

# **RECITATION METHOD AND ITS EFFECT ON STUDENTS' CREATIVITY IN THE FIELD OF ISLAMIC RELIGION STUDY IN SMP 29 AL-WASHLIYAH MEDAN**

**Yani Lubis**

Email: Lubis\_yani@yahoo.com

Lecturer of North Sumatra State Islamic University

**Abstract:** One of the teaching methods applied by the teacher to increase students' creativity is the recitation method. The population of this study was all students who sat in class II SMP 29 Al-Washliyah Medan and the sample of this study was 55 people. The techniques that used in processing data and analyzing the data in this study were to use the Chi Square test (X<sup>2</sup>) technique or formula and the contingency correlation (KK) data analysis technique. The findings in the results of this study are as follows: the value of the research price is greater than the critical value or price, which is 21.07, while the price of the criticism table is 13.3 with a 99% confidence interval and a 1% significance level. And the strength of the influence after being calculated through the Contingency Correlation formula is 0.526, and according to the Contingency Choreal interpretation rules if the value of KK = 0.526 means that the influence strength of variable X on variable Y is moderate.

**Key Words:** *Recitation Method, Students' Creativity*

## **Introduction**

In religious education that children get at school as a formal institution, children will get religious education from teachers both in theory and practice. A professional teacher, of course, will not arbitrarily choose teaching methods to increase children's creativity, event it creativity in doing worship or creativity in carrying out their daily life. One of the teaching methods applied by the teacher to increase student creativity is the recitation method. This method is applied by the teacher to increase the creativity of students at school and at home, both in the religious field and in the social field. But is it true that this method can increase student creativity, both religious creativity and the creativity of their daily life or association? This is what makes the writer interested in conducting research at SMP 29 Al-Washliyah Medan.

Every teaching is inseparable from the method, without the method it is impossible for the teaching and learning process run effectively and efficiently. With appropriate method in each lesson, the child will understand the material presented faster.

So important of the method in teaching and learning process, the most important thing is that the use of this method can foster the activities of students, foster children's creativity and children's enthusiasm to grow clearly in mastering the lessons and material presented to them. So that the learning process that takes place can bring success and achieve the desired goals, which can increase students' creativity in the material being taught.

The meaning of the method is "How to teach or how something is taught".<sup>1</sup> So the method is the way or method used in teaching and learning process. And Subandijah stated that: "The method is a supporting factor for the smooth implementation of teaching and learning activities in order to achieve teaching goals and teaching factors that lead to the continuity of the teaching and learning process."<sup>2</sup> Meanwhile, the meaning of teaching is: "Providing knowledge or training skills or ability to children".<sup>3</sup> So from the above definitions are clear that the teaching method is a method used by teachers in delivering subject matter in the teaching and learning process.

Thus it can be interpreted that the teaching and learning process is a process of collaboration between teachers and students. Often we know in education circles that whatever method the teacher uses, the result is more determined by the factors of teachers and students. Teachers who are clever and can use good methods will not achieve the desired results if their students do not have the will to learn. On the other hand, the teacher will get good results from his efforts even though the method he uses is a simple method, if the teacher and students are both willing to achieve the desired results.

Teachers need to know how to choose the right method that not only tells a lot without leaving a beneficial impression for their students, but so that the teacher practices or uses examples that are close / appropriate to the student's environment. So that students can accept and carry out the requested activities.

As for the characteristics of using method effectively and efficiently, namely:

---

<sup>1</sup> Mansyur dkk., *Metodologi Pendidikan Agama*, Jakarta, Forum, 1981. p. 12

<sup>2</sup> Subandijah, *Pengembangan dan Inovasi Kurikulum*, Jakarta, Rajawali, 1993. p. 131

<sup>3</sup> M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*, Bandung, Remaja Rosda Karya, 1994. p. 138

- a) Showing the learning principles
- b) Prioritizing the students' activities.
- c) Take into consideration individual learners.
- d) Stimulate students to think and reason.
- e) And allows the growth and development of students' self.<sup>4</sup>

Therefore, in utilizing teaching methods, teachers must be able to choose and determine the methods they will use. Because, the success or failure of teaching is depends on "the meaning of what is learned".<sup>5</sup> What is expected in the learning process is that students not only know about the material being taught, but also understand and memorize the material being taught, so that the results can last a long time. And it is hoped that students can transfer the material that they receive, because of their understanding and memorization and can apply it in other situations and in the end it can be reflected through the activities and creativity of students in everyday life.

In the teaching and learning process in relation to increasing student creativity, the factor of motivation is very decisive. The creativity of students or learners will not grow if there is no teacher and the methods applied are less effective and efficient. And student creativity will not be motivated if the teacher does not understand and are careful in applying teaching methods. So the teacher will not mean anything, if the teaching and learning process does not grow students' creativity in learning. It is clear that in this case the teacher and appropriate methods are an inseparable link and can increase students' creativity.

As an activity planner, the teacher must pay attention to the aspirations of students, because the results of the teacher's efforts will be assessed based on the results obtained by students. In other words, the results of all teaching and learning activities will be seen, apart from the evaluation results, the results will also be seen from the reflection of student creativity.

As usual, the teacher will blame the students if their learning outcomes are not satisfactory and low or the students' creativity is lacking. Very few teachers are willing to correct those mistakes of themselves. In terms of the success of the teaching and learning process it lies more with the teacher. For example, whether the subject matter to be delivered has been mastered by the teacher, has the teacher used the right method, and has the teacher used

---

<sup>4</sup>Subandijah, *Op. Cit.*, p. 131

<sup>5</sup>J. Mursell dan S Nasution, *Mengajar Anak dengan Sukses*, Jakarta, Bumi Aksara, 1995. p.

didactic principles during planning and during the teaching and learning process.

So by using the appropriate method from the teacher and the good attitude of students as knowledge applicants to the teacher, will give birth to a teaching and learning process that brings benefits, produces quality students with the characteristics of "competence and capability, have skills and abilities".<sup>6</sup> Or in other words by using efficient and effective teaching methods, students will be able and have special skills that allow students to be able to learn on their own, which is an internally regulated ability that has a role to guide and determine what individual students will do as reflected through his creativity in life and in the daily teaching and learning process.

Giving assignments with the meaning of the teacher telling students to read, for example, but by adding tasks such as finding and reading other books as a comparison, or being asked to observe the person / community after reading the book. Thus, giving assignments is a job that students must complete without being tied to a place.

The method of giving assignments or also known as recitation, namely: "a method in which students are given special assignments outside of class hours, in which they can do their assignments not only at home, maybe in libraries, laboratories and so on to be accountable to the teacher".<sup>7</sup>

According to Rostiyah NK, this method of giving assignments or recitation aims to "students carry out exercises while doing assignments so that the student's experience in learning something can be more integrated".<sup>8</sup> Furthermore, Winarno Surakhmad explained that "The method of recitation or assignment is broader than just mentioning homework, because the recitation method has 3 phases, namely: (1) Educators give assignments, (2) Students carry out tasks, (3) Students take responsibility".<sup>9</sup>

As above explained, that giving learning assignments is usually associated with recitation. Recitation is "A problem that relates to the problem of reporting students after they have finished working on a task".<sup>10</sup> The tasks given vary, depending on the teacher's policy, the important thing is that the

---

<sup>6</sup> Burhan Nurgiantoro, *Dasar-Dasar Pengembangan Kurikulum Sekolah*, Yogyakarta, BPFE, 1988. p. 60

<sup>7</sup> Abu Ahmadi, *Metodik Khusus Pendidikan Agama*, Bandung, Armico, 1986. p. 118

<sup>8</sup> Roestiyah NK, *Strategi Belajar Mengajar*, Jakarta, Rineka Cipta, 1991, p. 125

<sup>9</sup> Winarno Surakhmad, *Pengantar Interaksi Belajar Mengajar*, Bandung, Tarsito, 1994. p. 114

<sup>10</sup> Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, Jakarta, Rineka Cipta, 2000. p. 197

learning objectives are achieved.

The positive side or advantages of this method of assignment or recitation over other methods are:

- a. The knowledge that students get from their own learning will be remembered for longer.
- b. Students have the opportunity to cultivate development and the courage to take initiative, be responsible, and stand alone.<sup>11</sup>

While the negative side or the drawback of this method of assignment or recitation from other methods is:

- a. Often students commit fraud where students only imitate the work of others without bothering to do it themselves.
- b. Sometimes the task is done by someone else without supervision.
- c. It is difficult to assign assignments that cater to individual differences.<sup>12</sup>

So this method of giving assignments has good / advantages or positive sides and bad / disadvantages or negative sides. Thus the method of assigning the desired task is that the teacher directly guides and supervises the implementation of the assigned task. Therefore, the ability of an educator to the situation of students must be adjusted, whether students can accept and do the assigned task or not. So the adjustment of the method for conveying the material must be adjusted systematically and wisely.

The term creativity is a term that is familiar to the public because it is often heard and read in the mass media, even though their interpretation of creativity itself is different. According to the Big Indonesian Dictionary, creativity is: "The ability to create; creativity; about creating".<sup>13</sup>

In order to obtain a clear understanding of this creativity, the author cites several expert opinions. S.C.U. Munandar said that: "Creativity is the ability to make new combinations or see new relationships between elements, data or things that already exist. Creativity lies in the ability to see associations between things or objects that previously did not exist or did not appear to be related".<sup>14</sup>

According to him, creativity is the ability to think or determine new ideas and be able to apply them in problem solving. These ideas or ideas are not

---

<sup>11</sup> *Ibid.* p. 198

<sup>12</sup> *Ibid.*

<sup>13</sup> Tim Penyusun Kamus Pembinaan dan Pengembangan Bahasa, Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, Jakarta, Balai Pustaka, Cet. X, 1999. p. 529

<sup>14</sup> S.C.U. Munandar, *Mengembangkan Bakat dan Kreativitas Anak Sekolah*, Jakarta, Gramedia, 1987. p. 19

absolute or completely new, but may be a combination of data or things that have been there before. Another opinion says: "Creativity includes all the unique productive endeavors of the individual".<sup>15</sup> Another opinion says that not all productive efforts and not all results of new thinking are called creativity. There are a number of elements that indicate the behavior of the process is unique and productive, but if it is not useful, it cannot be repeated at a later time, it is not a behavior called creative but many are accidental processes that involve pure luck.

From some opinions of experts, it can be concluded that not all productive behavior is called creative. The creative thinking process is not done carelessly. In this case, Wasty Sumanto said: Creative thinking is supported by two things, namely, the mobilization of imagination and scientific thinking processes. If we do not mix the power of imagination with the ability to think scientifically, it is impossible for us to have creative thinking. With creative thinking, we can solve various kinds of problems.<sup>16</sup>

From the quotation above, it can be concluded that the power of imagination has new meaning for our lives when it is combined with our thinking power. So it is clear that in creative productive endeavors, the thinking process is not carried out haphazardly but takes place scientifically and regularly (systematically) does not involve trial and error.

It is known that every child has creative potential, but whether this potential is developed or not is strongly influenced by external factors called the environment. So that humans can develop well (optimally) he must always make adjustments to the environment as needed.

Although, humans intrinsically will grow, but without deliberate/ conscious effort, so that children's potential will develop without a definite direction. Children will develop according to the pattern of their environment, therefore developing children's potential means developing their creative potential as well. Maslow in Munandar said that "Creativity is a manifestation of an individual who fully functions in the manifestation of himself".<sup>17</sup>

In science nothing is absolutely true. Therefore, creativity as the ability to solve problems with various points of view needs to be nurtured and developed from an early age so that children can develop in accordance with the demands of the environment or circumstances. Creativity, that allows

---

<sup>15</sup> Muhammad Amin, *Peranan Kreativitas dalam Pendidikan*, Surabaya, Usaha Nasional, tt, p. 30

<sup>16</sup> Wasty Soemanto, *Pendidikan Wiraswasta*, Jakarta, Bina Aksara, 1984, p. 63

<sup>17</sup> S.C.U. Munandar., *Op. Cit.* p. 45

children to improve their quality of life because creativity leads to progress in various fields. As an example of the completeness of facilities that can be enjoyed today is a contribution of thought from a creative person.

Every child has the potential to be creative, it's just different degrees of ownership. Creative children have a number of observable characteristics that make it easier for other parties to know and get others to develop them. Munandar in his book states that, "Creativity is an ability that reflects fluency, flexibility (flexibility) and originality in thinking as well as the ability to elaborate or develop, enrich, detail an idea".<sup>18</sup>

From the quote above, it can be said that creativity is a thinking ability characterized by fluency, flexibility and authenticity. Children who are creative in their way of thinking, are not only dependent on one opinion or way, but are able to express their own original (original) opinion and do not imitate the ways and works of others. Cony Semiawan stated in his book about creative personality traits as follows:

- a) Have a strong imagination.
- b) Have the initiative.
- c) Has a wide range of interests.
- d) Free in thinking, not stiff or late.
- e) Always curious.
- f) Always want to have new experiences.
- g) Believe in yourself.
- h) Vigorously.
- i) Dare to take risks (not afraid to make mistakes).
- j) Dare to argue and believe or not hesitate in expressing opinions even though they are criticized and dare to defend the opinions that are their beliefs.<sup>19</sup>

Broadly speaking, it can be concluded that there are two groups of creative traits of children, namely traits with aptitude and traits of non-aptitude. The characteristics of aptitude are the characteristics that accompany thinking, such as fluency, flexibility, imaginative, and originality. Meanwhile, the non aptitude characteristics are such as self-confidence, curiosity, readiness to face challenges and others.

In one of the characteristics of a creative child, namely the aptitude

---

<sup>18</sup> *Ibid.*, p.50

<sup>19</sup> Cony Semiawan, AS., *Memupuk Bakat dan Kreativitas Siswa Sekolah Menengah*, Jakarta, Gramedia, 1987. p. 10

group is imaginative. Imaginative people are people who are full of optimism (hope) that the efforts they do will bring about the results they want. The more characteristics that mark a child who is intelligent and creative in thinking, the easier it will be for the teacher or other party to recognize and try to develop the child's thinking power in a useful and useful way for him.

The efforts to develop the child's creativity are not only aimed at being able to produce a new product but rather a fun learning experience or procedure to think of many ideas and ways of solving a problem at hand, because being busy with oneself or creative thinking makes children more effective. But more importantly, a teacher must guide them towards good deeds, because the moral values, behavior and good and bad are determined and sourced from the rationality and character and conscience of the child himself.

From the above description, it can be concluded that:

- a) Morals, morality and ethics are all norms that regulate children's behavior to do good deeds. So that the creativity generated by children is all a positive creativity.
- b) Morals play an important role for children to do good things, both in creativity and in the interactions of children in daily life.

Therefore, the school should really be a field or a good place for the development of students' minds and mental and moral growth of students. Besides the place where knowledge is given, develop talents and intelligence and increase the creativity of students.

Every child has the potential as innate since he was born, which will intrinsically grow and develop after he lives his life in the midst of the society where he grows and develops. Wasty Soemanto said that: "Growth is emphasized on the personal part which is material and quantitative, while development is defined as qualitative changes in each educational function".<sup>20</sup>

From the above quotation it can be concluded that when growth is aimed at the process of physical or material change quantitatively, for example, teething or mustache and the ability to speak. Meanwhile, development is a qualitative process of changing personal functions, such as the development of thinking abilities.

Basically, child development is influenced by many factors. The influencing factors are anything that plays a role in the process of change. And these factors may have existed before in the individual (innate) and may come

---

<sup>20</sup> Wasty Soemanto, *Op. Cit*, p. 54



from outside the individual which is often called the environment.

From the above description, it can be concluded that basically the development of each individual is influenced by two factors, namely factors from within and from outside oneself (internal and external). Internal factors are such as maturity of thought and external factors such as experience and environment. Below the author will try to describe one by one about these two factors.

In principle, there are many factors that influence the development of children's creativity, including internal and external factors. As stated by Agus Sujanto that: "There are two factors that influence the development of a child, namely external factors and internal factors".<sup>21</sup>

Internal factors are factors that come from within the students themselves which include:

- a. Child Observation. Observation is a mental power to enter impressions from outside through / by using the sense organs such as seeing, hearing, smelling, feeling something and so on. So children's observations and responses to something either through television, radio, magazines, etc. will affect students' thinking, feelings and creativity.
- b. Fantasy. Fantasy is the mental power to create new responses or impressions with the help of existing responses. So the function of fantasy for children is to help get good observations that are the result of a thought. In addition, the function of fantasy for children is to form a good character, creativity and personality.
- c. Interest. Interest is one of the factors that influence children's creativity, because if a child wants to do good base on his interests, if someone wants to be a good and good person, it starts with his interest in doing something.
- d. Knowledge. The knowledge that children get from education here is all the guidance and teaching that children receive in fostering creativity. This knowledge has a great influence in increasing creativity, because it is based on this knowledge that children will usually do something. While ignorance is one of the causes for the decline in a child's creativity, as stated by Hamzah Ya'qub that: "Because ignorance hinders progress and moral development".<sup>22</sup>
- e. Intelligence. Intelligence is often referred to as intelligence. Saparinah Sadly expressed the notion of intelligence, namely: "Intelligence is the

---

<sup>21</sup> Agus Sujanto, *Psikologi Perkembangan*, Jakarta, Rineka Cipta, 1988, p. 191

<sup>22</sup> Hamzah Ya'qub, *Etika Islam*, Bandung, Diponegoro, 1993, p. 82

entire ability of an individual to think and act in a directed manner and control the environment effectively”.<sup>23</sup>

- f. Talent. Talent is defined as innate ability or potential that still needs to be trained in order to materialize and develop. Dewa Ketut Sukardi said that: "Talent is a condition or a set of characteristics regarding the symptoms of the ability of each individual obtained by training or education, knowledge, skills".<sup>24</sup> Thus it can be said that talent has a potential ability to obtain certain actual abilities through the learning process. A child who is in a field that suits his or her talents allows the individual child to achieve satisfying work results and allows the individual child to generate creative ideas or work.
- g. Emotion. Emotion and feelings are two psychological aspects that are closely related. Wayan Ardana said that: "Essentially, emotion is a conscious, complex, and effective experience (including the feeling element) that follows the psychological and mental states that arise and inner adjustments and expresses itself in visible behavior".<sup>25</sup> According to him, emotion is a state that accompanies physical and mental conditions, is conscious, complex and includes feelings and health in creativity. Emotional reactions are often accompanied by strong feelings, have the possibility to erupt and often cause the rational control to malfunction. Therefore, whether a person's emotions are stable or not affects their behavior and way of thinking. People who are emotionally disturbed find it difficult to be able to think directed, let alone creatively.

Meanwhile, external factors that influence children's creativity are: Family is a place where children interact from birth until they become adults, become people who can stand alone in society, must experience changes and developments in accordance with the demands of the times Good or bad results of changes and children's development depend on the education the child receives, especially education from the family (parents).

One of the factors that influence the development of a child is the environment, and because of this environment each child (individual) has differences, as stated by M. Arifin, that differences in the creativity of each child are caused by:

---

<sup>23</sup> Saporinah Sadly, *Intelegensi dan Test IQ*, Jakarta, Gaya Paforit Press, 1986, p. 11

<sup>24</sup> Dewa Ketut Sukardi, *Bimbingan dan Konseling*, Jakarta, Bina Aksara, tt, p. 55

<sup>25</sup> Wayan Ardana, *Pokok-Pokok Ilmu Jiva*, Surabaya, Usaha Nasional, 1985. p. 143

- b. Surroundings / environments of each are not the same.
- c. The experiences in the environment in the process of his life are also different from one another.<sup>26</sup>

## Research Method

This research carried out by applying a quantitative approach with an experimental design, which tends to find the effect of one independent variable on the dependent variable.

There are two variables in this research, they are *independent variable*: Resitation Method, and *dependent variable*: Students' Creativity in Islamic Studies Subject.

The population of this research was all students who sat in class II SMP 29 Al-Washliyah Medan, totaling 121 students. The sample of the research are 55 students, it is taken from 121 students. The sample is taken by using random sampling, because all the subjects have the same chance to be the sample. Random technique used is ordinal sampling by arranging all the students' names: the students who are at the even numbers are taken as samples.

## Finding and Discussion

### 1) Finding

The method that has been researched by researchers is the method of giving assignments or assignments applied by the teacher when delivering material to students or students, especially in the field of Islamic Religious Education. The tasks in question are to memorize verses of the Qur'an, Hadith, practice movements in prayer and ablution, as well as tasks to do homework at home and so on.

Based on the questionnaire that has been given to students who were assigned as samples, the answers to the questionnaire are as follows: from the entire sample it is stated that teachers in the field of religious studies always give assignments to students. The assignment given is in accordance with the material presented. It can be concluded that the teacher has applied the assignment method to each material well.

Furthermore, how is the creativity of students in participating in the learning field of Islamic Religious Education. Student activity and creativity are

---

<sup>26</sup> M. Arifin, *Hubungan Timbal Balik Pendidikan Agama*, Jakarta, Bulan Bintang, 1978. p.

strongly influenced by the methods the teacher applies when delivering the subject matter. If the teacher masters the method that is applied properly, it is likely that the students or students will have better activity and creativity. But on the contrary, if the teacher does not master the methods that are applied properly, the activity and creativity of students or students will decrease. Because students will feel bored and bored to follow the subject matter delivered using less attractive methods. The creativity that the researcher means in this research is creativity in memorizing the verses of the Qur'an, memorizing the Hadith, practicing prayer movements and performing ablution. With the task given by the teacher to memorize the verses of the Koran, Hadith, prayer readings and movements in prayer along with their prayers and also memorize prayers for ablution and practice it in front of the class, students try to carry out the task properly and as best he can.

Based on the answers to the questionnaire that had been given to the respondents, it was explained that creativity and activeness can be said to be good. This is proven that all assignments given by the teacher are always done properly. This is also supported by the opportunity given by the teacher to students to ask questions if they do not understand the material explained by the teacher. And the opportunity given by the teacher to ask questions is always used properly by students.

From the above data, it has shown how the teacher's application of the assignment method is. It has also shown how creative students are in the field of Islamic Religious Education. So then the researcher wants to explain how the effect of the Assignment method on student creativity in the field of Islamic Religious Education (the Religion studies subject).

With the application of the Giving Task method properly carried out by teachers in the field of Islamic Religious Education, every time they enter teaching students or students, their enthusiasm for learning will arise even though they are burdened with many tasks. Thus the method of giving assignments or recitation is very influential on student creativity in the field of Islamic Religious Education.

And to find out how much influence the assignment method has on student creativity in the field of Islamic studies, a cross table is needed between the statement of the Assignment method applied by the teacher in the field of Religion studies to affect student creativity or not and the statement how the effect of the assignment method on student creativity as table follows:

Cross Table Between The Method Of Giving Duties  
And Its Effect On Student Creativity In  
The Religious Study Subject

No	Recitation Method	Student Creativity in the Religious Studies Subject			Rows Total
		High	Medium	Low	
16	Influential	38	1	1	40
	Less influential	4	4	3	11
	No effect	2	1	1	4
Columns Total		44	6	4	55

After obtaining the cross table, the researcher can then test the truth of the hypothesis using the Chi Square ( $X^2$ ) formula above as follows:

$$x^2 = \left[ \frac{(fo - fh)^2}{fh} \right]$$

Information:  $fo$  = observation frequency  
 $fh$  = expected frequency

To calculate  $fh$  must be calculated using the formula below:

$$fh = \frac{\text{Rows Total}}{N} \times \text{Columns Total}$$

Information:  $N$  = Sample total

By using the above formula and based on the above table,  $fh$  can be calculated as follows:

- a.  $fh = \frac{40}{55} \times 44 = 32,00$
- b.  $fh = \frac{40}{55} \times 6 = 4,36$
- c.  $fh = \frac{40}{55} \times 5 = 3,64$
- d.  $fh = \frac{11}{55} \times 44 = 8,80$
- e.  $fh = \frac{11}{55} \times 6 = 1,20$
- f.  $fh = \frac{11}{55} \times 5 = 1,00$

g.  $fh = \frac{4}{55} \times 44 = 3,20$

h.  $fh = \frac{4}{55} \times 6 = 0,44$

i.  $fh = \frac{4}{55} \times 5 = 0,36$

After calculating fh, then the Chi Square can be calculated using the working table as follows:

TABEL HITUNG CHI KUADRAT

Recitation Method	Kreatifitas Siswa Pada Bidang Studi Agama	$fo$	$Fb$	$\frac{(fo - fh)^2}{fh}$
Influential	High	38	32,00	1,12
	Medium	1	4,36	2,59
	Low	1	3,64	1,91
Less influential	High	4	8,80	2,62
	Medium	4	1,20	6,53
	Low	3	1,00	4,00
No effect	High	2	3,20	0,45
	Medium	1	0,44	0,71
	Low	1	0,36	1,14
Total		55	55,00	21,07

The sum of the last column in the above column is called the Chi Square price. So  $X^2 = 21,07$ . Then it is necessary to calculate the degrees of freedom (db) using the formula:  $db = k-1 \times b-1$ .

Information:  $k$  = There are 3 indicators for the recitation method

$b$  = There are 3 indicators of student creativity in the religious studies subject

So  $db = 3 - 1 \times 3 - 1 = 4$

After obtaining db, the critical price can be determined by taking the numbers in the available criticism table. To take the critical price on the table is one of the numbers in the sequence  $db = 4$ . The numbers taken are numbers that are close to numbers 21,07, turns out to be critical figures = 13,3 for the level of significance 1 % within the confidence interval 99 %.

Because the price of Chi Square is higher than the price of the criticism. And it can be concluded that the application of the Assignment or Recitation

method has a positive effect on student creativity in the field of Religion studies. In other words, the Assignment method has a significant effect on student creativity in the field of Religion studies. And this means that the Assignment Method or the more teachers assign assignments to students, the student's creativity increases.

After it is known that the hypothesis is accepted, then it is still necessary to measure how much influence the application of the Recitation method (X Variable) on students' creativity in the Religion Studies subject (Y Variable). The statistical formula used to measure how much influence X variable on Y variable is as follows:

$$KK = \sqrt{\frac{X^2}{X^2 + N}}$$

Information:  $KK$  = Contingency Correlation

$X^2$  = Chi Square Price

$N$  = Number of Samples

Thus, it can be calculated how much influence X variable on Y variable, as follows:

$$\begin{aligned} KK &= \sqrt{\frac{21,07}{21,07 + 55}} \\ &= \sqrt{\frac{21,07}{76,07}} = \sqrt{0,277} = 0,526 \end{aligned}$$

After calculating how much influence variable X has on variable Y, the  $KK$  price is 0.526. The price will be interpreted in terms of the CoW as followst:

- The price of Contingency Correlation is between 0.80 and 1.00. The interpretation is Very High.
- The price of Contingency Correlation is between 0.60 up to 0.79. The interpretation is High
- The price of Contingency Correlation is between 0,40 up to 0,59. The interpretation is Everage.
- The price of Contingency Correlation is between 0,20 up to 0,39. The interpretation is Low
- The price of Contingency Correlation is between 0,00 up to 0,19 The interpretation is Very Low

Based on the above categories, the value or price of Contingency Correlation = 0.526 is in the medium category. Thus it can be said that the application of the Giving Task (Recitation) method has a moderate positive effect on student creativity in the Religion Studies Subject at SMP 29 Al-Washliyah Medan.

## **2) Discussion**

From the results of the statistical calculations above, it shows that the Assignment Method has a positive effect on student creativity in the field of religious studies even though the influence is categorized as moderate.

Thus the method of the Recitation Method can be applied in the religious studies subject, especially in the material of Al-Qur'an and Hadith, especially in memorizing verses and hadiths. Then, the students ask to practice of their memorizing in front of the class.

Although the students will feel tired, tired and bored with the assignments given by the teacher, in the end they will feel happy. Because with the assignments given by the teacher, they memorize many verses and hadiths, and can read them in front of the class and try to practice the contents of the verses and hadiths that they have memorized in their daily life

Which is in turn can improve students' knowledge, especially in the field of religion. So it is hoped that this can change the attitudes and characteristics of the students to become students who have noble character and are obedient and obedient to their religious commands, love their families, and love their environment.

## **Conclusions**

After reading and re-analyzing the contents of this study as a whole, it can be concluded as follows:

The resitation method applied by the teacher is efficient and effective for teaching and learning activities in the Religion studies subject.

Based on the hypothesis testing that the researcher did, it was stated that the hypothesis of this study was accepted. This is evidenced by the existence of the research price value that is greater than the critical value or price, which 21.07 while the critique price table is 13.3 with a 99% confidence interval and a 1% significance level. And the strength of the influence after being calculated through the Contingency Correlation formula is 0.526, and according to the Contingency Chorrelation interpretation rules if the value of Contingency Chorrelation = 0.526 means that the influence strength of X variable on Y variable is moderate.



## References

- Abu Ahmadi, *Metodik Khusus Pendidikan Agama*, Bandung, Armico, 1986.
- Agus Sujanto, *Psikologi Perkembangan*, Jakarta, Rineka Cipta, 1988.
- Burhan Nurgiantoro, *Dasar-Dasar Pengembangan Kurikulum Sekolah*, Yogyakarta, BPFE, 1988.
- Cony Semiawan, AS., *Memupuk Bakat dan Kreativitas Siswa Sekolah Menengah*, Jakarta, Gramedia, 1987
- Dewa Ketut Sukardi, *Bimbingan dan Konseling*, Jakarta, Bina Aksara, tt.
- Hamzah Ya'qub, *Etika Islam*, Bandung, Diponegoro, 1993.
- J. Mursell dan S Nasution, *Mengajar Anak dengan Sukses*, Jakarta, Bumi Aksara, 1995.
- M. Arifin, *Hubungan Timbal Balik Pendidikan Agama*, Jakarta, Bulan Bintang, 1978.
- M. Ngalim Purwanto, *Ilmu Pendidikan Teoritis dan Praktis*, Bandung, Remaja Rosda Karya, 1994.
- M. Ngalim Purwanto, *Psikologi Pendidikan*, Bandung, Remaja Rosdakarya, 1993.
- Mansyur dkk., *Metodologi Pendidikan Agama*, Jakarta, Forum, 1981.
- Muhammad Amin, *Peranan Kreativitas dalam Pendidikan*, Surabaya, Usaha Nasional, tt.
- Roestiyah NK, *Strategi Belajar Mengajar*, Jakarta, Rineka Cipta, 1991.
- S.C.U. Munandar, *Mengembangkan Bakat dan Kreatifitas Anak Sekolah*, Jakarta, Gramedia, 1987.
- Saparinah Sadly, *Intelegensi dan Test IQ*, Jakarta, Gaya Paforit Press, 1986.
- Subandijah, *Pengembangan dan Inovasi Kurikulum*, Jakarta, Rajawali, 1993.
- Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, Jakarta, Rineka Cipta, 2000.
- Tim Penyusun Kamus Pembinaan dan Pengembangan Bahasa, Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, Jakarta, Balai Pustaka, Cet. X, 1999.
- Wasty Soemanto, *Pendidikan Wiraswasta*, Jakarta, Bina Aksara, 1984.
- Wayan Ardana, *Pokok-Pokok Ilmu Jiwa*, Surabaya, Usaha Nasional, 1985.
- Winarno Surakhmad, *Pengantar Interaksi Belajar Mengajar*, Bandung, Tarsito, 1994.