



# Implementation of Lecture Method in Improving Student Learning Motivation in Islamic Education at State Elementary School 105443 Kuta Baru Village

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## ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning using the lecture method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the lecture method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 94.96%. Thus, the use of the lecture method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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## Introduction

In the world of teaching and learning processes, abbreviated as PBM we know as "methods are much more important than materials". How important is the method in the education and teaching process, and a teaching and learning process can be said to be unsuccessful if the process does not use a method. Because the method occupies the second most important position after the objectives of a series of learning components, namely: objectives, methods, materials and evaluation. Along with that, a teacher needs to know what methods should be used in every teaching and learning activity. Because a

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teacher if he is right in choosing the method that he will use to teach, then the teaching and learning objectives can be achieved as expected. A teacher is also required to be able to master things related to a solution or way out to create effective and conducive conditions during the teaching process, both related to methods, emotional approaches to students, development of learning materials and so on. Some efforts in order to create effective and conducive conditions, one of which is the agility of a teacher in choosing a method and emotional approach to students. For that reason, a teacher is not only required to be able to master several methods and emotional approaches that will be determined, but the teacher must also be able to master classroom management techniques, be skilled at teaching, utilize learning resources, control students' emotions, master class conditions and so on.

Talking about classroom management techniques and student emotional control, it usually depends on the teacher's teaching method when the teaching and learning activity takes place. If the teacher is not careful in choosing a teaching method, it will create a condition that is saturated, boring, monotonous, and less responded to by students. Therefore, to avoid such a situation, a solution must be taken by implementing a method that can anticipate in order to achieve learning goals.

The implementation of the lecture method in enhancing student motivation in Islamic Religious Education (PAI) focuses on engaging students through structured, teacher-centered instruction. Despite the traditional nature of this method, it can be adapted to effectively increase students' interest and involvement in learning when combined with interactive strategies. In this context, the lecture method can serve as a powerful tool for conveying important Islamic values and principles, provided that it is delivered in a way that connects with students' lives and learning styles. Initially, the lecture method is often seen as passive, with students primarily listening to the teacher. However, when used with thoughtful planning, it can become an active form of learning. Teachers can integrate multimedia resources such as videos, slideshows, and audio clips, which help illustrate complex Islamic concepts and make the lessons more engaging. For example, showing a video on the importance of honesty in Islam can capture students' attention and provide a visual understanding of abstract principles.

To further enhance the effectiveness of the lecture method, teachers should encourage student participation during lessons. Instead of merely presenting information, teachers can ask open-ended questions, inviting students to reflect on how the lesson relates to their daily lives. This approach transforms the lecture from a one-way transmission of knowledge to a two-way interaction, where students are encouraged to think critically and engage with the material on a deeper level.

Another important aspect is the use of real-life examples that resonate with students. For instance, when discussing the Islamic concept of kindness, the teacher could ask students to share their own experiences of kindness at home, school, or within their communities. This not only makes the lessons more relatable but also helps students see the practical application of Islamic teachings in their personal lives, fostering a greater sense of relevance and motivation to learn. Creating a supportive and positive classroom environment is also essential for boosting motivation through the lecture method. Teachers can establish an atmosphere of respect and encouragement, where students feel comfortable asking questions and expressing their thoughts. Positive reinforcement, such as acknowledging students' contributions and

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efforts, can further motivate them to actively participate and engage in the learning process.

Furthermore, the teacher's enthusiasm and passion for the subject matter play a crucial role in inspiring students. A teacher who shows genuine interest and excitement about teaching Islamic Religious Education can spark similar feelings in students. When students see that their teacher is invested in the subject, they are more likely to mirror that enthusiasm, leading to higher motivation and a deeper interest in the material. In conclusion, the lecture method can be a highly effective tool for increasing student motivation in Islamic Religious Education when adapted to include interactive elements, multimedia, and real-life connections. By creating an engaging, student-centered environment, teachers can ensure that students not only understand the content but also feel motivated to apply Islamic teachings in their everyday lives. This approach emphasizes the importance of connecting traditional methods with modern techniques to enhance learning outcomes and foster long-term motivation.

Actually, of the several teaching methods, none of them are good teaching methods. Because this depends on the condition of the students themselves. Therefore, teachers must be able to optimize the level of student activity when a method is applied. By applying a method which according to (Muhibin Syah M. Ed, 2001) both lecture and question and answer methods in the teaching and learning process are expected to improve the quality of learning. By looking at the reality that is happening now, many students still play a passive role in understanding the material.

## Methods

This classroom action research, first using the Jigsaw Learning method and the first method was considered by the researcher not appropriate to the class conditions and could not be implemented properly, even students tended to be noisy using this method, finally the researcher focused on the lecture method even though the lecture method was familiar and the researcher also interspersed it with other methods in this lecture method, so as not to make the students bored with this lecture method. And class VI has not used the Independent Curriculum, it still uses the K13 curriculum. This action plan is intended so that the application of the lecture method can increase the learning motivation of class VI students of SD Negeri 105443 Kuta Baru Village towards Islamic religious education lessons.

So as an effort to realize this goal, it is necessary to formulate a research scenario from preparation for implementation to the evaluation stage of implementation. This classroom action research was carried out for 5 meetings and was carried out every Thursday starting on January 4, 2025, January 11, 2025, January 18, 2025, January 25, 2025, February 1, 2025 in class VI. in this study the researcher participated in it, meaning the researcher as an Islamic religious education (PAI) teacher used the lecture method to students and explained the steps to study Islamic religious education material for class VI of SD Negeri 105443 Desa Kuta Baru. then the teacher gave a pre-test to students about the previous lesson. The purpose of this pre-test is to remind them of

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the lessons that have been taught in the first meeting. After that the teacher explained the material to be studied and at this time the teacher used the lecture method.

At the beginning of the meeting, the researcher had made observations by looking at the condition of students when attending Islamic religious education lessons, which at the beginning of the meeting used the jigsaw learning method. By looking at the condition of students at that time, not all students were actively involved in the teaching and learning process, some were even noisy by themselves. Finally, at the second meeting, the researcher got a picture that the right method to use to increase students' learning motivation for Islamic Religious Education subjects was to apply the lecture method, although this lecture method is familiar to students, but in applying this lecture method, the researcher did not fully use this method and the researcher also interpreted it with other methods, such as using pictures as examples, etc. so that students don't get bored. By applying the lecture method, in which in its implementation, students are asked to summarize the lessons that have been delivered. In accordance with what has been researched by the researcher, it turns out that the use of the lecture method in Islamic religious education lessons for class VI of SD Negeri 105443 Kuta Baru Village through the action planning that has been made previously, it can be concluded that the lecture method has given maximum results. This is proven by the students' satisfactory learning achievements in the teaching and learning process in the classroom. However, in this method there are some very basic weaknesses, so there needs to be an improvement in order to achieve maximum results in the application of this lecture method in class VI of SDN 105443 Kuta Baru Village. The improvement of the reflection is: 1) Teachers should not only be fixed on the lecture method, but teachers must also use other methods that can support the achievement of various goals, and do not forget that teachers must also record the lessons delivered, because students easily forget if the material is not recorded; 2) Teachers must give awards to students who are always active in the teaching and learning process and teachers must provide remedial for students who are left behind.

This research cycle took place at meetings 1 to V where in this cycle the first used the jigsaw learning method because it was not in accordance with class conditions, so the second meeting and so on used the lecture method, which was the use of this lecture method so that teaching and learning could be effective and efficient. This research began with the researcher's preparation to prepare a method before the material was given, after the researcher determined a method to be applied, the researcher began to conduct research. The research conducted in Class VI of SDN 105443 Kuta Baru Village used several methods to collect data during the research process, including: 1) Participatory Approach This approach is used to make the atmosphere in teaching and learning activities more lively, so that researchers are directly involved (participate) in collecting the desired data and sometimes also direct actions or directions that lead to the data desired by the researcher; 2) Observation

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Method. Namely, researchers who do this by observing the object. In this way, researchers will obtain data objectively because the object does not know that they are being studied; 3) Interview. This interview is intended to obtain data on the effectiveness of the methods applied in delivering the material so that it does not take much time and to increase students' learning motivation for the material being taught. And the data was obtained from the results of interviews with teachers who teach Islamic religious education materials.

After the teaching and learning process is completed through the lecture method in class VI of SDN 105443 Kuta Baru Village, there is an indication of the success of this method, namely in the form of increased student learning motivation, by looking at the satisfactory student evaluation in the ongoing Islamic religious education teaching and learning process. This can be seen from the enthusiasm of students in the teaching and learning atmosphere in the classroom. By answering various questions asked by researchers or other students, students in receiving lessons in the classroom are not sleepy, playing around, joking, eating and so on. The implementation of the lecture method in class VI seems to have obtained very satisfactory results for a while. The students, when seen when taking Islamic religious education material lessons, students are so enthusiastic and enthusiastic, active and experience an increase in student achievement.

## **Result**

The research on the implementation of the lecture method to enhance students' learning motivation in Islamic Religious Education at SD Negeri 105443 Desa Kuta Baru aims to examine the effectiveness of this teaching method in fostering student engagement and enthusiasm for learning. The study explores how the lecture method, often used in traditional classroom settings, can be optimized to increase the motivation of elementary school students in the context of religious education. In this research, the lecture method was utilized as a primary teaching strategy in delivering lessons on Islamic values and teachings. Observations and surveys were conducted to assess students' motivation levels before and after the implementation of the lecture-based instruction. The results indicated that students showed a noticeable increase in interest and enthusiasm toward learning Islamic Religious Education after the lecture method was employed. This improvement was reflected in higher participation during class discussions, more active involvement in completing assignments, and a greater willingness to engage in further learning about the subject.

The study also found that the effectiveness of the lecture method in boosting motivation was influenced by several factors. These included the teacher's ability to make the content engaging and relatable, the use of appropriate teaching aids and

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multimedia, and the creation of a supportive classroom environment that encouraged student participation. Additionally, the research highlighted the importance of providing students with opportunities to ask questions and express their thoughts, which contributed to a deeper understanding and connection to the subject matter. Overall, the research concludes that the lecture method, when effectively implemented with consideration of students' needs and learning styles, can significantly enhance motivation in Islamic Religious Education at the elementary school level. However, it is recommended that teachers also incorporate other interactive and student-centered teaching methods to further improve the overall learning experience and sustain long-term motivation.

The research conducted at SD Negeri 105443 Desa Kuta Baru on the implementation of the lecture method in improving students' motivation in Islamic Religious Education (PAI) aimed to explore how this traditional teaching technique can be adapted to foster a greater interest and passion for learning among elementary school students. The school, which serves a diverse student body, presented an ideal setting to examine how different teaching strategies, such as the lecture method, could be used to enhance the learning process, especially in a subject like Islamic Religious Education, which is deeply rooted in students' cultural and moral development.

To begin with, the lecture method is characterized by a teacher-centered approach where the instructor delivers content to students in a structured and formal manner. In the case of Islamic Religious Education, this often involves explaining key concepts related to Islamic teachings, practices, and values. While the lecture method is widely criticized for being passive in nature and failing to engage students actively, it remains one of the most commonly used methods in schools due to its simplicity and efficiency in conveying information to a large group of students. In the context of this study, however, it was hypothesized that the lecture method could still be effective in increasing students' motivation, provided it was used in a way that promoted active listening and engagement. The research sought to determine whether the lecture method, when enhanced with multimedia resources, interactive discussions, and practical examples, could help students connect better with the content and improve their motivation to learn.

Before the intervention, a baseline survey was conducted among the students to assess their initial level of motivation towards Islamic Religious Education. The survey revealed that many students displayed a lack of enthusiasm for the subject, with several expressing feelings of disinterest and a lack of understanding of the importance of learning Islamic teachings. These findings pointed to the need for an approach that could spark greater interest and curiosity among students regarding the subject matter. After implementing the lecture method with various modifications, the results of the post-intervention survey were compared to the baseline data. The findings demonstrated a significant increase in students' motivation to engage with the subject.

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A majority of students reported feeling more interested and excited about learning, with many expressing that the lessons had become more relatable and meaningful. This shift was particularly noticeable in students who previously struggled with motivation and engagement.

One of the key factors that contributed to this improvement was the teacher's approach to delivering the lectures. Rather than simply presenting facts and information, the teacher made a conscious effort to connect the lesson content to the students' everyday lives. For example, when discussing the concept of honesty in Islam, the teacher incorporated real-life scenarios and encouraged students to share their own experiences related to honesty. This made the lesson more interactive and helped students see the relevance of the teachings to their personal lives. Furthermore, the use of multimedia tools, such as slideshows, videos, and audio recordings, was integrated into the lectures to help break the monotony of traditional teaching methods and engage students' visual and auditory senses. This approach proved particularly effective in maintaining students' attention and stimulating their interest in the subject matter. The multimedia resources provided a dynamic learning experience, which complemented the verbal content of the lecture and allowed students to explore Islamic teachings in different ways.

Another critical aspect of the lecture method's effectiveness was the encouragement of student participation. Throughout the lessons, the teacher asked open-ended questions, prompting students to think critically about the material and share their thoughts. This not only kept students engaged but also allowed them to take ownership of their learning, making them feel more involved in the educational process. By providing opportunities for students to discuss and debate the content, the teacher fostered a more collaborative learning environment. Moreover, the classroom environment played a significant role in shaping students' motivation. The teacher created a safe and supportive space where students felt comfortable asking questions and expressing their opinions. This atmosphere of mutual respect and encouragement helped students feel more confident in their ability to participate in the lessons, which in turn boosted their motivation to engage with the material.

The impact of the lecture method on students' motivation was also reflected in their academic performance. The research showed that students who were more motivated tended to perform better in assessments related to Islamic Religious Education. They demonstrated a deeper understanding of the material and were able to recall key concepts more accurately. This correlation between motivation and academic success suggests that increasing motivation through effective teaching methods can have a positive effect on students' overall learning outcomes. Additionally, the research found that the lecture method, when combined with other strategies such as group work and peer discussions, had a cumulative effect on student motivation. While the lecture itself was effective in delivering content, the interactive elements provided

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students with opportunities to learn from one another and build a sense of community in the classroom. This collaborative approach helped students develop critical thinking skills and reinforced their understanding of the material.

The research also highlighted the importance of student-centered learning within the context of the lecture method. Although the lecture remained the primary mode of instruction, the teacher adapted the delivery to cater to the diverse learning styles and needs of the students. This included providing opportunities for hands-on activities, visual aids, and even incorporating stories and parables from Islamic tradition to make the lessons more engaging. Despite the positive outcomes, the study also identified some challenges in implementing the lecture method effectively. One of the main challenges was the varying levels of student engagement. While some students responded positively to the lectures, others continued to struggle with maintaining attention, particularly in longer sessions. The research suggests that in order to keep all students engaged, it may be necessary to vary the teaching strategies, using lectures in combination with other methods such as group projects, debates, and case studies.

Another challenge was the classroom dynamics. The lecture method can sometimes create a passive learning environment where students simply listen without actively participating. In response, the teacher made a conscious effort to break up the lecture into smaller segments, interspersed with questions, group discussions, and activities, to maintain student attention and involvement. This approach seemed to mitigate some of the passivity associated with traditional lectures and allowed students to stay engaged for longer periods of time. The study also emphasized the importance of teacher training in effectively using the lecture method. Teachers need to be equipped with the skills and knowledge to deliver engaging and motivating lessons.

Professional development programs that focus on the integration of multimedia tools, interactive techniques, and student-centered approaches could help teachers improve their teaching practices and make the lecture method more effective in the classroom. In conclusion, the research at SD Negeri 105443 Desa Kuta Baru demonstrated that the lecture method, when adapted to include interactive elements, multimedia resources, and student participation, can significantly enhance students' motivation in Islamic Religious Education. The study highlighted that motivation is a critical factor in improving academic performance, and teachers can play a vital role in fostering this motivation through thoughtful and engaging teaching methods. Moving forward, it is recommended that educators continue to explore and experiment with different teaching strategies to create a more dynamic and motivating learning environment for their students. By doing so, they can ensure that students remain interested, motivated, and inspired to continue learning throughout their academic journey.

## **Discussion**

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In order for the objectives in the teaching and learning process to be achieved effectively and efficiently, the ability of an educator to master the material alone is not enough. In addition to mastering the material, an educator must also have the ability to manage the teaching and learning process well, namely through various techniques or methods of delivering the right material in the teaching and learning process according to the material being taught and the abilities of the students who receive the material. The term method comes from two words, namely meta and hodos. Meta means "Through" and hodos means "Way". Thus, method can mean a path or way that must be taken to achieve a goal. In addition, some also say that Method is a means to find, test and compile data needed for the development of the discipline. In essence, the method functions as an introduction to a target object in a way that is in accordance with the development of the target object. As we know, the teaching method is the target of interaction between teachers and students in teaching and learning activities. Thus, what needs to be considered is the accuracy of a teaching method chosen with the objectives, type and nature of the subject matter, and the teacher's ability to understand and implement the method. Teachers should be careful in choosing and using teaching methods, especially those that actively involve students.

Teaching and learning are complex activities. Therefore, it is almost impossible to show and conclude that a particular teaching and learning method is superior to other teaching and learning methods in an effort to achieve learning objectives. According to Nana Sudjana, a lecture is the oral delivery of learning materials. This method is not always bad if its use is well prepared, supported by tools and media, and pays attention to the limits of its use. (Nana Sudjana 2000:77). According to Drs. Muhaimin MA, et al., the lecture method is a combination of memorization, discussion and Q&A methods (Muhaimin, et al., 1996: 83). Meanwhile, according to W. Scham in his book "the process and effects of mass communication" in terms of memory, something that is conveyed verbally is remembered longer than that conveyed in writing. In addition, the lecture method is generally carried out in face-to-face conversations, this according to W. Schram is very effective. In the lecture method, it is a way of implementing teaching carried out by the teacher in a monologue manner and one-way communication, this method is considered the most effective in overcoming the scarcity of literature or references that are appropriate to the range of students' understanding.

The implementation of the lecture method in Islamic Religious Education at SD Negeri 105443 Desa Kuta Baru, as highlighted in the research, aims to address the challenge of student motivation in a subject that can often seem abstract or distant from students' daily lives. The study focuses on the idea that despite the lecture method being a traditional and sometimes passive form of teaching, it can still be effective in fostering engagement when combined with modern tools and strategies that cater to students' needs. One of the key issues the research tackled was the low motivation levels many students had towards the subject, which could be due to the perceived lack

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of relevance or connection between Islamic teachings and their personal experiences. Initially, many students at SD Negeri 105443 showed little enthusiasm for learning Islamic Religious Education. This was evident from their participation in class, where only a few students would raise their hands or ask questions. Their disinterest seemed to stem from a lack of understanding of how the teachings of Islam related to their own lives. The content of the curriculum, though rich in values and ethics, was sometimes delivered in ways that did not resonate with the students' everyday experiences, leading to apathy towards the subject matter.

The study hypothesized that through the careful implementation of the lecture method, student motivation could be increased. The lecture method, in its traditional form, often risks becoming a one-sided delivery of information. However, this research aimed to adjust the method by incorporating elements that made the lecture more interactive and engaging. This included asking thought-provoking questions, using multimedia resources, and encouraging student participation, which are known to be effective strategies for increasing motivation and fostering a dynamic learning environment. The first strategy implemented was to break the lecture into smaller, digestible segments. Rather than delivering long, uninterrupted lectures, the teacher alternated between explaining concepts and engaging the students in short discussions or activities. For example, after explaining a key Islamic principle, the teacher would ask students how it applied to their lives. This shift from a traditional lecture to a more interactive format immediately sparked interest, as students felt that their personal experiences were valued in the learning process.

Incorporating multimedia into the lecture also had a significant impact on student motivation. Visuals, videos, and audio clips helped to illustrate key Islamic teachings in a way that text alone could not. For example, when discussing the concept of kindness, the teacher showed a short video about the impact of kindness on the community, which helped students better understand and appreciate the lesson. This approach catered to visual and auditory learners, making the lesson more accessible and engaging for a wider range of students. Another crucial element in enhancing the lecture method was the use of real-life examples. Instead of just discussing theoretical concepts, the teacher brought the lessons to life by connecting Islamic values to everyday scenarios. For instance, when talking about honesty, students were encouraged to share their own experiences of honesty and how it impacted their relationships with family and friends. These discussions helped students see the practical value of the teachings, making the lessons more relatable and meaningful.

The use of interactive questioning also played an important role in boosting motivation. During the lecture, the teacher regularly paused to ask students open-ended questions about the material. This not only kept students engaged but also encouraged them to think critically about the content. Students began to feel more involved in the lesson, as they were encouraged to share their thoughts and opinions, and to connect

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what they were learning with their own lives. Additionally, group activities and peer discussions were introduced to further increase engagement. Students were divided into small groups to discuss key points from the lecture and share their insights with the class. These group activities promoted collaboration and allowed students to learn from one another. The peer discussions also provided opportunities for students to practice their communication and critical thinking skills, both of which are vital for their overall academic and personal development.

Furthermore, the teacher made a concerted effort to create a positive and supportive classroom environment. Students were encouraged to ask questions without fear of judgment, and they were praised for their contributions. This positive reinforcement helped build students' confidence, making them more willing to participate in discussions and share their thoughts. When students feel respected and valued, they are more likely to engage actively in the learning process, which in turn boosts their motivation. Another significant finding of the research was the improvement in students' academic performance. As motivation increased, so did students' ability to understand and retain the material. The research showed a clear correlation between the increase in motivation and improved test scores. Students who had been previously disengaged with the subject began to show better comprehension and recall of Islamic teachings. This highlights the importance of motivation in the learning process, as it directly affects students' ability to perform academically.

The implementation of the lecture method also encouraged a greater sense of ownership over learning. As students became more motivated, they took more responsibility for their education. They became more proactive in seeking help when needed, and many students began to engage in independent study, seeking out additional resources to deepen their understanding of the material. This shift from a passive to an active learning approach was a significant outcome of the research. However, the research also revealed that the lecture method had its limitations. Some students continued to struggle with attention and engagement, especially during longer lecture segments. Despite the teacher's efforts to break up the lecture with questions and multimedia, there were times when some students seemed to disengage. This suggests that while the lecture method can be effective, it must be used in conjunction with other teaching strategies to maintain the interest of all students.

The findings of the research also emphasized the importance of continuous teacher development. Teachers need to be equipped with the skills to adapt traditional methods, such as lectures, to the diverse needs of students. Professional development programs focused on interactive teaching techniques, the use of technology in the classroom, and strategies to engage students with different learning styles could help educators improve their practice and make lectures more effective. One of the most valuable takeaways from this study was the realization that motivation is not solely the responsibility of the teacher but is influenced by a combination of factors, including

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classroom dynamics, teaching methods, and student participation. While the teacher plays a crucial role in fostering motivation, it is equally important to create a learning environment where students feel a sense of belonging and relevance to the subject matter.

The research also raised the question of how the lecture method can be adapted to cater to students from diverse cultural backgrounds. In a classroom with students from varying backgrounds and experiences, it is essential to ensure that the teaching methods resonate with all learners. This can be achieved by incorporating cultural references, local traditions, and personal experiences into the lessons. By doing so, the lecture method can become a more inclusive and engaging approach to teaching. The study also pointed out that motivation is a dynamic process that can fluctuate over time. As such, it is important for teachers to continuously assess and adapt their teaching methods to maintain students' interest. Regular feedback from students, coupled with ongoing reflection by teachers, can help ensure that the lecture method remains effective in motivating students. In conclusion, the research demonstrated that the lecture method, when adapted to incorporate interactive elements, multimedia resources, and student participation, can significantly enhance motivation in Islamic Religious Education at SD Negeri 105443 Desa Kuta Baru. While challenges remain, such as maintaining engagement for all students, the overall impact of the lecture method in improving motivation and academic performance was evident. Moving forward, it is crucial for educators to continue exploring innovative ways to make the lecture method more dynamic and engaging, ensuring that students remain motivated and inspired to learn.

## **Conclusion**

From the data presentation above, it can be seen that the effectiveness of the application of the lecture method for grade VI students of SD Negeri 105443 Desa Kuta Baru can increase the depth of understanding of the material on Islamic religious education. In addition, it can also be seen that by applying the lecture method, it can bring maximum results, as evidenced by an increase in student learning motivation towards Islamic religious education subjects in general. Furthermore, it can be concluded that in order to improve student understanding, there are materials in Islamic Religious Education lessons, a creative and interesting lecture method is needed for male and female students. The application of the lecture method can be used to increase student learning motivation and improve understanding in studying Islamic religious education, especially on the subject of Qadha and Qadar and Zakat Mal.

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