to the curriculum are basic skills that teachers must have. The selection and use of learning media will influence student learning outcomes. For this reason, learning strategies are needed that are expected to provide good learning outcomes for students, one of which is using the recitation method. The recitation method is a learning method that requires students to summarize important parts of the learning material provided by the teacher.<sup>1</sup> The recitation method has the advantage that it can be used to foster students' self-confidence, which is formed by students' habits of seeking information,

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<sup>1</sup> Nurhayati, pplication of Recitation Methods to Improve Learning Outcomes, *Journal of Education*. 2016

managing information, and encouraging students to be responsible, creative, and develop thinking patterns.<sup>2</sup>

Seeing the condition of student learning, which takes place passively and even students cannot draw conclusions from the material provided, this shows that class. Students still have difficulty expressing and developing ideas because they are not used to practicing writing and expressing ideas, so they are unable to conclude the learning material provided.<sup>3</sup>

Based on previous research, this research unravels the common threads in the teaching and learning process in schools. The low quality of student learning outcomes is caused by two factors, namely internal and external factors. Internal factors themselves are factors that influence students' learning processes and their internalized results, including attitudes towards learning, interest and motivation to learn, and concentration on learning. Meanwhile, external factors include things such as teachers as learning coaches, learning facilities, assessment policies, students' social environment at school and at home, and the school curriculum.

This research focuses on examining the use of the recitation method in learning. This research is important to carry out because, by revealing the success of the recitation method, it can be used as a consideration to determine the recitation method as a solution that can be used by teachers in the teaching and learning process. It is hoped that the results of this research can provide scientific input regarding the recitation method, which can be used as a learning method.

## Literature Review

### 1. Learning Method

Sutikno stated that learning methods are ways of presenting lesson material carried out by educators. So that a learning process occurs in students in an effort to achieve goals. In line with this opinion, Gagne also believes that a learning method is a series of activities designed to enable the learning process for students.<sup>4</sup> Another opinion, according to J.R. in *Teaching Strategies for College Class Rooms (1976)*, states that a method is a way of achieving something. This means that the method is used to realize the strategy that has been set.<sup>5</sup> Based on several statements from experts, it can be understood that learning methods are methods or a series of activities designed to realize planned strategies.

### 2. Recitation Method

Sudjana stated that the recitation or assignment method has a broader meaning and allows children to actively learn both individually and in groups.<sup>6</sup> In line with this opinion, Hamdayama (2014: 183) states that the recitation (assignment) method is a method of

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<sup>2</sup> Uno & Mohamad, *Belajar dengan Pendekatan PAILKEM: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Menarik*. Jakarta: PT Bumi Aksara, 2012.

<sup>3</sup> Franscy & Siahaan, The Effectiveness of Recitation Method Based on ICT (Moodle) in Learning Argumentation Writing Skills, 2021, *Jurnal Studi Guru dan Pembelajaran*, 1-13.

<sup>4</sup> Wiguna, Pengaruh Metode Pemberian Tugas (Resitasi) Terhadap Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran PKN Kelas IV SDN Mojoroto Kota Kediri, 2017, *Jurnal Kependidikan Dasar Islam Berbasis Sains*, 46-64.

<sup>5</sup> Majid, *Strategi Pembelajaran*. Bandung: Remaja Rosdakarya, 2017.

<sup>6</sup> Aditya, Penerapan Metode Pembelajaran Resitasi Terhadap Hasil Belajar Matematika Siswa. *Jurnal Sap. Vol. 1, No. 2*, 2016.

presenting material where the teacher gives certain tasks so that students carry out learning activities. Furthermore, Abdul Majid explains that recitation (as a psychological term) is referred to as a learning method that combines memorization, reading, repetition, testing, and self-examination.<sup>7</sup>

From several definitions, according to the experts above, it can be concluded that the recitation method is a certain assignment method so that students carry out learning activities. These activities can be carried out in the classroom, in the school yard, in the laboratory, in the library, at home, or anywhere with the target assignment. The steps for implementing the recitation method, according to Nana Sudjana, are described in three phases, as follows:<sup>8</sup>

a. Assignment phase

Assignments given to students should consider the goals to be achieved, the type of assignment that suits the student's abilities, instructions that can help, and sufficient time. The assignment technique aims to ensure that students have more stable learning outcomes because students carry out exercises while carrying out assignments. There are many tasks that students have to do, and it is hoped that this will make students aware of the need to always take advantage of things that support their learning. Apart from teachers, students or learners also play an important role in the learning interaction process so that it runs smoothly and is in accordance with educational goals. In the learning process at school, students often encounter mischief or violations, for example, playing truant, being late, making a fuss about not doing their assignments, and so on. These things are a reflection of the lack of student discipline. To overcome this, the school makes rules and regulations and includes sanctions for violators with various considerations that do not burden students and, for the good of students, can be disciplined in teaching and learning activities.

b. Task execution phase

Teachers provide guidance to students by providing encouragement or motivation so that students are able to complete assignments to the best of their ability. The teacher records all the results systematically.

c. Task accountability phase

The things that are done in this phase are student reports, either verbally or in writing, of what has been done, holding questions and answers or class discussions, assessing the results of student work using tests or non-tests, or in other ways.

## RESEARCH METHODS

This research is a type of qualitative research with a descriptive approach. Qualitative research aims to find the meaning of a phenomenon that comes from the views of participants.<sup>9</sup> Qualitative research does not prioritize numbers or statistics but tries to find the meaning behind actions so that we can understand a problem or situation.<sup>10</sup> In this study, researchers conducted an interview with a PKN subject teacher at a junior high school (SMP). The interview guide

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<sup>7</sup> Majid, Strategi ..., 2017.

<sup>8</sup> Djamarah & Zain, *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta, 2010

<sup>9</sup> Creswell, Creswell, & David, *Research Design Qualitative, Quantitative and Mix Methode Approaches*, Fifth Editon. California: SAGE Publications, 2018.

<sup>10</sup> Hardani, Ustiauwaty, Andriani, & Istiqomah, *Buku Metode Penelitian Kualitatif & Kuantitatif*. Pustaka Ilmu Group, 2020.

used is based on the theory of the recitation method, which is carried out through three phases, namely the assignment phase, the assignment implementation phase, and the assignment accountability phase.

The data collection methods used in this research are observation and interviews. Observation is used as a strategy for observing behavior that is directly involved in their activities.<sup>11</sup> In this research, observation was used during the learning process.

Qualitative data analysis techniques are the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials so that it is easier to understand and the findings can be communicated to others.<sup>12</sup> In this research, data analysis techniques were obtained from observations and interviews. Methods or techniques for processing qualitative data can be carried out in three stages, namely: data reduction, data display, and conclusion/verification.<sup>13</sup> Based on the understanding above, this research uses data analysis techniques using the Miles and Huberman models.

## DISCUSSION

Based on research conducted by researchers, data has been obtained regarding the application of the recitation method in PKN learning. This data is in the form of primary data obtained through interviews and observations, which aim to determine the implementation of the recitation method in learning and students' daily activities in participating in PKN learning in class. The discussion of research results can be divided into three stages of implementing the recitation method. The results of the interview can be described as follows:

Table 1. Interview result

RPP is available	The school provides a special week to prepare lesson plans for 1 year, at least 1 semester, which is used by each teacher.
Goals to be achieved through the recitation method	The aim of each material provided is to develop independence and train students' responsibility in doing assignments, so students can manage their time when doing assignments.
giving assignments according to students' abilities.	The method used to understand students' abilities is to make observations before giving assignments.
How to organize time for students to do assignments	Students are given the freedom to work on project assignments outside of class

<sup>11</sup> Creswell, Creswell, & David, *Research Design ...*, 2018,

<sup>12</sup> Sugiyono, *Penelitian kuantitatif, kualitatif dan R&D*, Bandung: Alfabeta, 2014.

<sup>13</sup> Sugiyono, *Penelitian ...*, 2018.

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	so that they can plan so that the assignment can be completed on time.
The teacher's way of providing supervision to students when doing assignments	Through electronic media and social media
The condition of students when doing assignments	There are some students who look happy when doing their assignments, but there are also students who complain about the assignments given.
How to deal with students who feel unable to complete assignments	For every assignment given, there must be some discussion with students so that there is mutual agreement between the teacher and students.
<i>Feedback on completed tasks</i>	After students submit assignments, they will be graded immediately.
Evaluation	Evaluations are held to find out the methods or media that have been used so that they can be adapted to the students' conditions and the conditions of the material.

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Based on the results of the research that has been carried out on the use of the recitation method in PKN learning, it can be seen that teachers who teach PKN subjects have carried out the recitation method in accordance with the phases of the recitation method. The phases that have been carried out by teachers who teach PKN subjects include three phases, namely the assignment phase, the assignment implementation phase, and the assignment responsibility phase.

The first phase is giving assignments. Based on the results of the research that has been carried out, in the assignment phase, it can be found that RPPs are available. The RPP is prepared by considering the goals to be achieved, the type of assignment that suits the student's abilities, providing instructions that can help, and providing sufficient time. The efforts that have been made in preparing the RPP are proven by the time it takes to prepare the RPP so that teachers can examine the learning objectives and students' abilities. The learning objective is to develop independence and train students' responsibility in doing assignments, and students can

practice time management in doing assignments. This finding is in line with Prastowo's (2015) opinion that the RPP functions as a guide in learning so that learning can run effectively.<sup>14</sup>

The second phase is task implementation. In the task implementation phase, the teacher provides guidance or supervision to students via available social media by asking whether there are any difficulties in carrying out the assignment. If there are students who have difficulty working, the teacher provides encouragement so that students have the desire to continue working. Problems or difficulties faced by students can have a positive impact on them, namely stimulating students' creativity and self-confidence to be able to complete the tasks given. This finding is in line with research results (Noordiyana, 2016) showing that learning that provides problem solving can stimulate students' critical thinking patterns.

The third phase is taking responsibility for tasks. In this phase, the teacher has a strategy to stimulate students' motivation to complete the assignments given, which means that after the assignments are collected, they are immediately discussed. So if there are students who do not do their work, it will be immediately detected so that the student will not get a grade. This finding is in line with the opinion of Ariyanti, Maulana, and Damayanti (2021) that the recitation method can increase motivation to participate in learning and complete assignments.

## CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the recitation method can be used as a solution to support learning objectives. The recitation method is carried out in three phases, namely the assignment phase, the assignment implementation phase, and the assignment accountability phase. The recitation method can provide several student abilities, such as independence, training responsibility, and training student discipline. Therefore, the recitation method is an appropriate learning method that can be carried out by subject teachers in an effort to increase students' learning motivation and train students' independence and responsibility.

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<sup>14</sup> Putri, Rizkiana, & Putra, Analisis Permasalahan Pembuatan Rencana Pelaksanaan Pembelajaran (RPP) Tematik Kelas IV di SDS YKPP Lirik. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 32, 2021.

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