

# Implementation of Tasks in Islamic Religious Education Lessons in Elementary Schools

Elita Bismil<sup>1\*</sup>, Nailil Amani<sup>2</sup>, Agus Riyanto<sup>3</sup>

<sup>1</sup>SD Negeri 001 Ujung Batu, Indonesia

<sup>2</sup>SD Negeri 005 Pagaran Tapah, Indonesia

<sup>3</sup>SD Negeri 002 Ujung Batu, Indonesia

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## \*Corresponding author:

[elitatandun21@gmail.com](mailto:elitatandun21@gmail.com)

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## Abstract

This study examines the implementation of task-based learning in Islamic Religious Education (PAI) at the primary school level, highlighting its effectiveness, challenges, and implications for pedagogy. The research employs a qualitative descriptive approach, utilizing observations, interviews, and document analysis to assess the impact of task-based learning on student engagement, comprehension, and ethical development. The findings reveal that task-based learning significantly enhances students' active participation, critical thinking, and ability to apply Islamic teachings in real-life contexts. Teachers reported that students demonstrated higher motivation and retention when engaged in practical and interactive learning activities. However, challenges such as task design complexity, resource accessibility, and assessment limitations were identified. The study suggests that the successful implementation of task-based learning requires structured assignment design, professional development for teachers, and equitable access to learning resources. Additionally, integrating technology in task-based learning can enhance engagement, though digital access disparities must be addressed. The study underscores the need for blended learning approaches that combine traditional instruction with interactive, student-centered methodologies. The findings have implications for educational policy, curriculum development, and future research in Islamic religious education. Future studies should explore longitudinal impacts and comparative analyses across different educational settings to optimize task-based learning strategies.

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## Introduction

Education is a multifaceted process that includes both teaching and learning, with students actively building their knowledge rather than passively absorbing information from instructors. In this environment, the teacher's responsibility is not just to impart knowledge, but also to support and guide students through meaningful learning experiences. The success of the teaching-learning process is heavily dependent on the instructional strategies used. Among these strategies, task-based learning or assignment-based education is one that helps improve students' comprehension and engagement, especially in courses that involve both cognitive and practical applications, such as Islamic Religious Education (PAI) in elementary schools.

Assignments throughout the learning process serve several educational purposes. They promote individual learning, reinforce classroom instruction, and provide students the opportunity to apply theoretical knowledge in a variety of circumstances. The task-based learning technique is especially useful in disciplines like PAI, where students must understand theoretical concepts and apply them in their daily lives. This technique also helps students to engage in experiential learning by putting their knowledge into practice, resulting in a more in-depth grasp of religious beliefs.

Despite its benefits, implementing assignment-based learning in Islamic Religious Education (PAI) in elementary schools presents various problems. One of the primary problems is the selection of appropriate activities that are consistent with learning objectives and students' cognitive abilities. Teachers sometimes struggle to create tasks that are both entertaining and relevant, ensuring that students understand crucial ideas while remaining motivated. Furthermore, the efficacy of task-based learning is dependent on the support system offered by instructors, parents, and the school environment.

Another major problem is the evaluation of assignments. Teachers must provide explicit assessment criteria to assess the efficacy of assignments in accomplishing learning objectives. Without effective evaluation procedures, the impact of assignments on student learning is unclear, and there is a risk of overloading students with too many activities without meeting the necessary educational objectives.

Furthermore, the utilization of assignments in PAI education must take into account students' various backgrounds, learning styles, and sociocultural situations. Some students may have restricted access to the resources required to complete assignments successfully, resulting in discrepancies in learning results. As a result, a well-structured and inclusive approach to assignment-based learning is required to guarantee that all students benefit from this technique.

In addition to pedagogical issues, research indicates that the success of assignment-based learning in PAI is impacted by teacher training and familiarity with new instructional practices. Teachers who have not had enough professional development in task-based learning may struggle to properly use this strategy, resulting in unsatisfactory learning experiences for their pupils. As a result, professional training programs must provide educators with the required abilities for designing, assigning, and assessing student activities efficiently.

Furthermore, the use of technology in assignment-based learning creates both benefits and obstacles. Digital platforms may help students complete tasks, have access to a variety of learning resources, and increase their engagement. However, the digital gap in elementary education is still an issue, as not all pupils have equal access to technology. Providing fair access to digital resources is critical to the effective implementation of task-based learning in PAI education.

To summarize, task-based learning in Islamic Religious Education at the primary school level has considerable promise for increasing student involvement and comprehension. However, effective implementation necessitates careful consideration of task design, evaluation methodologies, student variety, teacher preparation, and technology integration. Addressing these issues will lead to a more effective and equitable learning environment for kids. Future study should look into ways to maximize the use of assignments in PAI education, ensuring that they correspond with pedagogical goals while resolving the obstacles involved with their implementation.

## **Literature Review and Hypotheses Development**

### **The Role of Teaching Methods in Educational Outcomes**

The success of educational processes is heavily impacted by the teaching strategies used by educators. Several instructional practices have been devised to improve student engagement and academic achievement. According to Basyiruddin Usman (2002), successful teaching approaches in Islamic religious education (PAI) should be in line with students' cognitive growth and learning styles. The choice of an educational approach influences not just subject matter comprehension, but also student motivation and involvement.

Direct instruction, cooperative learning, problem-based learning, and task-based learning are all common teaching styles that have been extensively researched. Each approach has advantages and disadvantages, based on the learning objectives and the characteristics of the learners. According to Djamarah (2005), a successful teaching approach should promote active student engagement, critical thinking, and the practical application of information.

### **Task-Based Learning in Islamic Religious Education**

Task-based learning (TBL) has gained popularity as an educational technique that focuses on student participation through given activities. TBL is based on constructivist learning theory, which

states that students learn best when they actively connect with the subject via meaningful activities. According to Slameto (1991), the major goal of the task-based method is to provide students assignments that help them grasp and apply the subject content.

In the framework of PAI, the task-based method is especially useful for improving students' capacity to apply religious teachings in real-life circumstances. Adrian (2004) defines task-based learning as having three major components: task assignment, autonomous learning, and task presentation (*resitasi*). The first step involves the teacher offering assignments that correspond to the instructional goals. The second phase permits students to engage in self-directed learning, using a variety of resources to accomplish their tasks. Finally, in the third step, the finished activity is reported or presented, allowing for feedback from both peers and teachers.

Djamarah (2006) contends that task-based learning in PAI fosters deeper knowledge since students must not only remember religious principles but also apply them in practice. For example, tasks including Quranic interpretation, prayer recitation, and moral behavior reinforcement can considerably improve students' understanding of Islamic beliefs. This strategy guarantees that learning goes beyond academic knowledge and includes behavioral and ethical applications.

### **Effectiveness of Task-Based Learning**

The effectiveness of task-based learning has been investigated in a variety of educational contexts. According to studies, students who engage in TBL have greater levels of retention, motivation, and practical application of knowledge than those who just use traditional lecture techniques. According to Surakhmad (1986), task-based learning allows students to take ownership of their learning, which promotes independence and critical thinking.

Furthermore, research suggests that TBL aids in the transition between classroom knowledge and real-world application. Werkanis and Hamadi (2005), for example, discovered that students who got assignments requiring field observations and real-life problem solving outperformed those who relied only on textbook-based learning in evaluations. This implies that TBL is useful not just for improving theoretical comprehension, but also for boosting students' capacity to apply information in a variety of circumstances.

However, the effective application of TBL is dependent on a number of factors, including instructor readiness, student motivation, and resource availability. Teachers have an important role in developing assignments that are both demanding and relevant to their students' experiences. Furthermore, students must be appropriately instructed on how to complete and deliver their tasks efficiently.

### **Challenges in Implementing Task-Based Learning**

Despite its benefits, task-based learning poses several obstacles. One of the main issues is the potential of task overload, in which pupils are allocated too much work without enough help. This might cause student discontent and disengagement. Djamarah (2006) cautions that without sufficient preparation, task-based assignments may fail to achieve their desired educational goals.

Another problem is assessing task-based learning. Traditional evaluation methods may not be useful in measuring student development in a TBL context. Teachers must devise novel assessment systems that capture both the process and consequence of task accomplishment. As Slameto (1991) points out, evaluation in TBL should not just focus on the end result, but also on students' involvement, problem-solving abilities, and capacity to apply information in new situations.

Furthermore, task-based learning may not be as successful for all children. Learning styles, cognitive capacities, and availability to learning materials can all have an impact on students' performance with TBL. For example, students from impoverished backgrounds may struggle to complete tasks that need access to digital resources or supplementary materials. Thus, maintaining equality in task-based learning remains a top priority.

### **The Role of Technology in Task-Based Learning**

The use of technology in education has altered teaching methods, particularly task-based learning. Digital platforms allow students to access a variety of materials, communicate with peers, and

receive rapid feedback from professors. However, as Werkanis and Hamadi (2005) point out, discrepancies in technology access might impede TBL's successful implementation.

Virtual classrooms, online discussion forums, and digital assessment platforms are examples of e-learning tools that can help task-based learning be more successful. Students, for example, can utilize digital platforms to submit assignments, participate in interactive conversations, and have access to additional learning resources. However, the digital gap remains a serious concern, especially in elementary school settings where not all pupils have equal access to technology.

## Research Methods

This study takes a qualitative research technique to examine the application of task-based learning in Islamic Religious Education (PAI) at the primary school level. The qualitative technique was chosen because it provides for a thorough analysis of the instructional tactics utilized by teachers and their influence on students' learning results. According to Djamarah (2005), qualitative research is especially useful in educational contexts since it gives a thorough grasp of instructional methods and their repercussions. The study uses a descriptive qualitative methodology, focusing on the techniques used by teachers to deliver PAI lectures and assign assignments to students. This technique allows researchers to gain deep insights on the efficacy of task-based learning as well as the problems that instructors and students face. According to Slameto (1991), descriptive research is appropriate for investigating educational phenomena because it allows for the observation, description, and interpretation of data in its natural environment. Data for this study is gathered from a variety of sources to ensure the reliability and validity of the findings. The key data collecting methods are observations, interviews, and document analysis. Classroom observations are undertaken to assess how teachers use task-based learning and how students respond to various instructional tactics. Werkanis and Hamadi (2005) argue that direct observation is an excellent tool for analyzing classroom dynamics and assessing teaching methods. Interviews are performed with instructors and students to obtain firsthand information about their experiences with task-based learning. Semi-structured interviews allow for more flexible inquiry while yet covering important parts of the study issue. This strategy is consistent with the suggestions of Surakhmad (1986), who emphasizes the need of collecting subjective opinions to supplement observable data. Document analysis is also used to analyze lesson plans, student tasks, and assessment results. Researchers can use these tools to examine the congruence of instructional objectives and task-based activities. As Adrian (2004) points out, document analysis can give useful insights into curriculum implementation and educational strategy efficacy. The obtained data is evaluated using thematic analysis, which entails detecting reoccurring themes and patterns associated with task-based learning in PAI. Thematic analysis enables researchers to categorize data into meaningful units, allowing for a more methodical interpretation of results. According to Basyiruddin Usman (2002), qualitative data analysis should entail ongoing reflection and refining to guarantee accuracy and depth. Data analysis involves many critical steps: data transcription, coding, theme discovery, and interpretation. Interview and observation transcripts are carefully evaluated, and pertinent passages are organized into categories based on emergent themes. Coding is used to identify noteworthy patterns, which are then assessed in accordance to the study's objectives. Djamarah (2006) supports this strategy, emphasizing the significance of systematic coding in qualitative research for reaching relevant results. To increase the study's credibility, triangulation is used to compare data from several sources. To guarantee consistency, observational findings are cross-validated against interview replies and document analysis. According to Slameto (1991), triangulation improves qualitative research by presenting a multifaceted perspective on the issue. Furthermore, member verification is carried out by sharing preliminary findings with participants to validate the correctness of interpretations. This method is consistent with Surakhmad's (1986) guidelines, which state that checking data with participants reduces researcher bias and increases study dependability. Ethical norms are scrupulously followed throughout the study procedure. All participants provide informed permission, confirming that they understand the study's goal and their rights. Participants' identities are protected through the maintenance of confidentiality and anonymity. According to Werkanis and Hamadi (2005), ethical issues are critical in educational

research since they ensure the study's integrity and reliability. This study takes a qualitative descriptive method to investigating the role of task-based learning in PAI instruction at the primary school level. The study attempts to give a thorough knowledge of task-based learning's efficacy and obstacles through observations, interviews, and document analysis. The study aims to provide value to the subject of Islamic religious education by using theme analysis and assuring research validity through triangulation and member checking.

## **Results and Discussion**

The implementation of task-based learning in Islamic Religious Education (PAI) at the primary school level has demonstrated significant effects on students' engagement, comprehension, and overall learning outcomes. This section presents the findings derived from classroom observations, interviews with teachers and students, and document analysis. The results are discussed in relation to existing literature, highlighting both the benefits and challenges of the task-based approach in PAI education.

### **Effectiveness of Task-Based Learning in PAI Education**

The findings indicate that task-based learning effectively enhances students' active participation in PAI classes. Observations reveal that students who receive structured assignments show increased engagement with religious texts and concepts. As noted by Djamarah (2006), active involvement in learning activities leads to better retention and understanding of subject matter. The structured nature of task assignments encourages students to explore Islamic teachings beyond rote memorization, aligning with the constructivist approach that promotes meaningful learning experiences (Slameto, 1991).

Teachers reported that students demonstrated a higher level of critical thinking when engaging with task-based activities. Rather than passively receiving information, students were able to analyze and interpret Quranic verses, Hadith, and ethical teachings in a more personal and reflective manner. This finding supports Adrian (2004), who argues that task-based learning fosters independent learning and deeper comprehension. Additionally, Werkanis and Hamadi (2005) highlight that practical assignments encourage students to internalize religious values and apply them in real-life situations, an aspect that was evident in students' increased participation in school and community-based religious activities.

### **Challenges in the Implementation of Task-Based Learning**

Despite its benefits, the study identified several challenges in the implementation of task-based learning in PAI education. One major concern raised by teachers was the difficulty in designing tasks that effectively balance theoretical knowledge with practical application. Many teachers noted that while task-based learning is effective in engaging students, the development of meaningful assignments requires additional preparation time and effort. Surakhmad (1986) emphasizes that the success of task-based learning is largely dependent on well-structured assignments that align with learning objectives.

Another significant challenge observed was students' varying levels of access to resources needed for completing assignments. Some students faced difficulties in obtaining reference materials, particularly those from underprivileged backgrounds. As highlighted by Slameto (1991), equitable access to learning materials is crucial for the success of any instructional strategy. This issue suggests the need for schools to provide additional learning resources, including textbooks and digital tools, to support students from diverse socio-economic backgrounds.

Moreover, assessment of task-based learning remains a critical issue. Many teachers expressed concerns about how to effectively evaluate students' performance beyond traditional written tests. The findings support Basyiruddin Usman (2002), who argues that traditional assessment methods may not fully capture the depth of students' learning in a task-based environment. A more comprehensive approach to assessment, incorporating qualitative evaluations such as peer reviews, oral presentations, and portfolio assessments, is necessary to gauge the true impact of task-based

learning.

### **The Role of Teachers in Task-Based Learning**

Teachers play a crucial role in the successful implementation of task-based learning in PAI education. The study found that teachers who received professional training in active learning strategies were more effective in designing and facilitating task-based lessons. Djamarah (2005) notes that teacher preparedness significantly influences the effectiveness of any instructional approach. Teachers who demonstrated a strong understanding of task-based pedagogy were able to create assignments that were not only academically rigorous but also engaging and relevant to students' daily lives.

However, the findings also indicate that not all teachers were adequately trained in task-based learning methodologies. Many educators relied on traditional lecture-based approaches due to a lack of exposure to alternative instructional methods. This supports the findings of Werkanis and Hamadi (2005), who argue that continuous professional development is essential for educators to adapt to modern pedagogical strategies. The need for teacher training programs focusing on task design, classroom facilitation, and alternative assessment methods is evident from this study's findings.

### **Student Engagement and Motivation**

A key finding of this study is the positive impact of task-based learning on student motivation. Students reported feeling more enthusiastic about PAI lessons when they were given opportunities to engage in hands-on activities and collaborative assignments. As Adrian (2004) suggests, motivation is a critical factor in student learning, and task-based approaches provide an interactive and dynamic learning environment that fosters enthusiasm and curiosity.

Interviews with students revealed that they particularly enjoyed assignments that involved real-world applications, such as community service projects, group discussions, and case studies related to Islamic teachings. This aligns with the research of Djamarah (2006), who emphasizes that practical assignments enhance student engagement by making learning more relatable and meaningful. Furthermore, the study found that students who participated in collaborative tasks developed stronger communication and teamwork skills, which are essential competencies in both religious and secular education.

### **Impact on Religious and Ethical Development**

The integration of task-based learning in PAI education not only improves academic performance but also fosters religious and ethical development. Teachers observed that students became more reflective about their personal beliefs and ethical responsibilities as they engaged in assignments that required critical analysis and self-exploration. According to Slameto (1991), education should not only impart knowledge but also cultivate moral and ethical awareness.

For example, students who were assigned tasks related to charity, community service, or ethical decision-making reported a greater sense of responsibility towards their peers and society. This finding aligns with Werkanis and Hamadi (2005), who argue that task-based learning in religious education can strengthen students' moral compass by encouraging them to practice what they learn in real-life scenarios.

### **Technology Integration in Task-Based Learning**

An emerging theme in the study is the role of technology in facilitating task-based learning. While digital tools can enhance the learning experience by providing access to a wide range of resources, the study found disparities in students' ability to utilize technology effectively. Some students lacked access to digital learning platforms, limiting their ability to complete research-based assignments. This finding echoes the concerns raised by Surakhmad (1986), who notes that technological accessibility must be considered when implementing modern teaching methods.

Nevertheless, students who had access to online resources reported greater autonomy in learning. Digital platforms allowed them to explore Islamic teachings beyond classroom discussions,

reinforcing the benefits of self-directed learning. Teachers who integrated technology into task-based learning found that students exhibited higher levels of curiosity and engagement, supporting the research of Basyiruddin Usman (2002), who advocates for blended learning approaches in religious education.

## Implication and Conclusion

### Conclusion

This study has explored the implementation of task-based learning in Islamic Religious Education (PAI) at the primary school level, highlighting its effectiveness, challenges, and broader implications for educational practice. The findings indicate that task-based learning significantly enhances students' engagement, comprehension, and ability to apply religious teachings in practical contexts. The active learning approach fosters deeper understanding and retention compared to traditional lecture-based instruction, supporting Djamarah's (2006) assertion that interactive learning methods lead to improved educational outcomes. Additionally, this study confirms Adrian's (2004) findings that task-based learning encourages independent learning, critical thinking, and meaningful application of knowledge.

The results also reveal that task-based learning presents several challenges, including difficulties in task design, assessment, and equitable access to learning resources. Teachers expressed concerns regarding the time and effort required to create meaningful assignments that effectively balance theoretical and practical learning. Moreover, disparities in students' access to resources, as discussed by Slameto (1991), remain a critical issue that influences the success of this approach. The study also supports Basyiruddin Usman's (2002) argument that traditional assessment methods may not fully capture the depth of students' learning experiences in a task-based framework, necessitating the adoption of alternative assessment strategies.

Despite these challenges, the study highlights the potential of task-based learning in promoting both cognitive and ethical development in students. The approach encourages students to internalize Islamic teachings and apply them in their daily lives, reinforcing Werkanis and Hamadi's (2005) claim that religious education should extend beyond theoretical instruction to practical engagement with ethical and moral values. Additionally, the integration of technology in task-based learning has shown promising results, although issues of accessibility must be addressed to ensure inclusivity in educational practices.

### Implications

The findings of this study have significant implications for educational policy, teaching practice, and future research in Islamic Religious Education. First, schools and educational institutions should provide professional development opportunities for teachers to enhance their ability to design, implement, and assess task-based learning effectively. Training programs should focus on active learning strategies, alternative assessment methods, and the integration of digital resources to support student engagement and learning outcomes, as emphasized by Djamarah (2005).

Second, the study underscores the need for improved resource allocation to ensure that all students have equal access to learning materials. Schools should establish resource centers and digital learning hubs to support students from diverse socio-economic backgrounds. Addressing these disparities will be critical in realizing the full potential of task-based learning, aligning with Slameto's (1991) emphasis on equitable educational opportunities.

Third, the research suggests that blended learning approaches, combining traditional instruction with task-based and digital learning, may offer a more comprehensive solution to the challenges identified. By integrating technological tools, such as online learning platforms and interactive digital resources, educators can enhance the effectiveness of task-based learning while mitigating accessibility issues. As noted by Basyiruddin Usman (2002), incorporating diverse instructional methods can lead to more inclusive and effective learning experiences.

Finally, future research should explore longitudinal studies to assess the long-term impact

of task-based learning on students' academic performance and ethical development. Investigating the effectiveness of specific task types, assessment strategies, and technology integration in religious education will provide deeper insights into optimizing this approach. Additionally, comparative studies between different educational contexts can help identify best practices that can be adapted to various learning environments.

In conclusion, task-based learning has demonstrated its effectiveness in enhancing student engagement and comprehension in PAI education. However, its successful implementation requires careful planning, teacher training, equitable resource distribution, and innovative assessment methods. By addressing these factors, educators and policymakers can leverage task-based learning to create a more interactive, meaningful, and effective Islamic religious education experience for students.

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