

# Implementation of Task-Based Learning to Improve Learning Outcomes of Islamic Religious Education at State Senior High School

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## ABSTRACT

This study deals with the application of task-based learning methods to improve Islamic Religious Education learning outcomes on Asmaul Husna material in class X State Senior High School 1 Banawa Selatan Donggala Regency with the problem of how to apply task-based learning methods in improving learning outcomes of Islamic Religious Education in participants class X students at State Senior High School 1 Banawa Selatan, Donggala Regency. The study aimed to determine whether the application of task-based learning methods could improve learning outcomes of Islamic Religious Education in class X students at State Senior High School 1 Banawa Selatan, Donggala Regency. The type of research is classroom action research with a qualitative and quantitative approach. The results showed that the learning outcomes obtained by the students of Class X State Senior High School 1 Banawa Selatan improved well, mastery of the Asmaul Husna material, pronunciation, meaning, and meaning and memorized Asmaul Husna. As for the target of the research, which must achieve the Minimum Completeness Criteria of 70, as much as 80% has been successful, even though all students have completed cycle two or the definitive treatment. The study concludes that task-based learning can improve student learning outcomes in Islamic Religious Education subjects, especially the Asmaul Husna material in class X Science, State Senior High School 1 Banawa Selatan.

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## ARTICLE INFORMATION

### Keywords:

Task-based learning,  
Learning outcomes,  
Islamic education,  
Senior high school

## 1. Pendahuluan

The ongoing learning process is the main activity in implementing formal education in academic units. To get effective and efficient learning to improve the learning outcomes of students, one of the methods considered relevant to improve student learning outcomes is the task-based learning method (Harden, Crosby, Davis, Howie, & Struthers, 2000). The face-to-face learning process using task-based learning methods is considered to stimulate students' active role in building learning experiences so that student learning outcomes are of high quality.

The advantages of this assignment method include being able to help and motivate students to be more active in learning, fostering student independence, generating enthusiasm for learning, fostering student responsibility and discipline, and creating healthy competition among students, and learning outcomes last longer (Rahmawati, Nurdin, & Pettalongi, 2022).

The task-based learning method is one of the teaching methods often applied in a learning process known as the assignment method (Zulkarnaim, Sidik, & Nurdin, 2022). In the Big Indonesian Dictionary, the assignment method is a teaching method with an emphasis on giving assignments by the teacher as an educator to students who have

to carry out the tasks that have been assigned to him.<sup>1</sup>

The method and strategy of giving this assignment will also improve student learning achievement optimally because this method can also advance the quality of student learning. In addition, this method can be applied to train thinking skills. This thinking ability includes thinking from the simplest to the most complex phase, namely the ability to remember to problem-solving skills. For example, assignments related to creativity development are activities to train students' fine motor skills by drawing. Drawing activities assigned to students are free drawing so that the creativity and skills possessed by students can develop.

There are several advantages of the assignment method, including stimulating students to be more active in learning and fostering student independence (Nurdin, Nurliana, & Mashuri, 2022). In addition, it can develop students' passion for learning, foster student responsibility and discipline, and give birth to healthy competition between students and learning outcomes that can last longer.<sup>2</sup>

One of the variables of this research is an increase in students' learning outcomes. Therefore, in the theoretical study, it is also discussed about the results as it is known that learning outcomes are changes that students obtain after experiencing learning

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<sup>1</sup>Metode Pemberian Tugas, 2016, Pada KBBI Daring, diunduh 18 Sep 2021, dari <https://kbbi.kemdikbud.go.id/entri/metode%20pemberian%20tugas>.

<sup>2</sup>Muhammad Mh, Penerapan Metode Pemberian Tugas Untuk Meningkatkan

an Hasil Belajar IPA Siswa Kelas Iv Sd Negeri 004 Tembilahan Kecamatan Tembilahan Kabupaten Indragiri Hilir, (Jurnal Primary Program Studi Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau, Vol.6 No.1, 2017) : 243.

activities. The changes obtained can be viewed from the things that students learn. Most of the success of the teaching and learning process can be measured through a learning test instrument given at the end of the lesson or the end of the semester. The learning outcomes that students can produce depend on the learning process (Shaikh, Daudpotta, & Imran, 2021; Sridharan, Saravanan, Srinivasan, & Murugan, 2021).

Learning outcomes are the result of an interaction between acts of learning and acts of teaching (Hussey & Smith, 2003). From the teacher's point of view, teaching activities end with the process of evaluating learning outcomes. Meanwhile, in terms of students, learning outcomes are the end of teaching from the peak of the learning process. The essence of learning outcomes is a change in individual behavior, which includes cognitive, affective, and psychomotor aspects (Heimlich & Ardoin, 2008; Keddie, 2023). The achievement of student learning outcomes is also the impact of two main factors: student internal and external factors or environmental factors. Factors come from the students themselves, especially their abilities, while the factors of the students' abilities have a huge influence on the learning outcomes achieved.<sup>3</sup>

In line with Sudjana, Hamalik said that learning outcomes are the formation of behavioral changes in a person that can be observed and measured in terms of knowledge, attitudes, and skills. The

form of change is defined by an increase and development that is better than before, and those who do not understand become understand.<sup>4</sup> Learning outcomes cover three domains, namely the cognitive, affective, and psychomotor domains.<sup>5</sup> As evidence that someone has learned, there is a change in behavior in that person, for example, from not understanding to understanding, from not understanding to understanding. Behavior has a subjective element and a motor element. The subjective element is a physical element. Signs that the child or student is thinking can also be seen in his face, attitude, and behavior.

Learning outcomes will appear in any changes in some aspects of human behavior (Heimlich & Ardoin, 2008). The aspects include; knowledge, understanding, habits, skills, appreciation, emotional, social relations, physical, ethical or character, and attitudes (Lamb, Annetta, Firestone, & Etopio, 2018).

The success of learning is not only determined by the improvement of the educators' skills but also by other factors that influence one another. As Oemar Hamalik suggests, several factors of students' learning difficulties; some factors come from oneself, factors come from the environment, factors come from the family environment, and factors come from the community environment (Adam & Tatnall, 2008).

Based on initial observations, the learning process was carried out at the

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<sup>3</sup>Nana Sujana, *Dasar-dasar Proses BelajarMengajar*, (Bandung,SinarBaruAlgensindo, 2013),39.

<sup>4</sup>OemarHamalik, *Proses BelajarMengajar*, (Jakarta: BumiAksara, 2007), 30.

<sup>5</sup>Mulyadi, *Evaluasi Pendidikan Pengembangan Model Evaluasi Pendidikan Agama Di Sekolah*, (UIN-Maliki Press, 2010), 3.

State Senior High School 1 Banawa Selatan, Donggala Regency, Central Sulawesi Province. It was found that many students did not pay attention to the learning material for Islamic Religious Education, especially the Asmaul Husna material at the school. Therefore, the researcher considers that there is something that must be addressed and improved in the face-to-face learning process. This can be seen in the activeness and concentration of students who are less focused during the learning process, lack of enthusiasm, indifference in dealing with lessons, and the tendency of not wanting to ask and answer questions posed by the teacher. This can also be observed from observations made to teachers of Islamic

Religious Education subjects and student learning outcomes based on daily tests on Islamic Religious Education subjects at State Senior High School 1 Banawa Selatan. From the student data obtained in class X Science, there are 27 students and 18 students who are Muslim, and students achieve completeness only reaching ten students. The average results of Islamic Religious Education tests reach 55%. This value is still below the standard figure for learning completeness of Islamic Religious Education subjects at the State Senior High School 1 Banawa Selatan. The number of students who can achieve a learning completeness score is only 55%, which should be considered in-depth, especially by Islamic Religious Education teachers in the school.

To improve Islamic Religious Education subjects, researchers conducted classroom action research (CAR) with task-based learning methods

that could improve Islamic Religious Education learning outcomes in class X students of State Senior High School 1 Banawa Selatan, Donggala Regency. The subject of this study is how to apply task-based learning methods in improving learning outcomes of Islamic Religious Education on Asmaul Husna material for class X students at State Senior High School 1 Banawa Selatan, Donggala Regency. This study aimed to determine the application of task-based learning methods in improving learning outcomes of Islamic Religious Education on Asmaul Husna material in class X State Senior High School 1 Banawa Selatan, Donggala Regency. As for the hypothesis that applying task-based learning methods can improve student learning outcomes in the subject of Islamic Religious Education in the Asmaul Husna class X material at State Senior High School 1 Banawa Selatan, Donggala Regency. In this study, the theory was taken from Dimiyati and Mudjiono because the researchers used the Minimum Completeness Criteria to find out/get learning outcomes that used task-based learning methods.

### **3. Methodology**

This research is a classroom action research with two cycles. In this study, the researcher gave action to the subject under study, namely the students of class X science, and the teacher acted as an observer.

This research employed a qualitative approach. Qualitative research is characterized by collecting descriptive data, including the informants' words, actions, and feelings,

who serve as the needed data sources (Nurdin & Pettalongi, 2022). The collected data is supported by textual and documentary data (files, audio, visual, audiovisual) that support the research. With this approach, the researcher aims to provide a detailed description of the phenomena occurring in the field, the nature of the phenomena, and all aspects related to the theme under investigation (Nurdin, Stockdale, & Scheepers, 2013).

This study is classified as a case study research. Case study research delves more intensively into the current situation to gather information (Nurdin, Scheepers, & Stockdale, 2022). In other words, the researcher must build good relationships with various individuals and entities to become sources of information within the environment, such as academic units, social groups, individuals, institutions, and communities. The researcher also immerse themselves in the surrounding environment to gather as much data as possible.

The research location is the State Senior High School 1 Banawa Selatan, Donggala District, South Banawa District, Watatu Village. The object of this research is the improvement of students' learning outcomes of Islamic Religious Education through applying the Task-Based Learning Method for class X science, State Senior High School 1 Banawa Selatan.

## **4. Result and Discussion**

### ***A. Description of Cycle Research Results***

This classroom action research was carried out by researchers in several

stages, namely pre-cycle, cycle one, and cycle two. The pre-cycle was conducted on November 22, 2021, cycle one on November 23, 2021, and cycle two on December 7, 2021.

#### **1. Pre-Cycle**

Before carrying out the cycle, the researchers conducted observations and interviews with Islamic Religious Education teachers. They held an initial meeting with the subject, class X Science, where the researchers also held a pre-test for students to determine their abilities in Islamic Religious Education learning, especially on Asmaul Husna material. The scores from the pre-test are as follows:

NO	STUDENTS' NAME	SCORE
1	Akmal	45
2	Ayu Ramadhani	65
3	Azwar	45
4	Dewi Sinta Nut	80
5	Elvia Triana	85
6	Ibrahim	80
7	Jenira	70
8	Moh. Faldin	75
9	Musdalifa	75
10	Nur Ida Yanti	80
11	Nurmiati	60
12	Radit	40
13	Rahma Anisa	65
14	Rendy	85
15	Rifka	70
16	Siti Rahma	80
17	Suci Rahmadina	85
18	Sumartian	60
TOTAL SCORE		1245

*Table 1 Pre-Test Pre-Cycle Score*

To get the average student, the researcher applies the formula  $M = \frac{\sum fx}{N}$ , where M is the average score, fx is the total score, and N is the number of students.

The average of class X science is  $M = \frac{\sum fx}{N} = \frac{1245}{18} = 69,16$

From the results of the pre-test in the pre-cycle, it can be understood that the ability in learning of students is still lacking, this can be seen from the following table:

SCORE	CATEGORY	PRE CYCLE	
		STUDENT	%
90 - 100	A (Very good)	0	0 %
80 - 89	B (Good)	8	44,44 %
70 - 79	C (Enough)	4	22,22 %
<70	D (Need guidance)	6	33,33 %
Total		18	100 %

Table 2 Categories of Pre-Cycle

#### Scores

From the scores above, the learning completeness on the Pre-Test with a Minimum Completeness Criteria of 70, only 12 students (66%) passed while 6 (34%) students did not.

#### 2. Cycle1

Following the results of the pre-cycle above, the first cycle class action was held in Islamic Religious Education learning material on the pronunciation and meaning of Asmaul Husna using task-based learning methods. Cycle 1 is held on Tuesday, November 23, 2021. The cycle is carried out in several stages, including:

##### a) Planning

- 1) Prepare the Asma'ul Husna material
- 2) Develop a Learning Implementation Plan
- 3) Make student assignments
- 4) Make a final test of the action.

- 5) Prepare the answer key for the final test.
  - 6) Designing teacher activity observation sheets and student activity observation guidelines.
- b) Action Implementation
- 1) The learning process begins with greetings from the teacher and guides students to read prayers collectively so that the learning process runs wisely. Then the researcher makes a presence.
  - 2) The researcher continued the learning objectives, explained the Asmaul Husna material, recited Asmaul Husna, the meaning of Asmaul Husna, and the moral message on Asmaul Husna, and then allowed students to ask questions.
  - 3) In the next step, the researcher gives assignments to students, where students are allowed to be able to do the assignments given both individually and in groups.
  - 4) The activity was continued by researchers supervising students in doing the tasks given so that students could be more focused, not playing, and see the progress of the tasks that had been given.
  - 5) After the learning process, students are given a test as a form of evaluation to measure the level of absorption of the material. The test result data are as follows:

Table 3 Post Test Score Cycle 1

No	Students' Name	Score
1	Akmal	60

2	Ayu Ramadhani	65
3	Azwar	65
4	Dewi Sinta Nut	80
5	Elvia Triana	80
6	Ibrahim	85
7	Jenira	70
8	Moh. Faldin	70
9	Musdalifa	70
10	Nur Ida Yanti	80
11	Nurmiati	75
12	Radit	60
13	Rahma Anisa	70
14	Rendy	85
15	Rifka	70
16	Siti Rahma	80
17	Suci Rahmadina	85
18	Sumartian	70
TOTAL SCORE		1320

The average of class X Science is  $M = \frac{\sum fx}{N} = \frac{1320}{18} = 73,33$

From the results of the post-test in cycle 1, it can be seen that students' learning abilities have increased. This can be seen in the following table:

SCORE	CATEGORY	CYCLE 1	
		STUDENT	%
90 – 100	A (Very Good)	0	0 %
80 – 89	B (Good)	7	38,88 %
70 – 79	C (Enough)	7	38,88 %
<70	D (Need Guidance)	4	22,22 %
Total		18	100 %

Table 4 Category Score Cycle 1

From the scores above, the learning completeness in cycle 1 with the Minimum Completeness Criteria of 70 was only 14 students (78%), while those who did not pass were 4 students (22%).

#### c) Observation

Observations of student activities in groups and teacher activities are carried out during learning activities. The results of observations of student activities carried out by research colleagues and observation sheets of teacher activities carried out by Islamic Religious Education teachers in class X science during the learning process are described in detail as follows:

##### 1) Results of Observation of Student Activities

Observations were carried out by an observer, a colleague, using the student observation sheet in the appendix. The number of observation items on student activities is 10, with the highest score for each observation item being 4, while the highest score is 400. The criteria for assessing student activity are the less valuable category 100, the reasonably good category with a score of 200, the excellent category with a score of 300, and the perfect category with a score of 400. The determination of the value for each criterion uses the formula for the number of scores divided by the total score times 100.

Based on the results of observations of student activities that have been carried out, one of them by an observer obtained a score of 250 with pretty good criteria. From these results, several aspects of

implementation have not gone well and need to be revised in cycle 2.

## 2) Results of Observation of Teacher (Researcher) Activities

The analysis of observations on teacher activities describes the teacher's skills in carrying out learning activities by applying the problem-based learning model. This observation is carried out by an observer from a peer using the teacher's observation sheet in the appendix.

The highest score for each observation item on teacher activity is 4, while the number of observation items is 10, so the highest score is 400. The criteria for assessing teacher activity are the category of less than 100, good enough category at 200, good category at 300 and very good category with a score of 400. The determination of the value for each criterion uses the formula for the number of scores divided by the total score multiplied by 100.

The observations of teacher activities in cycle 1 obtained a score of 300 with good criteria. However, there are still several stages in the teacher observation indicators categorized as quite good by the observer.

## d) Interview Results

The interview was held on Thursday, December 02, one day after the post-test. Researchers conducted interviews with three students after the researchers checked the post-test results given on Wednesday. Due to time constraints, the researcher only conducted interviews with three students because it was impossible to interview all subjects (all students of class X science).

When conducting interviews, the focus of the questions is related to the material, and learning methods applied. From the results of the interviews obtained various information from three students.

Based on the results of interviews, information was obtained that, in general, students still find it challenging to solve problems regarding Asmaul Husna. Considering that not all were taught well in junior high school, they wanted to develop and wanted to learn but still played too much and still lacked confidence in themselves. They were, moreover, constrained in good learning because of friends who were constantly invited to play.

As for the learning method used, the answers obtained from students are as follows: All students are happy with learning that uses task-based learning methods because the learning provides opportunities for students to work and develop individually and in groups in reciting and knowing the meaning of Asmaul. In addition, using task-based learning methods is considered good learning because students are more comfortable and can express themselves in learning Islamic Religious Education, especially Asmaul Husna. The three students were thrilled to learn, which began by reciting Asmaul Husna at every meeting because they could know Allah's beautiful names and their meaning and apply them to problems.

## e) Field Note Results

Based on field notes, researchers found several factors that reduced the effectiveness of the learning process: when learning started for 20 minutes, five students had just entered the class because the distance from the house to



the school was far. The road that was passed was damaged and steep. When learning is running, when giving material, students do not focus, play with friends beside them and make movements such as playing their writing instruments.

**f) Reflection**

Reflection is carried out after the entire series of stages in cycle 1 are carried out. At this stage, an analysis of the results obtained previously at the observation stage and a review of things that need to be revised during the learning process is conducted, as well as making conclusions. The results of data analysis obtained at this reflection stage are a reference for improvements in planning and implementing actions in cycle 2.

**3. Cycle 2**

Perencanaantindakan di siklus didasarkan pada hasil refleksi siklus 1. pada pembelajaran Pendidikan Agama Islam materi makna Asmaul Husna menggunakan metode pembelajaran berbantuan tugas. Siklus 2 ini dilaksanakan pada Selasa 07 Desember 2021, pada siklus ini juga sama pada siklus sebelumnya, adapun beberapa tahapan diantaranya: Action planning in cycle 2 is based on the results of cycle 1 reflection. In learning Islamic Religious Education, the material meaning of Asmaul Husna uses task-based learning methods. Cycle 2 is held on Tuesday, December 7, 2021. In this cycle, it is also the same as in the previous cycle as for several stages, including:

**a) Planning**

**1) Prepare the Asma'ul Husna material**

- 2) Formulating the Learning Implementation Plan
- 3) Make student assignments
- 4) Make a final test of the action.
- 5) Prepare the answer key for the final test.
- 6) Designing teacher activity observation sheets and student activity observation guidelines.

**b) Action Implementation**

- 1) The implementation of learning begins by saying greetings and instructing students to read prayers collectively, which aims to make the learning process run wisely. The researcher attends to students and performs an apperception of the material taught at the previous meeting.
- 2) Then the researcher explained the learning objectives, the Asmaul Husna material, recited Asmaul Husna, the meaning of Asmaul Husna, and the moral message of Asmaul Husna. Then the researcher invited students to ask questions.
- 3) Next, the researcher gives assignments to students, where students are allowed to be able to do the assignments given both individually and in groups.
- 4) The activity was continued by researchers supervising students in doing the tasks given so that students could be more focused, not playing, and see the progress of the tasks that had been given.
- 5) After the learning activities are over, the next test is given to evaluate whether the material has been absorbed. The following is a table of test results data acquisition:

NO	STUDENTS' NAME	SCORE
1	Akmal	80
2	Ayu Ramadhani	75
3	Azwar	70
4	Dewi Sinta Nut	80
5	Elvia Triana	85
6	Ibrahim	90
7	Jenira	80
8	Moh. Faldin	80
9	Musdalifa	80
10	Nur Ida Yanti	85
11	Nurmiati	75
12	Radit	75
13	Rahma Anisa	80
14	Rendy	90
15	Rifka	75
16	Siti Rahma	85
17	Suci Rahmadina	90
18	Sumartian	75
TOTAL SCORE		1450

Table 5 Post Test Score Cycle 2

The average of class X science is  $M = \frac{\sum fx}{N} = \frac{1450}{18} = 80,55$

From the results of the post-test in cycle 2, it can be seen that students' learning abilities have increased, this can be seen in the following table:

SCORE	CATEGORY	CYCLE 2	
		STUDENTS	%
90 - 100	A (Very Good)	3	16,16 %
80 - 89	B (Good)	9	50%
70 - 79	C (Enough)	6	33,33 %
<70	D (Need Guidance)		0%
Total		18	100 %

Table 6 Category Score Cycle 2

From the scores above, the completeness of learning in cycle 2 with

the Minimum Completeness Criteria of 70, 18 students (100%) meet the Minimum Mastery Criteria, indicating the increase in learning outcomes from the application of task-based learning methods is increasing and producing results.

#### a. Observation

In carrying out observations on the activities of students in groups and teacher activities carried out during the learning activities take place. The results of observations of student activities carried out by research colleagues, and observation sheets of teacher activities carried out by Islamic Religious Education teachers in class X science during the learning process can be stated as follows.

#### 1) Results of Observation of Student Activities

The number of observation points is 10, the highest score for each observation item on student activity is 4, then the highest score is 400. The criteria for assessing student activity are the poor category with a score of 100, the fairly good category with a score of 200, the good category with a score of 300, and the very good with a score of 400. The determination of the value for each criterion uses the formula for the number of scores divided by the total score multiplied by 100.

Based on the results of observations on student activities, a score of 330 was obtained with good criteria. From these results, it can be said that students have increased and become better than before.

#### 2) Results of Observation of Teacher Activities (researchers)

The analysis of observations on teacher activities describes the teacher's

skills in carrying out learning activities by applying the problem-based learning model.

The observations on teacher activities in the cycle obtained a score of 350 with good criteria. The teacher (researcher) changed and improved his ability to learn and was getting better at teaching, and was considered good by the observer.

**b. Interview result**

The interview was conducted on Thursday, December 16, 2012, the day after the post-test. Researchers conducted interviews with three students after the researchers checked the post-test results, which were distributed on Wednesday. Due to time constraints, the researcher only conducted interviews with three students because it was impossible to interview all subjects (all students of class X science). The focus of the questions when conducting interviews is related to the material and learning methods implemented. From the results of the interviews obtained various information from three students.

Based on the results of the interviews, information was obtained that students began to develop in this interview. Those who were initially unfocused, ignored learning and were indifferent about assignments slowly began to focus on learning, even though some still played around while learning was taking place. Also, in terms of Doing assignments, students are getting used to what they were initially forced to do before the researcher came. Now they like and are attractive because working on assignments can be done individually or in groups. As for using task-based learning methods to be fun and make

students have the will to do the assigned tasks without coercion and do it well.

**c. Field Note Results**

Based on field notes, the researchers found several things that hindered the learning process, namely, when the learning took place for around 25 minutes, there were still students who came late. Some students who were allowed to enter and leave class based on urinating and while working on Tasks, especially in groups, are boisterous because they like to work together, previously only meeting friends at one table.

**d. Reflection**

Reflection activities are carried out through a discussion process by researchers and observers to find out whether the success rate of implementing actions in cycle 2 is considered successful, concerning improving student learning outcomes with the minimum completeness criteria standard of 70 as much as 80%. Based on the results of the discussion, it is known that the activities of students during learning activities have increased, both in responding, increasing in terms of paying attention to learning and in remembering the material that has been given. Similarly, in student learning outcomes, namely in cycle 2 there was an increase in learning outcomes from cycle 1, in reciting, knowing the Asmaul Husna, and the meaning of Asmaul Husna. However, of 18 students, only 2 were able to memorize Asmaul Husna, on the ability of students to understand and complete the tasks given in cycle 2.

Based on the review, the value results have increased, but students have

not been able to memorize, understand and interpret Asmaul Husna thoroughly. Thus it can be concluded that the criteria for the success of the action have been implemented.

### ***B. Discussion of Research Results***

Based on the exposure to data from the research results described above, the discussion of this study includes: the application of task-based learning methods and improving student learning outcomes on the Asmaul Husna material.

#### **1. Application of task-based learning methods**

The processes in learning are:

- 1) The learning process in the schools studied begins with a greeting and instructing students to read prayers together so that the learning process takes place wisely. Then the researcher, who in this case also acts as a teacher, performs student attendance and performs apperception on material that has been taught at the previous meeting.
- 2) Next, the researcher stated the learning objectives, explained the material of Asmaul Husna, recited Asmaul Husna, the meaning of Asmaul Husna, and the moral message of Asmaul Husna, and then the researcher invited the students to ask questions.
- 3) In the next step, the researcher gives assignments to students, where students are allowed to be able to do the assignments given both individually and in groups.
- 4) The activity was continued by researchers supervising students in completing the tasks given so that students could be more focused, not

playing, and see the progress of the tasks that had been given.

- 5) After the learning process is complete, the next step is to give a test as an evaluation of whether the material has been absorbed or understood.

#### **2. Improving student learning outcomes on the Asmaul Husna material.**

Based on the research results described above, the data obtained in the pre-cycle, namely data taken before treating students, to determine the ability of students to understand Islamic Religious Education material, especially Asmaul Husna material. It can be concluded that in this pre-cycle, the researcher got the students whom the researchers gave the test, namely the pre-test. The students who succeeded were 12 students and 6 students who failed. In contrast, in the results of this pre-test, the students who succeeded had grades with the standard criteria minimum completeness is 70, even though one of the researchers' goals is to improve learning outcomes with the minimum completeness criteria standard of 70 in Islamic Religious Education learning, especially Asmaul Husna material.

In the implementation of cycle 1, the researchers conducted 2 meetings and 1 lesson plan, which at the end of the meeting, held a post-test (final action test). In this cycle, the researchers treated students using task-based learning methods. At the beginning of learning, students were still late, playing, and out of focus. So when the researcher finished giving the material, the researcher gave assignments to the students. Where when doing the task, the researcher applied a task-based learning method. The

researcher allowed the students to work on assignments individually and in groups. Students were happy every time they got assignments. They chose to do it individually because they wanted to develop and improve their abilities and for groups to increase cooperation and knowledge because more groups lack learning.

In the implementation of the post-test (final action test) of students in cycle 1, 14 students succeeded, and 4 students failed. In contrast, the results of the post-test (final test of action) increased from the pre-test conducted in the pre-test cycle in cycle 1 where the researchers have not achieved the goal. Students achieve a minimum completeness criterion of 70 as much as 80%. Researchers see in cycle 1 that students begin to pay attention to learning even though some students are still not focused, such as playing stationery and so on.

In the implementation of cycle 2, the researchers also conducted 2 meetings and 1 lesson plan, which at the end of the meeting, held a post-test (final action test). In this cycle, the researchers developed learning from the results of reflection in cycle 1, where the researchers provided learning according to the ability of students to improve student learning outcomes. In cycle 1, students have started focusing on learning, opening up their voices, and providing responses. In cycle 2, students focus on learning, although, as usual, there are students who are slow to enter due to the distance from home to school, which is far and does not have a vehicle.

As for the material given in cycle 2, it can be said that the final treatment from

researchers on students increased from cycle 1 because 2 students were able to memorize Asmaul Husna and some students memorized half or a quarter of Asmaul Husna. After giving the material, as usual, the researcher gave the usual task in which the task was used to apply task-based learning methods. Students were happy to do the task because they could develop and improve the learning outcomes of students who were initially lazy, unfocused, and played a lot when learning.

In the implementation of the post-test (final action test) of students in cycle 2, the researchers adjusted the level of difficulty of the students in order to improve the results of this post-test (final test of action) 18 students succeeded. It could be said that there were no students who failed the post-test (final test of action). Researchers have achieved the goal of students achieving a minimum completeness criteria score of 70 as much as 80%.

## **5. Conclusion**

Based on the analysis of the learning outcomes of cycle 1 and cycle 2, which have been described above, it can be concluded that the application of task-based learning can improve student learning outcomes in Islamic Religious Education subjects, especially on Asmaul Husna material in class X Science, State Senior High School 1 South Banawa. Although the task-based learning approach can improve student learning outcomes, students are not entirely able to memorize the Asmaul Husna material.

Selecting the proper learning method can also affect student learning

outcomes (Prince & Felder, 2006; Rahmawati et al., 2022). For Islamic Religious Education lessons, especially the Asmaul Husna material, there are differences in improving Islamic Religious Education learning outcomes between learning using task-based learning methods and other methods. Where task-based learning methods are proven to improve learning outcomes of Islamic Religious Education in students at the school.

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