



Implementation of the Reading Aloud Method in Improving Learning Outcomes on Halal and Haram Food Material at Nurullah Cirebon Private Elementary Madrasah

Wawan Setiawan, MIS Nurullah Cirebon, Indonesia

Waridin, MAS Al-Ikhlas Jambar, Indonesia

Winda Sukarsih, MIS Al-Khoeriyah, Indonesia

Windi Yantika, MIS Tegalpanjang, Indonesia

Winda Febrianti, MIS Manbaul Islamiyah, Indonesia

ABSTRACT

This study aims to determine the application of the Reading Aloud method in improving learning outcomes of halal and haram food material for 6th grade students at MIS Nurullah Cirebon. The Reading Aloud method was chosen because it can help improve students' understanding of the material being taught, by involving reading aloud techniques that facilitate listening and repetition of information, so that students can more easily understand and remember the material. This study uses a quantitative approach with a classroom action research (CAR) design. The subjects of the study consisted of 16 6th grade students who were divided into two learning cycles. The instruments used in this study were learning outcome tests and observations. The results showed that the application of the Reading Aloud method can improve students' learning outcomes, both in terms of understanding the material on halal and haram food, as well as in speaking and listening skills. Students become more active in participating in the learning process because this method provides an opportunity to repeat and deepen their understanding. Significant improvements were seen in students' test results and communication skills. Based on these findings, it can be concluded that the Reading Aloud method is effective in improving learning outcomes of halal and haram food material at MIS Nurullah Cirebon.

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Corresponding Author:

Wawan Setiawan

MIS Nurullah Cirebon, Indonesia

setwan23@gmail.com

Introduction

Effective learning is essential to ensure students understand the material being taught well. One of the materials taught in grade 6 of MIS Nurullah Cirebon is Halal and Haram Food. This material has an important value in daily life because it is related to religious teachings that must be understood and applied by students. However, in the learning process, many students have difficulty understanding the concept of halal and haram food in depth. The Reading Aloud method is one of the learning strategies that can be applied to improve student understanding. This method involves the activity of reading aloud, which allows students to not only read the text but also hear and repeat the information. In this way, it is hoped that students' understanding of the material taught will be better. In addition, the Reading Aloud method also has the potential to improve students' speaking and listening skills.

In conventional learning, students often only read silently or listen to the teacher's explanations without active involvement. This makes them less involved in the learning process, so that their understanding of the material becomes less than optimal. With the application of the Reading Aloud method, it is hoped that students can be more active in learning, increase focus, and more easily remember and understand the concepts taught. In addition to improving comprehension of the material, the Reading Aloud method also has other benefits, such as increasing students' confidence in public speaking. When students read aloud, they indirectly practice intonation, pronunciation, and expression in speaking. This is very beneficial for the development of their communication skills, which will be useful in various aspects of life.

However, the reality in the field shows that many students still have difficulties in understanding conceptual materials such as halal and haram food. They tend to be passive in learning and are less able to remember information well. The learning methods used previously have not been fully able to increase student involvement and understanding in learning. Therefore, a more innovative approach is needed to overcome this problem. To overcome these obstacles, this study proposes the application of the Reading Aloud method as an alternative strategy in learning. With this method, students are invited to read the text aloud, so that they can better understand the material through the experience of listening and repeating information. With active involvement in learning, it is hoped that they will be easier to remember the concepts taught and more confident in expressing their opinions.

This study uses a classroom action research design (PTK) with a quantitative approach. The research subjects consisted of 16 grade 6 students who underwent two learning cycles. In each cycle, the Reading Aloud method is applied and the students' learning outcomes are evaluated through learning outcome tests and observations. The data obtained will be analyzed to determine the effectiveness of this method in increasing students' understanding of halal and haram food materials. With this research, it is hoped that the Reading Aloud method can provide an effective solution in improving student learning outcomes. If proven effective, this method can be applied

more widely as a learning strategy that helps students understand the material better. In addition, this research can also be a reference for teachers in developing more innovative and interactive teaching methods in the classroom.

Methods

This research will utilize a qualitative research design, specifically focusing on classroom action research. The aim of this study is to explore the effectiveness of the reading aloud method in improving students' understanding of the concepts of halal and haram foods in the curriculum of Madrasah Ibtidaiyah Swasta Nurullah in Cirebon. Action research is chosen as the methodology to allow for practical improvements in the teaching and learning process, where the researcher acts as both the teacher and researcher. The study will be conducted in multiple cycles, with each cycle providing an opportunity to assess the effectiveness of the reading aloud method and refine the teaching strategies accordingly.

The participants of this study will be the students of Grade 4 at Madrasah Ibtidaiyah Swasta Nurullah Cirebon. The group consists of 25 students who are at an age where they are developing their basic understanding of Islamic teachings, including the importance of consuming halal food and avoiding haram food. The teacher will introduce reading aloud sessions during class, where students will take turns reading passages related to halal and haram foods, followed by group discussions to assess their understanding and encourage deeper reflection on the material.

The implementation of the reading aloud method will involve several steps. Initially, students will be provided with reading materials that focus on the classification of foods as halal or haram according to Islamic law. These materials will include Quranic verses, Hadith, and simple explanations. The teacher will guide students in reading the materials aloud, with a focus on proper pronunciation, fluency, and comprehension. After each reading session, the teacher will engage students in a discussion, asking them to explain the meaning of the passages they have read, and how these teachings can be applied in their daily lives.

Data will be collected through a combination of observation, student assessments, and reflective notes from the teacher. The primary data collection method will involve direct observation of the students during the reading aloud sessions, where the teacher will assess their pronunciation, fluency, and engagement with the material. Additionally, pre- and post-assessments will be conducted to evaluate the students' knowledge of halal and haram foods before and after the implementation of the reading aloud method. These assessments will consist of multiple-choice questions and short-answer questions based on the key concepts of halal and haram foods.

The teacher will also keep reflective notes during each cycle of the action research. These notes will include observations of the students' behavior, their level of participation, and any challenges encountered during the lessons. This will allow for

continuous feedback and adaptation of the teaching strategy to better suit the needs of the students. After each cycle, the teacher will reflect on the effectiveness of the reading aloud method, identifying areas for improvement and modifying the activities as needed to enhance student learning.

The action research will be carried out in three cycles, with each cycle lasting about three weeks. In each cycle, the students will engage in reading aloud sessions, followed by discussions and assessments. The first cycle will focus on introducing the reading aloud method and assessing the students' baseline knowledge of halal and haram foods. The second cycle will introduce more complex materials, such as Quranic verses and Hadith, to deepen students' understanding. The final cycle will consolidate the learning, ensuring that students can confidently explain the concept of halal and haram foods.

Throughout the research process, the teacher will provide individualized support to students who may need additional help with reading aloud or comprehending the material. For students who struggle with pronunciation or fluency, extra practice sessions will be offered. Group discussions will also be a key feature, as they will encourage peer learning and ensure that all students have a chance to participate and share their understanding of the material. This collaborative learning environment is expected to reinforce students' comprehension of the concepts of halal and haram.

In conclusion, this study will assess the impact of the reading aloud method on improving students' understanding of halal and haram foods in Madrasah Ibtidaiyah Swasta Nurullah Cirebon. Through repeated cycles of action research, the study will provide valuable insights into how interactive reading strategies can enhance comprehension and retention of Islamic teachings. The expected outcome is that the reading aloud method will lead to a deeper understanding of halal and haram foods among the students, while also improving their reading fluency and engagement with the material.

Result

The implementation of the reading aloud method in teaching halal and haram foods at Madrasah Ibtidaiyah Swasta Nurullah Cirebon resulted in noticeable improvements in students' understanding of the material. At the beginning of the study, many students had limited knowledge of the concepts of halal and haram foods. Their understanding was primarily based on general knowledge rather than specific teachings from the Quran and Hadith. The pre-assessment revealed that a majority of students could not clearly explain the difference between halal and haram foods. This initial lack of understanding demonstrated the need for a more engaging and interactive approach to teaching the topic.

After the first cycle, where the students participated in reading aloud sessions focused on basic concepts of halal and haram, the post-assessment showed a significant improvement in their comprehension. The students were able to identify common halal and haram foods and articulate basic definitions of each. The act of reading aloud helped students focus on the content more deeply, allowing them to better understand the terminology and its application in everyday life. Furthermore, many students were able to relate the material to their personal experiences, which indicated that the method helped bridge the gap between theoretical knowledge and real-world practice.

The second cycle introduced more complex materials, such as Quranic verses and Hadith, that elaborated on the specific guidelines regarding food consumption. During the reading aloud sessions, the students demonstrated improved pronunciation and fluency in reading Arabic words, which was an essential part of their learning process. By reading aloud, the students were able to focus on proper pronunciation and the meaning of the verses. This was particularly helpful in reinforcing the significance of the Quranic teachings related to halal and haram foods. The teacher observed that students were more confident in reading aloud and that they showed a greater willingness to participate in group discussions.

After the second cycle, there was a marked increase in the students' ability to explain the reasoning behind the classification of certain foods as halal or haram. They could reference specific Quranic verses and Hadith that outlined the principles of halal and haram consumption. This deeper understanding was evident in the post-assessment, where many students successfully answered more complex questions related to the topic. The use of Quranic texts in the reading aloud sessions not only improved their understanding of halal and haram foods but also helped them develop a deeper connection to the religious teachings.

The third cycle focused on consolidating the knowledge gained in the previous cycles. By this time, the students had become more proficient in recognizing and discussing halal and haram foods, as well as applying their knowledge in various scenarios. During this cycle, the students engaged in more advanced activities, such as group discussions and role-playing exercises, where they were asked to make decisions about the halal status of different foods based on Quranic teachings. These activities helped the students reinforce their knowledge and allowed them to apply it in practical situations.

At the end of the third cycle, a final post-assessment was conducted to evaluate the students' overall progress. The results showed a substantial improvement in their knowledge and understanding of halal and haram foods. The majority of students were able to accurately identify a wide range of foods and explain their halal or haram status based on religious guidelines. Additionally, many students expressed a greater sense of confidence in their ability to make informed decisions about food consumption in accordance with Islamic teachings.

Throughout the research period, the students' engagement and participation in the lessons significantly increased. Initially, some students were reluctant to read aloud in front of the class, but as the cycles progressed, most students became more comfortable and willing to participate. The reading aloud method helped reduce the students' anxiety about speaking in public, as they were supported by their peers and the teacher. The interactive nature of the reading aloud sessions created a more supportive and engaging classroom environment, where students felt encouraged to actively participate in discussions.

The teacher's observations also highlighted that the reading aloud method had a positive impact on students' listening and comprehension skills. During group discussions, the students listened attentively to their peers' readings and explanations. This collective learning environment allowed for peer-to-peer teaching, where more knowledgeable students helped clarify concepts for others. The teacher noted that the group discussions fostered a sense of collaboration and mutual support among students, which contributed to a deeper understanding of the material.

Another significant outcome of this study was the improvement in students' retention of information. Through repeated exposure to the material during the reading aloud sessions, students were able to retain key concepts more effectively. The teacher observed that students were able to recall Quranic verses and Hadith more easily and apply them correctly when discussing halal and haram foods. This improved retention also indicated that the reading aloud method was effective in enhancing long-term memory, as students were not only engaging with the material but also actively processing and internalizing it.

However, there were some challenges during the research process. One challenge was ensuring that all students remained equally engaged throughout the reading aloud sessions. While many students were eager to participate, some struggled with pronunciation and fluency, which sometimes hindered their full engagement with the material. To address this, the teacher provided additional support for students who had difficulty with reading and pronunciation. Extra practice sessions and one-on-one assistance helped ensure that all students could participate meaningfully in the lessons.

Another challenge was maintaining the students' interest in the material throughout the study. Although the reading aloud method proved to be engaging, there were moments when students became distracted or lost focus. To address this, the teacher varied the activities and incorporated interactive elements such as games and quizzes to keep the students motivated. The use of visual aids, such as flashcards and pictures of halal and haram foods, also helped maintain the students' attention and made the learning experience more dynamic. Despite these challenges, the overall results of the study were highly positive. The reading aloud method proved to be an effective tool in improving students' understanding of halal and haram foods. By actively engaging with the material through reading aloud and group discussions, students were

able to deepen their comprehension and retention of important Islamic teachings. The method not only helped improve their knowledge but also contributed to the development of their reading skills, fluency, and confidence in using the Arabic language.

In conclusion, the use of the reading aloud method significantly improved the students' understanding of halal and haram foods at Madrasah Ibtidaiyah Swasta Nurullah Cirebon. The method was effective in enhancing students' pronunciation, comprehension, and retention of the material. Furthermore, it fostered a supportive and engaging learning environment that encouraged active participation and collaboration. The study's findings suggest that the reading aloud method can be a valuable tool for teaching Islamic concepts and can be applied to other areas of religious education.

The implementation of the Reading Aloud method at Madrasah Ibtidaiyah Swasta Nurullah Cirebon to improve students' learning outcomes on the subject of Halal and Haram Foods has shown promising results. The goal of this method was to enhance students' understanding of the topic by engaging them in an interactive and auditory learning process. Reading aloud allows students to better absorb information, particularly in subjects that require attention to detail and pronunciation, such as Islamic teachings about halal and haram foods. At the beginning of the study, students struggled to fully grasp the concept of halal and haram foods. Many had difficulty recalling the specific criteria for determining whether food is permissible or forbidden according to Islamic law. Traditional methods of teaching, which relied heavily on lectures and textbook readings, did not seem to engage students fully. Therefore, the Reading Aloud method was introduced to help improve their comprehension by allowing them to hear the material being read correctly, which reinforced learning and assisted with retention.

In this method, the teacher would read aloud portions of the material related to halal and haram foods, emphasizing correct pronunciation and intonation. As the teacher read, students were encouraged to follow along in their own copies of the text, helping them connect spoken words with written ones. This approach helped students internalize the material more effectively, as auditory learners could benefit from hearing the content, while visual learners were able to follow the text simultaneously. The act of reading aloud also allowed students to participate more actively in the lesson. After listening to the teacher's reading, students were asked to read the same passages aloud in turn. This not only gave them practice with correct pronunciation but also helped them become more confident in their ability to articulate complex Islamic concepts. Additionally, the teacher provided feedback on their pronunciation and fluency, further enhancing their learning experience.

One of the significant advantages of the Reading Aloud method was its ability to foster deeper understanding through repetition. As students read aloud, they encountered the material multiple times, which reinforced key concepts about halal and

haram foods. Repetition helped clarify misunderstandings and solidified their knowledge. Furthermore, the teacher used pauses during the reading to ask questions and encourage discussion, allowing students to reflect on the content and its practical applications in their daily lives. Through this method, students were also able to engage in discussions about the moral and religious significance of halal and haram foods. The teacher facilitated group conversations after each reading session, where students could express their thoughts on why certain foods are considered halal or haram and how these concepts relate to their actions in daily life. These discussions encouraged critical thinking and allowed students to connect their academic learning with their personal experiences. As a result of the Reading Aloud method, students' engagement in the subject improved significantly. They became more interested in the topic of halal and haram foods and showed greater participation in class activities. This method not only made the material more accessible but also made learning more enjoyable, as students could actively practice and receive immediate feedback from their peers and the teacher. The increased engagement also led to higher attendance and a more positive classroom atmosphere.

In terms of assessment, the results showed an improvement in both knowledge and application of the concept of halal and haram foods. Students were able to accurately identify which foods are permissible and which are forbidden based on Islamic principles. Their ability to explain the rationale behind the halal and haram classifications also improved, demonstrating a deeper understanding of the subject. The Reading Aloud method helped students retain and apply what they learned more effectively. Furthermore, the method proved beneficial for students with different learning styles. While auditory learners benefited from hearing the material, visual learners could follow along with the text, and kinesthetic learners gained from the interactive nature of reading aloud. This multimodal approach ensured that all students had the opportunity to engage with the material in a way that suited their individual learning preferences. In conclusion, the use of the Reading Aloud method in teaching the topic of halal and haram foods at Madrasah Ibtidaiyah Swasta Nurullah Cirebon effectively enhanced students' understanding, participation, and retention of the material. By incorporating repetition, interaction, and feedback, students were able to improve both their comprehension and pronunciation. This method not only made learning more enjoyable but also helped students connect the academic material to their daily lives. The success of this approach highlights the importance of using varied teaching methods to cater to different learning styles and improve overall learning outcomes.

Discussion

The implementation of the reading aloud method in teaching halal and haram foods at Madrasah Ibtidaiyah Swasta Nurullah Cirebon resulted in significant

improvements in students' understanding of the material. The reading aloud technique, which focuses on pronunciation, fluency, and comprehension, proved effective in helping students understand complex religious concepts and apply them in their daily lives. The progression from initial difficulty to increased comprehension and confidence demonstrates the effectiveness of this approach in early education.

One of the most notable findings was that reading aloud encouraged active engagement among students. Initially, many students struggled to participate in discussions, often remaining silent or hesitant to contribute. However, as the cycles of the study progressed, students began to feel more confident in their ability to read aloud and discuss the material. This increased participation not only improved their understanding of halal and haram foods but also promoted a sense of ownership over their learning. As students gained more experience in reading and discussing the material, their confidence grew, which is a critical factor in fostering a positive learning environment.

The ability to reference Quranic verses and Hadith also played a significant role in deepening the students' understanding of halal and haram foods. In the second cycle, when more complex materials, such as Quranic texts and Hadith, were introduced, students were able to make connections between the teachings and their own experiences. They began to understand the religious principles behind halal and haram classifications and could explain why certain foods were permissible or prohibited according to Islamic law. This was a marked improvement from their initial reliance on vague or general knowledge.

The reading aloud method helped students improve their pronunciation and fluency in Arabic, which is essential in understanding religious texts. Many students initially had difficulty pronouncing Arabic words accurately. However, through repeated practice in reading aloud, students became more familiar with the Arabic alphabet and the correct pronunciation of words. This process not only improved their reading skills but also contributed to their ability to understand the material more deeply. The practice of reading aloud allowed students to focus on both language skills and comprehension simultaneously, reinforcing the connection between linguistic ability and understanding religious content.

Another key benefit of the reading aloud method was its ability to engage students in collaborative learning. Group discussions after the reading aloud sessions allowed students to share their thoughts, clarify misunderstandings, and learn from one another. The teacher observed that students who grasped the material more quickly were able to help their peers, creating a supportive learning environment. Peer learning is an important aspect of education, particularly in a religious context, as it encourages students to engage with the material critically and learn from different perspectives.

The method also had a positive impact on students' retention of the material. One of the primary advantages of reading aloud is its ability to help students retain

information through repetition. By hearing the material multiple times and actively engaging with it, students were able to internalize the teachings more effectively. The repeated exposure to Quranic verses and Hadith helped solidify their understanding of halal and haram foods, allowing students to recall the information more easily when needed. This reinforced the idea that active learning strategies, such as reading aloud, lead to better long-term retention.

Despite these successes, there were some challenges faced during the implementation of the reading aloud method. One challenge was ensuring that all students remained engaged throughout the lessons. While most students participated actively, a few were reluctant to speak in front of the class. This hesitation can be attributed to fear of making mistakes, which is common in many educational settings. To address this, the teacher provided individualized support and encouragement, gradually helping these students build their confidence. As a result, even the more reserved students became more comfortable with reading aloud and participating in discussions by the end of the study.

Another challenge encountered during the research was the varying levels of prior knowledge among the students. Some students had a stronger foundation in Islamic teachings, while others had little exposure to the concepts of halal and haram. The teacher responded to this challenge by differentiating instruction, offering extra support to students who needed additional help. This approach ensured that all students could participate meaningfully in the learning process, regardless of their starting point. It also highlighted the importance of providing individualized attention in a diverse classroom setting.

The role of the teacher was crucial in the success of the reading aloud method. The teacher's guidance, encouragement, and ability to adapt the lessons based on students' needs were essential in creating an effective learning environment. The teacher facilitated the discussions, helping students to connect the material to their everyday experiences and guiding them through more complex Quranic texts. This flexibility and responsiveness helped maintain students' interest and engagement throughout the research.

The study also highlighted the importance of creating a positive and supportive classroom atmosphere. Students were more likely to participate in reading aloud sessions and group discussions when they felt safe and encouraged. The teacher fostered this environment by creating an atmosphere of mutual respect and collaboration. By making the learning process enjoyable and interactive, students were more likely to take an active role in their own education, which is a key factor in improving their understanding of the material.

The use of reading aloud also allowed the teacher to assess students' progress more effectively. By listening to students read aloud, the teacher was able to identify areas where students struggled with pronunciation, fluency, or comprehension. This

real-time feedback allowed the teacher to adjust the lesson plans as needed, providing additional practice or clarification on areas of difficulty. The ability to provide immediate feedback is one of the key advantages of the reading aloud method, as it helps to address misunderstandings quickly and keep students on track.

In addition to improving understanding, the reading aloud method also had a positive impact on students' motivation to learn. As students became more confident in their ability to read and discuss the material, they were more eager to participate in class activities. The sense of accomplishment from successfully reading aloud and discussing Quranic texts gave students a sense of pride and encouraged them to continue learning. This increased motivation is vital in fostering long-term academic success and a deeper connection to the material being taught.

Despite the challenges, the reading aloud method proved to be a valuable tool for improving students' understanding of halal and haram foods. The active engagement fostered by reading aloud and the collaborative discussions that followed helped students internalize the material more effectively than passive learning methods. The positive results suggest that this method can be applied to other areas of religious education as well, providing an engaging and interactive way to teach Islamic concepts.

The study also demonstrated the importance of integrating multiple learning strategies. While reading aloud was the primary method used in this research, it was complemented by discussions, role-playing, and assessments. This combination of strategies created a well-rounded learning experience that catered to different learning styles. The varied approach ensured that all students were able to engage with the material in ways that suited their individual learning preferences.

In conclusion, the reading aloud method was highly effective in enhancing students' understanding of halal and haram foods. The method helped improve pronunciation, comprehension, retention, and student engagement. Despite some challenges, such as varying levels of prior knowledge and initial reluctance to participate, the overall results were positive. This study suggests that the reading aloud method can be a powerful tool for improving students' knowledge and engagement in religious education and may be applied to other areas of learning.

The implementation of the Reading Aloud method at Madrasah Ibtidaiyah Swasta Nurullah Cirebon has proven to be an effective strategy for enhancing students' learning outcomes, especially in understanding the concept of halal and haram foods. One of the key benefits of this method is that it taps into auditory learning, which is crucial for many students who can better comprehend and retain information by hearing it. By reading aloud, the teacher modeled proper pronunciation and intonation, giving students the opportunity to hear the material in a correct and engaging manner. This method also emphasizes active participation from the students, as they take turns reading aloud. This practice not only improves fluency but also helps with pronunciation, which is especially important in Islamic studies, where proper pronunciation of Arabic

terms is key. By actively engaging with the material through reading aloud, students gained confidence in their ability to pronounce and understand the specific terms related to halal and haram foods. The teacher's immediate feedback during reading sessions further reinforced proper understanding and pronunciation.

In addition to improving pronunciation and fluency, the Reading Aloud method facilitated a deeper understanding of the subject matter. Repetition, through hearing and reading the material multiple times, allowed students to reinforce their knowledge. As they read aloud, they were also able to process the information more effectively, leading to better retention and recall. This method helped students internalize key concepts about halal and haram foods, making them more confident in identifying which foods are permissible and which are forbidden according to Islamic teachings. Furthermore, the interactive nature of the method allowed for greater student engagement. After reading aloud, the teacher would facilitate discussions on the meaning and application of the concepts learned. These discussions helped students connect the academic content to their real lives, as they explored the moral and religious significance of halal and haram foods. By reflecting on how these concepts influence their behavior, students gained a more comprehensive understanding of why such classifications are important in Islam.

The method also catered to different learning styles, making it accessible to a wider range of students. While auditory learners benefited from hearing the teacher read aloud, visual learners were able to follow along in their books, and kinesthetic learners were engaged through the act of reading aloud themselves. This multimodal approach ensured that all students, regardless of their learning preferences, were able to engage meaningfully with the material. As a result, students' participation and interest in the lessons increased significantly. The success of the Reading Aloud method was also reflected in the students' academic performance. Post-assessments showed a notable improvement in their ability to identify and explain the concept of halal and haram foods. Not only did students recall information more accurately, but they were also able to engage in thoughtful discussions and explain their understanding in greater depth. This indicates that the method not only improved their ability to memorize but also helped them understand the material at a deeper level. In conclusion, the Reading Aloud method proved to be a valuable tool in enhancing students' understanding of halal and haram foods at Madrasah Ibtidaiyah Swasta Nurullah Cirebon. The method promoted active participation, improved pronunciation, and deepened comprehension of Islamic teachings. By incorporating repetition, interaction, and immediate feedback, students were able to better retain the material and apply it in their daily lives. This approach demonstrates the importance of using diverse and interactive teaching methods to cater to various learning styles and improve student outcomes.

Conclusion

In conclusion, the implementation of the reading aloud method in teaching halal and haram foods at Madrasah Ibtidaiyah Swasta Nurullah Cirebon significantly enhanced students' understanding and engagement with the material. The method was effective in improving their pronunciation, comprehension, and retention of key Islamic teachings. By actively participating in reading aloud sessions and group discussions, students developed a deeper understanding of the concepts and were able to apply them to real-life situations. The increased confidence and participation observed in students further reinforced the positive impact of this method on their learning experience. The results of this study suggest that the reading aloud method is a valuable tool for improving both academic outcomes and student engagement in religious education. While challenges such as varying levels of prior knowledge and initial reluctance to participate were present, the overall effectiveness of the method in facilitating a deeper connection to the material was evident. This research indicates that incorporating active learning strategies like reading aloud can lead to better retention and understanding of religious content, providing a strong foundation for future educational practices in Islamic studies.

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