

***Application of the Recitation Method to Improve Students' Critical Thinking Skills in Islamic Religious Education Subjects in Vocational Schools*****Penerapan Metode Resitasi Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Sekolah Kejuruan****Hamzah<sup>1\*</sup>, Wardah Hidayah Saadah<sup>2</sup>**<sup>1,2</sup>**Pendidikan Agama Islam, Universitas Islam Riau**Email : hamzah@fis.uir.ac.id<sup>1</sup>

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**ABSTRACT**

*Recitation method is a method to improve critical thinking skills. From the facts in the field it can be seen that critical thinking skills are still low, especially at Darel Hikmah Vocational School in Pekanbaru City where symptoms of low critical thinking skills are found, namely students are unable to identify conclusions, students are unable to identify irrelevance and relevance, students are unable to find differences, students unable to deceive what is observed. The formulation of the problem in this study is whether the application of the recitation method can improve students' critical thinking skills in Islamic Religious Education subjects at Darel Hikmah Vocational School, Pekanbaru City? So the purpose of this study was to examine the improvement of critical thinking skills by applying the recitation method in class X Multimedia SMK Darel Hikmah Pekanbaru City. By using classroom action research (PTK), and the data has been assigned a test to measure students' critical thinking skills. Data were analyzed using the percentage of student test results using descriptive statistics. The results showed that prior to using the recitation method in the pre-cycle, students' critical thinking skills were classified as very low (37%). After the recitation method was applied to the cycle, students' critical thinking skills increased to (79%) in the sufficient category. Continuing in cycle 2, students' critical thinking skills increased to (90%) with a very high category. So it can be concluded that the application of the recitation method can improve critical thinking skills in Islamic Religious Education subjects at Darel Hikmah Vocational School, Pekanbaru City*

**Keywords:** *Recitation Method, Student, Critical Thinking Ability*

**1. Introduction**

Thinking ability is a very important thing in everyday life. Everyone uses their mind to consider and decide something. Using their mind will lead to an activity called thinking. The importance of developing critical thinking skills, namely 1) the demands of the times which require each individual to be able to search for, select, and use information for his life. 2) Every individual is always faced with various problems and choices, so they are required to be able to think critically in dealing with the problems they face, and be creative in trying to find answers. 3) Critical thinking is an aspect of solving problems so that each individual (especially students) can compete in a healthy and fair manner, and is able to create a feel of good cooperation with others (Maulana in Sari, 2020: 1).

So far there are several studies that examine critical thinking. Research by Euis Istianah, 2013, Scientific Journal of the Mathematics Study Program, which studies Improving Critical and Creative Mathematical Thinking Skills with the Eliciting Activities (Meas) Model Approach in High School Students, with a research type approach pre-test post-test control group design, explains that the increase the mathematical creative thinking skills of students who studied with the MEA

approach were significantly better than students who studied with ordinary learning, and the improvement in the creative thinking abilities of students who studied with ordinary learning was significantly better than students who studied with the MEA approach. Research on critical thinking was also carried out by Hartati, 2010, Indonesian Journal of Physics Education, which examined the Development of Frictional Teaching Aids to Improve Critical Thinking of High School Students, using a Classroom Action Research (CAR) approach (Prihantoro & Hidayat, 2019; Nurgiansah et al., 2021). Explanation that thinking data is needed using observation sheets. Data were analyzed descriptively and used the t test. The results of testing the teaching aids show that the development of these teaching aids can significantly improve students' thinking skills and learning outcomes (Azizah, 2021).

Karim's research, 2011, Journal of Education, which examines the Application of the Guided Discovery Method in Learning Mathematics to Improve Concept Understanding and Critical Thinking Ability of Elementary School Students, with an experimental design approach using group control, explains that conceptual understanding and thinking skills with students participating in learning with the guided discovery method is better at increasing conceptual understanding and critical thinking skills of high, medium and low school level students. Then there is research by Setyorini et al, 2011, Indonesian Journal of Physics Education, which studies the Application of Problem-Based Learning Models to Improve Critical Thinking Ability of Middle School Students. The study used test and practicum techniques, explaining that the Problem Based Learning learning model could improve students' critical thinking skills on the sub-subject of uniformly changing rectilinear motion. The last is Syahbana's research, 2012, Journal of Mathematics Education, which examines the Improvement of Mathematical Critical Thinking Skills in Junior High School Students Through the Contextual Teaching and Learning Approach. This research is experimental with the Conventional Approach.

Although there have been many researchers who examined critical thinking skills in students. However, this problem is still a problem that is quite popular in the world of education, especially in Islamic religious education. Likewise what happened to Darel Hikmah Vocational School students in Pekanbaru, where students have a low level of critical thinking skills. Based on the results of initial observations at Darel Hikmah Vocational School in Pekanbaru, it turns out that some students are unable to find differences, while the teacher has provided an argument as a simulation, there are still students who are unable to identify irrelevance and relevance, while the teacher has provided an argument as a simulation, then students are also unable to deceive what is observed, while the teacher has provided an argument as a simulation, there are also students who are unable to identify conclusions, while the teacher has provided an argument and simulation.

From the results of observations made by researchers to improve students' critical thinking skills, it can be assumed that the application of the recitation method. This statement is in accordance with Alipandie's opinion quoted by Syahraini Tambak (2016), stating that one of the advantages of this recitation method is to train students to think critically and the tasks given in the recitation method require sharp analysis from all students and the development of student abilities as well as the results being accounted for in the form of presentation.

One of the advantages of the recitation method is that assignments can be more convincing about what the teacher is learning, more in-depth, enrich or broaden views about what is learned. This advantage was expressed by Sudirman et al quoted by Darmadi (2017). This is also the reason the researcher chose the recitation method to improve critical thinking skills. Because the benchmark for critical thinking ability is to believe the truth after getting information from various sources.

Based on the background above, of course the formulation of the problem in this study is whether the application of the recitation method can increase students' critical thinking abilities in Islamic religious education subjects at Darel Hikmah Vocational School, Pekanbaru City.

## 2. Research Methods

### Types of Research

This type of research is class action research (PTK) Suharsimi Arikunto et al (2006: 1) explained Class action research is research that describes the causes and effects of treatment, as well as explaining what happens when the treatment is given, and describes the entire process from the beginning of treatment to the impact of the treatment.

### Research Cycle

In this study, researchers conducted pre-cycles with the lecture method and 2 cycles with the recitation method. Each cycle is implemented with changes to be achieved. Sukardi (2012) explained the details of activities at each stage per cycle, namely:

- a. *Plan*. This stage is a series of systematic action designs to improve what is about to happen. In action research, the action plan must be forward-oriented. In addition, planners must realize early on that social action under certain conditions is unpredictable and carries risks. Therefore, the developed planning must be flexible, to adopt influences that cannot be seen and hidden obstacles that may arise. Planning in action research should place more emphasis on strategic traits that are able to respond to challenges that arise in social change, and recognize the real obstacles
- b. *Act*. At this stage, what a researcher needs to pay attention to is a controlled and carefully monitored act. Actions in the study should be carried out carefully, and are a well-planned practical activity. This can happen, if the action is assisted and refers to a rational and measurable plan. Good action is action that contains three important elements, namely the improvement of practice, *the improvement of* understanding individually and collaboratively, *and the improvement of the situation in which the action takes place*.
- c. *Observe*. At the observation stage in class action research means observation of *the treatment* given to action activities. Observation has an important function, which is to see and document the implications of actions given to the subject under study. Therefore, observation must have several conditions, such as having a prospective orientation and reflective basics of the present and the future. Intensive and careful observation is needed to overcome the limitations of the actions taken by researchers, because of the limitations of breaking through obstacles that exist in the field. As in planning, good observation is flexible observation, and it is open to being able to record symptoms that appear, both expected and unexpected.
- d. *Reflective*. This stage discusses the reflective component is a step where the research team reassesses the situation and condition, after the subject / object under study is systematically treated. This component is a means to review actions that have been taken on research subjects, and have been recorded in observation. In this reflective activity, researchers try to find a logical line of thought in the framework, processes, problems, issues, and obstacles that arise in the treatment planning given to the subject. This reflective step can also be used to answer variations in social situations and issues that arise, as a consequence of planned actions carried out in action research. The stages of implementing class actions can be seen in the sections below:

### Data Collection Techniques

#### Observation

Observation is an observation or (data collection) to photograph how far the effect of the action has reached the target. Iskandar (2008: 68). Observations were made to find out the application of the recitation method in improving students' critical thinking skills in the field of Islamic Religious Education stud at SMK Darel Hikmah in Pekanbaru. Observation is the

systematic observation and recording of elements that appear in a symptom or symptoms in the object of study.

### **Test**

This test is used by researchers to test subjects to obtain data on student learning outcomes, using question items or question instruments that measure learning outcomes in accordance with the subject area studied. Iskandar (2008: 73)

### **Documentation**

This documentation has an important role, and needs attention from researchers. This data has high objectivity in providing information to teachers as a research team. Sukardi (2012 : 47)

### **Test Data Analysis**

After the data is processed, then data on students' critical thinking skills in PAI learning are analyzed using descriptive statistical analysis techniques using percentage techniques to see trends that occur in learning activities.

The criteria for determining success in the learning process are presented in percentage form using the formula:

$$P = \times 100\% \frac{f}{N}$$

Information:

P : Percentage

F : Frequency

N : Number of students

### **Minimum Achievement Criteria**

Hendriana and Aflianto in Devi (2020: 30) describe one of the success indicators in PTK, namely the more effective student learning time that shows progress over time.

The KKM of Islamic religious education subjects at SMK Darel Hikmah in Pekanbaru city previously set by PAI teachers was 70, so the researcher increased the KKM to 75. The criteria for the level of students' critical thinking skills in PAI learning at SMK Darel Hikmah in Pekanbaru through the application of the recitation method are:

- a. 91% - 100% :very tall
- b. 81% - 90% : tall
- c. 71% - 80% : enough
- d. 61% - 70% : less
- e. 0% - 60% :very less

So the minimum achievement in this study is that students reach KKM = 75 as many as 8

## **RESULTS OF RESEARCH AND DISCUSSION**

### **Description of Research findings**

From the observations, researchers found that students are accustomed to getting information easily without having to read in depth. Students are not used to looking for information by thinking about the relationship between the information obtained. Students are not used to thinking and looking for answers to what they do not understand.

Students prefer if teachers use the lecture method because they get information without having to search so that it makes students passive in finding and understanding learning materials because students get everything from the teacher. If they are invited to think and find

their own learning materials, students will find it difficult to do so because they are not used to it.

However, students' preference for receiving study materials without having to search does not bring an increase in understanding of the material. This is seen when evaluating without looking at the book. Students find it difficult to answer, even though what is asked has been learned. Students' memory with subject matter becomes weak because students are not actively involved in learning and students do not think deeply in finding subject matter information, students only accept what is conveyed by the teacher without reprocessing it.

Students are less critical of what is said by the teacher and few of them respond to what is explained by the teacher, as if students accept the information conveyed by the teacher. This kind of learning process clearly shows the passivity of students in thinking, so that students do not think broadly and deeply about the subject matter that has been delivered. From this description, researchers concluded that students' weak critical thinking skills resulted in a lack of quality in learning. In addition, the use of methods also affects, because the learning process depends on steps in the application of methods that indirectly improve students' critical thinking skills.

Researchers choose to apply the recitation method in improving students' critical thinking skills. But before that, researchers applied the lecture method as a comparison in improving students' critical thinking skills. Researchers conduct pre-cycles by applying the lecture method and 2 cycles of applying the recitation method.

## **Discussion**

### **a. Pre Cycle Planning**

Planning will take place on Wednesday, April 5, 2023. The purpose of this pre-cycle is to determine the level of critical thinking ability with the application of the lecture method. Researchers collaborated with PAI class X multimedia teachers, namely Ustad Aswan, S.Ag., MH. Researchers as models and ustad Aswan, S.Ag., MH as observers. Researchers teach material Researching Life With Glory, so researchers prepare the material to be delivered. At the end of the lesson, researchers give students a test to measure critical thinking skills. Observers observe the course of learning that applies the lecture method.

### **Implementation**

The researcher opened the lesson and asked the class leader to prepare his friends to read the prayer. Researchers began to deliver material with the lecture method. Students listen and receive information and occasionally researchers do questions and answers to students so as not to get sleepy.

The researcher began to convey and ask students about the title of the lesson before entering into the discussion in the book. Researchers provide opportunities for students to answer which then researchers straighten out the answers to these questions. After explaining the material, the researcher asked the students' understanding by asking some students to write whatever they understood and some answered the researcher's questions orally.

After that, researchers provide test sheets to measure students' critical thinking skills that are done individually which have previously been explained some questions that are difficult to understand. Researchers listen and supervise the course of students answering questions and presenting answers orally and help students understand questions that are not understood.

### **Observation (Observation)**

After being given the test, the level of understanding of students is still low, even though the material explained is not much. This can be seen from the way students answer the

tests given still asking questions with their friends. Students do not answer the test themselves even though they only ask for student understanding.

After the comprehension test is given, the researcher gives a test to measure students' critical thinking understanding, the results of which are as follows:

**Table 1: Pre-cycle tests**

| No | Name                   | Value | Information |
|----|------------------------|-------|-------------|
| 1  | Al Fareza Gibransyah   | 90    | Complete    |
| 2  | Alan Isya Alfarezi     | 25    | Incomplete  |
| 3  | Aulia Fadlilatu Shifa  | 10    | Incomplete  |
| 4  | Erlangga Pratama       | 95    | Complete    |
| 5  | Fachry Lutfhi          | 90    | Complete    |
| 6  | Fazli Aditiya L.Tobing | 0     | Incomplete  |
| 7  | Jesya Fioreta          | 0     | Incomplete  |
| 8  | Mr. Akbar Rizqilah     | 90    | Complete    |
| 9  | M Misbahul Munir       | 45    | Incomplete  |
| 10 | M King Rafi            | 35    | Incomplete  |
| 11 | Ra'fat Jalal Priadi    | 30    | Incomplete  |
| 12 | Sindhi Arisa           | 50    | Incomplete  |
| 13 | Yudira Insan Pratama   | 75    | Complete    |
| 14 | David Wahyu Hidayat    | 0     | Incomplete  |
| 15 | Jullia Mind Princess   | 80    | Complete    |
| 16 | Nabila Amalia          | 10    | Incomplete  |
| 17 | Name: Nurlaiani        | 75    | Complete    |
| 18 | Novita                 | 35    | Incomplete  |
| 19 | Yunanda Aulia Siregar  | 65    | Incomplete  |

Source: Processed Data, 2023

From the table above, it can be explained that the number of students who completed the critical thinking ability test was only 7 students out of 19 students. If analyzed then:

$$P = \times 100\% \frac{f}{N}$$

$$P = \times 100\% \frac{7}{19}$$

$$P = 37\%$$

Information:

P : Percentage

F : Frequency

N : Number of students

After analysis, it was found that the level of critical thinking ability of students only 37% was in the category of very lacking. So researchers conduct learning by applying the recitation method as much as 2 cycles in improving students' critical thinking skills.

### Reflection

The material that the researchers conveyed was too deep for little material. So it is difficult to make a critical thinking ability test. The researcher only delivered one sub-discussion, but it took a long time. The researcher should explain more sub-discussions.

The researcher made a mistake in making the problem. Especially numbers 1 and 2 are questions that ask to make questions from material that has been understood and answer the possible answers to the questions themselves. Some students have difficulty answering the question so it takes up a lot of their time which makes other number questions not have time to be done.

The application of the lecture method does not make students look for their own learning material so that students are not trained to think more deeply about the subject matter. Students tend to be passive and only a few are active (responding to the researcher's simulation).

In taking the critical thinking ability test, some students are not enthusiastic in doing the questions given, so they do not do it optimally. Some students find it difficult to do the test because some questions they do not understand. So this takes up so much time that some questions are not done.

In this pre-cycle stage, learning methods and critical thinking ability test questions need to be improved. The method was replaced with recitations and test questions were made lighter which were adjusted to the student's ability.

**b. Cycle 1  
Planning**

Cycle 1 will be conducted on Wednesday, May 10, 2023. The cycle is carried out to see the level of students' critical thinking skills with the application of the recitation method. The researcher prepares material in the form of tasks in accordance with the application of the recitation method. And at the end of learning, researchers will give critical thinking skills tests to students. The observer observes the course of learning applying the recitation method.

Researchers took questions from student activities in the textbook. Some questions do not have answers in the student handbook, so students are required to look for material outside the student handbook. Questions can be done in groups or individually, the most important thing is that students understand what answers they write and present them orally in front of teachers and friends. At the end of the study, researchers gave a critical thinking ability test that was done individually.

**Implementation**

Researchers carry out learning steps according to the recitation method which is described as follows:

1. Task Assignment. Researchers assign assignments to students that are adjusted to student learning and ability indicators. The first indicator is understanding how to Research living with Glory. So, the questions given are believing in verses about examining life with glory (Q.S. al-Hujurat/49:10 and 12), the interrelation of self-control (mujahadah an-nafs), prejudice (husnuzzan), and brotherhood (ukhuwah). Researchers explain how to do the task and things that are considered necessary and answer students' questions about the assignment given. Researchers gave 30 minutes of lessons.
2. Execution of Duties. After the assignment is given, the researcher monitors the students in working on the assigned task. Researchers provide guidance to students who find it difficult and delayed in understanding the assigned tasks. In addition to guidance, researchers provide encouragement to students who are not enthusiastic in doing the tasks given. Because the subject hours in class X Multimedia change class 09:55-11:00. So, there are some students who are tired and not enthusiastic in learning. During the time of doing assignments, researchers supervise students so that no one does not do. Students are allowed to cooperate with their friends provided that students understand what is written on the answer sheet.
3. Accountability. Researchers allow students who are ready to do and have been presented answers orally can see off their assignments and leave the classroom. At the end of the lesson, researchers give critical thinking skills test sheets to students.

**Observation (Observation)**

From the observations in cycle 1, researchers found that some students were enthusiastic in doing the tasks given because they could work with their friends and were observed by PAI class X Multimedia teachers. And students' difficulty has been reduced in taking critical thinking ability tests, because students have done it in the pre-cycle and the form of the questions has been simplified. The results of the assignments and tests of students' critical thinking skills are as follows:

Table 2. Student Assignment Results Cycle 1

| No | Name                   | Value |
|----|------------------------|-------|
| 1  | Al Fareza Gibransyah   | 72.5  |
| 2  | Alan Isya Alfarezi     | 85    |
| 3  | Aulia Fadlilatu Shifa  | 75    |
| 4  | Erlangga Pratama       | 87.5  |
| 5  | Fachry Lutfhi          | 85    |
| 6  | Fazli Aditiya L.Tobing | 0     |
| 7  | Jesya Fioreta          | 85    |
| 8  | Mr. Akbar Rizqilah     | 85    |
| 9  | M Misbahul Munir       | 85    |
| 10 | M King Rafi            | 85    |
| 11 | Ra'fat Jalal Priadi    | 75    |
| 12 | Sindhi Arisa           | 75    |
| 13 | Yudira Insan Pratama   | 85    |
| 14 | David Wahyu Hidayat    | 85    |
| 15 | Jullia Mind Princess   | 85    |
| 16 | Nabila Amalia          | 97.5  |
| 17 | Name: Nurlaiani        | 85    |
| 18 | Novita                 | 97.5  |
| 19 | Yunanda Aulia Siregar  | 75    |

Source: Processed Data, 2023

Table 3. Cycle 1 Student Critical Thinking Ability Test Results

| No | Name                   | Value | Information |
|----|------------------------|-------|-------------|
| 1  | Al Fareza Gibransyah   | 87.5  | Complete    |
| 2  | Alan Isya Alfarezi     | 62.5  | Incomplete  |
| 3  | Aulia Fadlilatu Shifa  | 75    | Complete    |
| 4  | Erlangga Pratama       | 75    | Complete    |
| 5  | Fachry Lutfhi          | 87.5  | Complete    |
| 6  | Fazli Aditiya L.Tobing | 87.5  | Complete    |
| 7  | Jesya Fioreta          | 50    | Incomplete  |
| 8  | Mr. Akbar Rizqilah     | 75    | Complete    |
| 9  | M Misbahul Munir       | 75    | Complete    |
| 10 | M King Rafi            | 87.5  | Complete    |
| 11 | Ra'fat Jalal Priadi    | 62.5  | Incomplete  |
| 12 | Sindhi Arisa           | 75    | Complete    |
| 13 | Yudira Insan Pratama   | 87.5  | Complete    |
| 14 | David Wahyu Hidayat    | 87.5  | Complete    |
| 15 | Jullia Mind Princess   | 50    | Incomplete  |
| 16 | Nabila Amalia          | 87.5  | Complete    |
| 17 | Name: Nurlaiani        | 87.5  | Complete    |



|    |                       |      |          |
|----|-----------------------|------|----------|
| 18 | Novita                | 87.5 | Complete |
| 19 | Yunanda Aulia Siregar | 87.5 | Complete |

Source: Processed Data, 2023

From the table above, it can be explained that students who completed the critical thinking skills test amounted to 15 students out of 19 students, if analyzed then:

$$P = \times 100\% \frac{f}{N} \qquad P = \frac{15}{19} \times 100\% \\ = 79\%$$

Information:

P : Percentage

F : Frequency

N : Number of students

After analysis, it was found that the level of critical thinking ability of students increased to 79% which was in the sufficient category. Because the researcher's target is 81%, the researcher conducts cycle 2 to improve students' critical thinking skills as expected.

### Reflection

One of the questions from the assignment given to the students asked the message contained in Surah (Q.S. al-Hujurat/49:10, and 12) as well as the Hadith about self-control. This should be avoided because students will interpret the verse without knowing the knowledge. If this question is intended for hafidz, it will be right on target. Teaching materials on this question are very limited if they are intended for vocational students.

Students are less excited if asked to take notes. Critical thinking skills tasks and tests are given in the form of essays that require long answers, so critical thinking skills tests should be given in the form of objective questions.

### c. Cycle 2

#### Planning

Cycle 2 is conducted on Wednesday, May 17. Researchers prepare observation sheets to observe the application of the recitation method given to PAI teachers as observers. Cycle 2 is carried out to see the improvement of students' critical thinking skills with the application of the recitation method. The researcher prepares material in the form of tasks in accordance with the application of the recitation method. And at the end of learning, researchers will give critical thinking skills tests to students. The observer observes the course of learning applying the recitation method.

Researchers provide material to students contained in student handbooks. The material given is Presenting the relationship between the quality of faith and self-control, students are asked to write according to their respective thoughts. At the end of the study, researchers provide tests of critical thinking skills in objective form that are done individually.

#### Implementation

Researchers carry out learning steps according to the recitation method, which are as follows:

1. Task Assignment. Researchers provide 1 essay question that is adjusted to the learning indicators and student abilities. The indicator to be achieved is Walk life with glory. So, the question given is believing in the quality of faith with self-control (mujahadah an-nafs), prejudice (husnuzzan), and brotherhood (ukhuwah). Researchers explain how to do the task and things that are considered necessary and answer students' questions about the assignment given. Researchers gave 30 minutes of class time.

2. Execution of Duties. After the assignment is given, the researcher monitors the students in working on the assigned task. Researchers provide guidance to students who find it difficult and delayed in understanding the assigned tasks. In addition to guidance, researchers provide encouragement to students who are not enthusiastic in doing the tasks given. Because the subject hours in class X PAI Multimedia change class hours from 09:55 to 11:00. So, some students are already tired and not eager to learn. During the time of working on the assignment, the researcher supervises the students so that no one does not do it. Students are allowed to work with their friends as long as students understand what is written on the answer sheet.
3. Duty Accountability. Researchers allow students who are ready to do their assignments and continue to do tests of critical thinking skills.

**Observation (Observation)**

From the results of observations in cycle 2, researchers found that some students were enthusiastic in doing the tasks given because they could do and were observed by PAI X Multimedia teachers. And students' difficulty has been reduced in taking critical thinking ability tests, because students have done it in pre-cycle and cycle 1. The form of the question has simplified the results of the task and critical thinking ability test as follows:

Table 4. Grade 2nd Cycle Student Assignment:

| No | Name                   | Value |
|----|------------------------|-------|
| 1  | Al Fareza Gibransyah   | 100   |
| 2  | Alan Isya Alfarezi     | 100   |
| 3  | Aulia Fadlilatu Shifa  | 100   |
| 4  | Erlangga Pratama       | 100   |
| 5  | Fachry Lutfhi          | 100   |
| 6  | Fazli Aditiya L.Tobing | 100   |
| 7  | Jesya Fioreta          | 100   |
| 8  | Mr. Akbar Rizqilah     | 50    |
| 9  | M Misbahul Munir       | 100   |
| 10 | M King Rafi            | 100   |
| 11 | Ra'fat Jalal Priadi    | 100   |
| 12 | Sindhi Arisa           | 100   |
| 13 | Yudira Insan Pratama   | 100   |
| 14 | David Wahyu Hidayat    | 100   |
| 15 | Jullia Mind Princess   | 100   |
| 16 | Nabila Amalia          | 50    |
| 17 | Name: Nurlaiani        | 100   |
| 18 | Novita                 | 100   |
| 19 | Yunanda Aulia Siregar  | 100   |

Source: Processed Data, 2023

Table 5. Critical Thinking Ability Test Results of Cycle 2 Students

| No | Name                  | Value | Information |
|----|-----------------------|-------|-------------|
| 1  | Al Fareza Gibransyah  | 100   | Complete    |
| 2  | Alan Isya Alfarezi    | 87.5  | Complete    |
| 3  | Aulia Fadlilatu Shifa | 75    | Complete    |
| 4  | Erlangga Pratama      | 100   | Complete    |

|    |                        |      |            |
|----|------------------------|------|------------|
| 5  | Fachry Lutfhi          | 100  | Complete   |
| 6  | Fazli Aditiya L.Tobing | 50   | Incomplete |
| 7  | Jesya Fioreta          | 100  | Complete   |
| 8  | Mr. Akbar Rizqilah     | 87.5 | Complete   |
| 9  | M Misbahul Munir       | 75   | Complete   |
| 10 | M King Rafi            | 87.5 | Complete   |
| 11 | Ra'fat Jalal Priadi    | 100  | Complete   |
| 12 | Sindhi Arisa           | 87.5 | Complete   |
| 13 | Yudira Insan Pratama   | 50   | Incomplete |
| 14 | David Wahyu Hidayat    | 87   | Complete   |
| 15 | Jullia Mind Princess   | 75   | Complete   |
| 16 | Nabila Amalia          | 80   | Complete   |
| 17 | Name: Nurlaiani        | 87.5 | Complete   |
| 18 | Novita                 | 75   | Complete   |
| 19 | Yunanda Aulia Siregar  | 75   | Complete   |

Source: Processed Data, 2023

From the table above, it can be explained that the students who completed the critical thinking ability test amounted to 17 students out of 19 students. If analyzed are:

$$P = \frac{f}{N} \times 100\% \qquad P = \frac{17}{19} \times 100\%$$

$$= 90\%$$

Information:

P : Percentage

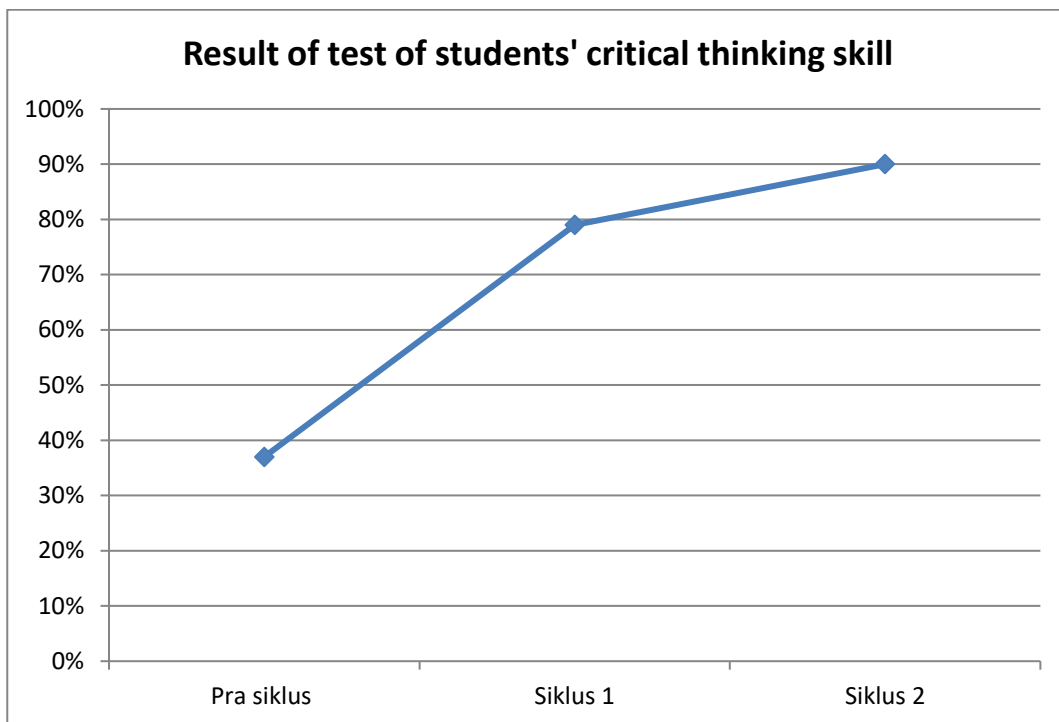
F : Frequency

N : Number of students

After analysis, it was found that the level of critical thinking ability of students increased to 90% which was in the very high category. Because the percentage of students who have completed has exceeded the researcher's target of 81%, the researcher suffices until cycle 2.

### Reflection

Students do assignments more easily because researchers provide teaching materials given to each student. And critical thinking skills tests in the form of objective questions so that students do not need a long time to do it and students' answers become more directed because students only choose answers that have been provided by researchers. class X Multimedia SMK Darel Hikmah Pekanbaru subjects Islamic Religious Education material Living with Glory:



Source: Processed Data, 2023

Figure 2. Student Critical Thinking Test Results

### CONCLUSION

From the results of data analysis, it can be concluded that the application of the recitation method can improve students' critical thinking skills in PAI subjects in class X Multimedia SMK Darel Hikmah Kota Pekanbaru. This improvement can be seen in the pre-cycle with the level of students' critical thinking ability only 32% which is in the very less category, in cycle 1 the level of students' critical thinking ability increases to 79% which is in the sufficient category, in cycle 2 the level of students' critical thinking ability increases to 90% which is in the very high category.

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