Improving Student Learning Outcomes Through the Read-Aloud Method in the Subject of Moral Beliefs

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Abstract

Learning outcomes become the benchmark for the success of the learning process. This study aims to determine the improvement of student learning outcomes through the Read Aloud method. This research uses the Action Research method which is carried out in two cycles. Each cycle consists of several stages, namely planning, implementation, observation, and reflection. The instruments used were teacher and student observation sheets, and tests. The results showed a significant increase in learning outcomes at each meeting using the Read Aloud method, as evidenced in each research cycle. After two cycles of action, each cycle consisting of three meetings, the results were quite good. The first cycle of the results of this study showed that the learning of students' moral beliefs through the Read Aloud method had increased at each meeting, although not all students reached the standard of mastery. in the second cycle, more significantly increased. In addition, teacher activities during the learning process through the Read Aloud method also improved at each meeting, starting with a score of 92% in the first cycle and increasing to 100% in the second cycle.

INTRODUCTION

Learning outcomes are needed to measure the extent to which the learning process carried out so far has been achieved (Martin et al., 2024; Royhanuddin et al., 2024; Wulandari et al., 2023), from the cognitive, affective, and psychomotor aspects. Apart from that, learning activities aim for students' learning outcomes to reflect high creative abilities, including the ability to think logically, rationally, and critically (Hidayat et al., 2019; Yong et al., 2024). Learning is an interactive process betweenteaching staff and students (Bearman et al., 2024; Philokyprou, 2024). It is a complex process that occurs throughout everyone's life, from infancy to old age. One sign that someone has learned is a change in their behavior (Damghanian et al., 2023).

It is hoped that changes in the teacher's learning process can help overcome student learning difficulties. Learning difficulties are characterized by certain obstacles to achieving learning outcomes, which can be psychological, sociological, or physiological. The teacher's role is crucial in overcoming these learning difficulties. A lack of teacher involvement in the learning process can hinder children's comprehension, particularly for elementary school students (Yestiani & Zahwa, 2020; Drew et al., 2023; Nurzannah, 2022). Teachers not only teach science but also play many roles throughout the learning process. One way to overcome learning difficulties and improve students' thinking abilities from an early age is to encourage reading. Books are a valuable source of knowledge for human life, and many people become smart due to their reading habits.

Reading must be instilled from an early age. By reading, cognitive abilities will be further honed and developed (Wardani & Syamsiah, 2022). One learning method that can familiarize students with reading is the read-aloud method. Madrasah Ibtidaiyyah Rahmah El Yunusiyyah is one of the private Madrasah in Padang Panjang. Currently, the problem is that students' learning outcomes in Aqidah Akhlak are still poor, and many grade 1 students have scores below the Minimum Completion Criteria. One of the causes of low student learning outcomes is the need for more reading skills in grade 1 children. The lack of reading skills makes students find it difficult to understand the content of the writing they read (Sari et al., 2020; Afandi, 2024). Based on this, the researcher intends to implement the read-aloud method to improve student learning outcomes in Aqidah Akhlak. The term 'read- aloud' consists of two words: 'read,' meaning to read, and 'aloud,' meaning loudly (Ababil, 2023; Kristiansen, 2024).

Method Read-Aloud or reading aloud can help students focus mental attention, raise questions, and stimulate discussion so that students can focus more on following the learning process (Liu et al., 2024). Judging from social relations, views reading aloud as an activity carried out to improve reading and listening skills. By reading aloud, all students in the class will pay attention to the reading material so that when their friends read they will know their mistakes. From the view above, reading aloud at a low level is very necessary in the process of learning to read (Havery, 2024). By using the read-aloud method students can focus on listening to the material presented by the teacher so that material with student focus can make it easier for students to understand and remember the material presented by the teacher. Apart from that, the read-aloud method is a method that gives children the opportunity to develop language skills according to their age and also stimulates children to do self-reading in the future (Gatot & Doddyansyah, 2018; Rapanta, 2021). Apart from that, reading aloud, the habit of reading picture story books aloud to children can be an effort to foster interest in reading in children (Lalit et al., 2020; Rokhmatulloh & Sudihartinih, 2022).

Several previous studies have conducted research using the read-aloud method in the learning process. For example, Wahyudin and Wahyuni (2022) researched students with reading difficulties, applying the read-aloud method in the experimental class and conventional methods in the control class. From this different treatment, students' reading performance in the experimental class was better than in the control class. Students are trained to build confidence through the read-aloud method. Pronouncing language sounds in front of the class builds confidence and encourages students to do their best (Priya & Kumar, 2020).

Likewise, with research conducted by Chery Julida Panjaitan Uswatun Hasanah, research entitled minimizing reading difficulties using the Read-Aloud Method for Langsa Madrasah Ibtidaiyah Negeri 1 Student. The fact that the read- aloud method can overcome reading difficulties. Panjaitan & Hasanah, (2018) is the same as research conducted by Siti Rukayah, whose research was conducted regarding the use of the read-aloud Method in overcoming reading difficulties. Meanwhile, the research that the researcher will carry out is regarding the use of the read-aloud method on student learning outcomes in the Aqidah Akhlak subject.

METHODS

The method used in this research is classroom action research. Classroom action research is conducted in a classroom setting to solve learning problems faced by teachers, improve the quality of learning, and experiment with new approaches to enhance learning outcomes (Nguyen et al., 2022; Alsokari, et al., 2024). The subjects of this research were 12 first-grade students at Islamic elementary school Rahmah El Yunusiyyah Padang Panjang. This research was conducted over two cycles, with each cycle consisting of three meetings. Each cycle involved a process of planning, action, evaluation, and reflection. The research instrument used was a test. The level of achievement in this research was 75%, meeting the Minimum Completeness Criteria. The formula was used to calculate the ideal score (Akmar, 2023):

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

Information:
P= Percentage (maximum number of abilities)
F= Acquisition Score
N= Shoes Ideal

RESULT AND DISCUSSION

The use of the Read Aloud method in the subject of moral aqidah for students of class 1 Islamic elementary school Rahmah El Yunusiyyah is given using two cycles. Before taking action, it is given to students. A score is taken to see the student's initial score in the Aqidah Akhlak subject. And among the 12 students, 8 students scored below the minimum completeness criteria as shown in the following table:

Table 1: Pre-Cycle Student Learning Results

No.	Respondent	Score		Percentage %
		Revenue	Ideal	
1	A	75	100	75
2.	B	56	100	56
3.	C	78	100	78

4.	D	70	100	70
5.	AND	60	100	60
6.	F	45	100	45
7.	G	65	100	65
8.	H	63	100	63
9.	I	82	100	82
10.	J	50	100	50
11.	K	80	100	80
12.	L	65	100	65
Score		**65,75**	**100**	**65,75**

In the table and graph above, it is shown that the learning results before this research was conducted had an average class score of only 65.75. In this case, the highest score was 82, and the lowest score was 45. Only 4 students scored above the minimum completeness criteria, while 8 students scored below it. For this reason, it was deemed important to take action by implementing the Read Aloud method.

In cycle 1, the research was carried out in three meetings. At each meeting, the researchers conducted planning, action, evaluation, and reflection activities. In cycle 1, the planning activities included: (a) creating a learning plan in the form of a lesson plan, (b) preparing material for moral beliefs, namely the thayyibah phrases *basmalah* and *hamdalah*, (c) developing learning scenarios using the Read Aloud method, specifically using a picture storybook, (d) reviewing and preparing materials and sources that align with the concept, (e) preparing evaluation tools in the form of questions, (f) preparing assessment instruments for data collection, and (g) coordinating with Aqidah Akhlak teachers regarding the research actions.

During the implementation phase, before carrying out the Read Aloud activity, the teacher engaged the students with various questions related to their daily activities, particularly regarding the recitation of *Bismillah*. After that, the teacher read the material and shared stories related to the use of *Bismillah* in everyday life. This method involved presenting the lesson material by prioritizing reading: the teacher would first read the lesson topics aloud, and then the students would follow along or one student would be appointed to read aloud while others listened and followed suit (Panjaitan & Hasanah, 2018). From these activities, student grades were assessed through tests, and the learning outcomes were obtained as follows:

Table 2. Results of Improving Children's Moral Creed Learning Outcomes Through the Read-Aloud Method in Learning Cycle 1

No.	Respondent	Mark		
		Meeting I	Meeting II	Meeting III
1.	A	80	80	90
2.	B	50	60	80
3.	C	80	80	80
4.	D	70	70	70
5.	AND	60	80	90
6.	F	70	70	70
7.	G	50	80	70
8.	H	70	80	80
9.	I	70	80	80
10.	J	60	80	70
11.	K	80	80	80

12.	L	70	80	90
Amount		**810**	**920**	**950**
Score		**67,5**	**76,66**	**79,16**

Based on the table and graph above, the results of the recapitulation of learning children's moral beliefs through the method read aloud In cycle I it has started to increase from meeting I, namely at meeting I the results reached an average of 67.5%, increasing at meeting II to 76.66%, and at meeting III with an average value of 79.16%. Even though it has started to improve, there are still children's scores that do not meet the completeness score, so this research was continued to cycle II. And the results of the reflection in cycle 1 that was carried out showed that in the implementation of the learning process of moral beliefs through the Read Aloud method in cycle I, the third meeting increased again, namely at the previous meeting, the score was 76.66% at the second meeting to 79.16% at the third meeting. With details of scores 60-70 as many as 4 students and 80-90 8 students.

In the learning process, students' focus begins to increase in following the learning. Students began to pay attention to the researcher when he read the picture story book aloud. The students' attention was focused on the researcher, but there were still some students who had not fully concentrated on the researcher and there were still those who made noise, such as disturbing their friends when they were focused on watching the researcher read a picture story book aloud. Student activities in learning are not yet optimal. At the second meeting, the researcher reviewed the lessons that had been taught at the first meeting with sentence material *thayyibah basmalah*. Some students have started to pay attention to the researcher's explanation. However, there are still students who joke or tell stories with their friends. But, when the researcher read a picture story book with the title "*I can say Hamdalah*" students began to pay attention and focus on the researcher.

It can be concluded that the activities in teaching and learning activities in cycle 1 can be seen that the actions given using the read aloud method have not run optimally because there are still some students who make noise while following the learning process and there are still student learning outcomes that have not been completed. Apart from conducting observations on students, observations were also carried out on researchers by the class teacher. Based on the results of observations made by researchers, the following values were obtained:

Table 3. Recapitulation of Teacher Activity Values in Cycle I

Meeting	Earned Score	Shoes Ideal	Percentage %
I	35	40	88
II	36	40	90
III	37	40	93
Score	36	40	90,33

From the table and graph above, it can be seen that at each meeting in cycle I the teacher activity score increased, namely at meeting I the score was 88%, at meeting II it increased to 90%, and at meeting III it increased again to 93%.

In cycle II the researcher used 4 activities as in cycle I, namely; planning, action, evaluation and reflection. In the action activity the teacher uses the Read Aloud method (reading aloud) by adding various expressions and supporting media in reading the story. This is in accordance with Piaget's opinion that children who are on average 7 to 9 years old,

according to Piaget's theory of cognitive development, are in the concrete operational stage, whose main characteristic is being able to think logically about objects and events even though they are still tied to concrete objects (Rokhmatulloh & Sudihartinih, 2022). So that students become more focused and interested in listening to the story reading told by the teacher. The learning method using the reading method is closely related to the cognitivism learning theory. Cognitivist learning theory is a learning theory that emphasizes attention to learning as a mental activity or thought process that exists in individuals who are learning (Aditama et al., 2022). This second cycle was held in 3 meetings and a test was taken at each meeting. And the following recapitulation of learning results was obtained:

Table 4. Results of Improving Learning Outcomes for Children's Moral Beliefs Through Methods Read-Aloud Method in Learning cycle II

No.	Respondent	Mark		
		Meeting I	Meeting II	Meeting III
1.	A	90	90	100
2.	B	80	70	100
3.	C	90	90	100
4.	D	70	80	90
5.	AND	100	100	100
6.	F	70	80	100
7.	G	80	80	90
8.	H	100	90	100
9.	I	80	80	90
10.	J	80	100	90
11.	K	100	100	100
12.	L	90	100	100
	Amount	1.030	1.060	1.160
	Score	85,83	88,33	96,66

Based on the table and graph above, there is an increase in children's learning outcomes related to moral beliefs through the Read Aloud method in Cycle II. The average improvement in each meeting was 85.83% in the first meeting, 88.33% in the second meeting, and 96.66% in the third meeting. The results of this research indicate that student learning outcomes can improve by using the Read Aloud method. This demonstrates that enhancements in student learning outcomes in schools can be achieved by employing appropriate teaching methods. Reading aloud offers several benefits for students, including (a) acquiring practical tools for problem-solving; (b) gaining prestige by enhancing self-worth in comparison to peers; (c) reinforcing personal values or beliefs; (d) replacing outdated aesthetic experiences; (e) avoiding certain difficulties, fears, or illnesses (Hamdar et al., 2020). Additionally, after reading aloud, students will be asked to recount the content of the reading, which enables them to express the message it contains. The teacher can provide stimulus in the form of questions related to the story they read (Rokmana et al., 2023).

The role of teachers in elementary schools remains crucial, as many elementary school children still struggle to comprehend what they see and hear. Learning involves assistance provided by educators to facilitate the acquisition of knowledge, skills, character development, and the formation of behaviors and beliefs in each student. In other words, learning is a process designed to help students learn effectively (Syahid et al., 2022). An

effective teacher in the learning process enables students to engage in productive lessons, thereby developing their potential for the benefit of their religion, nation, and state (Nasution & Suyadi, 2020). Moreover, reading activities can help students focus their minds, ask questions, and stimulate discussions.

This method fosters attention and creates a unified group (Akmar, 2023). Furthermore, training students to read from an early age can enhance their literacy skills. By developing literacy, students can increase their creativity, innovation, and productivity. Literacy equips the younger generation to think creatively and innovatively, making them more productive in their work (Sartika et al., 2024). Ultimately, achieving the educational goals that the nation aspires to is crucial, as a nation's honor and dignity are determined by the quality of its education (Irawan, 2021). Development: For the acquisition of teacher activities in cycle II, the following values were obtained:

Table 5. Recapitulation of Teacher Activity Values in Silklus II

Meeting	Earned Score	Shoes Ideal	Percentage %
I	38	40	95
II	40	40	100
III	40	40	100
Score	39,33	40	98,33

CONCLUSION

The read-aloud method is a teaching approach that involves reading lesson material aloud. This method, when implemented by the teacher, can enhance students' listening skills, train their focus, and stimulate their imagination. During the Read Aloud activities conducted in class, it was observed that students' learning outcomes improved, although many students still did not meet the minimum completeness criteria initially. After two cycles of implementation, student learning outcomes showed significant progress. In executing the Read Aloud method, the teacher utilizes storybooks that are relevant to the material being discussed.

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