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Usage of Repetitive Methods to Improve Students' Understanding of Zakat Material in Grade 5 at UPTD SD Negeri 57 Parepare

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ABSTRACT

This research was motivated by the low comprehension of *Zakat Fitrah* among fifth-grade students at UPTD SD Negeri 57 Parepare. Initial observations indicated that 70% struggled with core concepts, while only 20% could apply the knowledge practically, largely due to reliance on traditional lecture methods. The aim of this research was to improve students' understanding of *Zakat Fitrah* through implementation of the Repetitive Method. Utilizing a Classroom Action Research (CAR) approach based on the Kurt Lewin model, this study employed a qualitative, interpretive method and was conducted in two cycles. Data were collected through observation (of teacher and student performance), comprehension tests, and analysis of learning artifacts. Data validation was carried out through triangulation to ensure the credibility of the findings. The results showed significant improvement in students' understanding. The mastery learning rate increased dramatically from 30% in the pre-cycle phase to 70% at the end of Cycle I and reached 100% by the end of Cycle II. This improvement covered the cognitive (conceptual and procedural understanding), affective (internalization of philanthropic values and social awareness), and psychomotor (practical application skills) domains. Teacher performance also showed notable improvements in adaptive and reflective classroom management. The conclusion of this study affirms that the Repetitive Method is effective in facilitating holistic understanding, active participation, and independent learning among students on the *Zakat Fitrah* material. This method successfully transformed rote learning into deep, applicable meaning-making, in line with constructivist and contextual learning principles.

Keywords: Repetitive Method, *Zakat Fitrah*, Students' Understanding, Classroom Action Research.

INTRODUCTION

The Repetitive learning method, as described by Yessenbolkyzy and Yessirkepova, emphasizes that repetition of material with a variety of strategies can improve long-term memory and understanding of context. This aligns with Cognitive Load Theory, initiated by Sweller, which stresses the importance of dividing complex information into micro-stages (*chunking*) to reduce cognitive load. In addition, Ebbinghaus's contextual approach to the spaced repetition principle shows that real-life, multiple-interval case-based learning can improve information retention by up to 80%. For *Zakat Fitrah*, the Repetitive Method can be applied through a mixer integrated with media such as animated videos, practice questions, and interactive simulations—like calculating *Zakat Fitrah* based on local rice prices (Abderrahim et al., 2024; Alwi, 2024; Iqbal et al., 2024; Wulandari et al., 2025). The implementation of this strategy in pilot schools showed substantial improvement in understanding, transforming contextual learning into a lasting competency (Price, 2015; Sliwka et al., 2024; Sturgis, 2015;

Yeigh et al., 2020). This not only reduces students' anxiety about the material but also significantly improves memory (Aprilia & Aminatun, 2022; Feng & Mohd Rawian, 2023).

Previous research by Ginting, Aminah, and Safitri (2024) shows the effectiveness of the Repetitive Method in improving students' Arabic language skills through *muhadatsah* activities. Meanwhile, Wowor, Tumewu, and Mokalu (2022) implemented the Repetitive Method through reflection activities in learning and found an increase in the depth of students' conceptual understanding. On the other hand, research related to *zakat* by Cahyo and Khoiriyah (2024) identified low *zakat* literacy among elementary school students, caused by conventional and less applicable learning methods. The findings of Rendy (2020) also corroborate that understanding of the mechanism of *zakat* distribution in the community remains limited, underscoring the urgency of a more effective learning approach from an early age.

The reality in the field shows that learning *Zakat Fitrah* at *UPTD SD Negeri 57 Parepare* remains abstract, textual, and less varied. Students not only struggle to understand the philosophy of *Zakat Fitrah* as purification of the soul and social solidarity—with only 15% grasping it—but also harbor misconceptions, such as believing *Zakat Fitrah* can be delayed until after *Eid al-Fitr*, which affects 45% of students. Root cause analysis reveals that teachers have not used the right teaching methods; the classical lecture method dominates, with the teacher as the center of learning (Li et al., 2022; Tortorella & Cauchick-Miguel, 2018; Yela Veliz, 2024). Here, the urgency of the Repetitive Method emerges as an innovative solution, integrating structured repetition to improve understanding of *Zakat Fitrah* (Jubri et al., 2025; Maspul & Mubarak, 2025; Zami & Nurhaida, 2025).

This research aligns with the global context of the 4th Sustainable Development Goal (SDG), which focuses on quality education, and the 10th on poverty reduction. Increasing understanding of *Zakat Fitrah* enables students from underprivileged families to recognize their rights as *mustahik*, while those from able families can learn social responsibility as *muzakki*. This fosters collective awareness of wealth distribution, forming the basis for an inclusive society. Moreover, this learning model can apply to other Muslim countries facing similar challenges, such as low *zakat* literacy and education gaps, contributing to global Muslim development.

Students who comprehensively understand *Zakat Fitrah* can not only calculate the amount accurately but also internalize values of philanthropy, honesty, and social care. According to Dr. Muhammad Saleh in his book *'Living Not Basically: Happy in the Hereafter'*, together with Sitti Jamilah Amin and Herdiah, a meaningful life is achieved by filling it with good deeds, undergoing worship to gain Allah's pleasure, and benefiting others, thus bringing true happiness in this world and the hereafter. *Zakat*, as one of the pillars of Islam, realizes these values in students' daily lives. Effective *zakat* education requires a learning approach that improves technical understanding while instilling Islamic values through a fun and meaningful process. Dr. Abdul Halik (2019) emphasized in his book *'Islamic-Based Learning Management'* that Islamic religious learning must be innovative, creative, and fun to develop correct faith, strengthen reason, and apply teachings effectively, motivating students to internalize faith and noble morals. Thus, this research addresses academic problems while investing in shaping superior Indonesian humans of noble character, actively contributing to an Islamic civilization that is *rahmatan lil 'alamin*. If *Zakat Fitrah* is a pillar of justice, holistic *zakat* education forms the foundation for a society that is religious and humane.

This study focuses on two main aspects: the Repetitive Method's role in improving *zakat* material understanding and the results of students' increased comprehension post-application. The first examines how systematic, gradual repetition aids deeper grasp of *zakat* concepts in Islamic teachings. Through strategies emphasizing repetition, recall, and application, students achieve sustainable understanding. The second measures outcomes via Classroom Action Research (*PTK*), analyzing quantitative data from comprehension test scores across cycles to assess effectiveness. The results provide a comprehensive view of this method in elementary *zakat* learning and recommendations for better teaching strategies. Thus, the Repetitive Method boosts academic *zakat* understanding and encourages its values in daily life.

METHOD

This study used Classroom Action Research (*PTK*) with a qualitative approach based on the Kurt Lewin model, which consisted of four stages in each cycle: planning, acting, observing, and reflecting. This *PTK* aimed to improve the learning practices of Islamic Religious Education (*PAI*), especially in *Zakat Fitrah* materials, through the continuous application of the Repetitive Method to enhance the understanding of 5th-grade students at UPTD SD Negeri 57 Parepare.

The sources of research data consisted of primary and secondary data.

1. Primary data were obtained through direct observation of the learning process, including teacher activities, student participation, and comprehension test results.
2. Secondary data included supporting documents such as lesson plans, learning modules, student worksheets, visual documentation, as well as relevant literature like the curriculum and 5th-grade *PAI* textbooks to strengthen the analysis of the learning context.

Data collection techniques were carried out through direct observation and collection of learning artifacts.

1. Observations were used to record the implementation of Repetitive Method measures, teacher-student interactions, and student responses during learning.
2. Learning artifacts such as worksheets, reflective notes, and exercise results were collected as evidence of students' authentic understanding of *zakat* material.

The validity of the data was maintained through triangulation, trail audits, and research ethics (permission from the school and students' parents).

The data obtained were processed qualitatively with thematic and narrative analysis. The steps included transcription, data reduction, and codification to identify key themes related to the application of the Repetitive Method. The analysis was carried out to find patterns, meanings, and changes in the learning process, then synthesized through reflection on each cycle to determine the effectiveness of actions and improvements in the next stage. The results were presented in the form of a thick description that described the dynamics of learning in a contextual and in-depth manner.

RESULTS AND DISCUSSION

Description of Research Results

This section systematically presents the process and findings of classroom action research (PTK) that focuses on improving the understanding of 5th grade students of UPTD SD Negeri

57 Parepare on *Zakat Fitrah* material through the implementation of the Repetitive Method. This research is designed in two cycles, where each cycle follows the standard stages of PTK: planning, acting, observing, and reflecting.

Table 1. Research Cycle Timeline

Phase	Time	Activities	Information
Pre-Cycle	1 – 10 July 2025	Planning, initial action, observation, reflection	Problem identification, preparation of traditional lesson plans, initial tests
Cycle I	4 – 14 August 2025	Planning, implementation, observation, reflection	Initial Implementation: Repetitive Method
Cycle II	1 – 11 September 2025	Planning, implementation, observation, reflection	Implementation of method improvement and final evaluation
Post-Research	15 – 30 September 2025	Data analysis & report writing	Drafting of Chapters IV–V and recommendations

Source: Data processed from the research plan, 2025

Cycle I: Early Application of Repetitive Methods and Identification of Essential Challenges

a. Planning Cycle I

The planning phase of Cycle I will be carried out on August 4-14, 2025. This planning is strategically based on the results of a pre-action diagnostic assessment (July 2025) which identifies significant deficits in students' understanding of *Zakat Fitrah* material. Preliminary data showed that 70% of students experienced difficulties in the aspect of calculating zakat (for example, converting 2.5 kg of rice per person into monetary value) and understanding its philosophical wisdom, while only 20% were able to apply the concept of zakat in practical scenarios. This challenge underscores the urgency of innovative pedagogical interventions, in line with the formulation of the problem and the objectives of this research.

The Learning Implementation Plan (RPP) Cycle I is comprehensively prepared, integrating seven stages of Methods to guide the learning process:

1) Initial Presentation of Material: Designing an interactive PowerPoint presentation that focuses on the definition, conditions, harmony, and basic values of *Zakat Fitrah*, aims to provide a comprehensive overview and facilitate information chunking.
2) First Repetition (Presentation and Explanation by the Teacher): Plan collaborative discussions to activate initial knowledge, oral repetition of key terms, and use scaffolding questioning techniques to trigger in-depth analysis.
3) Second Repetition (Self-Writing): Assignments of learners to summarize material points in their own language, designed to train critical thinking skills and strengthen cognitive connections.
4) Third Repetition (Tiered Structured Exercise): Design of Student Worksheets (LKS) with tiered *Zakat Fitrah* computing questions, starting from basic to moderate complexity, with the aim of strengthening retention through repetitive practice.
5) Fourth Repetition (Contextual Simulation): The design of a simple simulation regarding the mechanism of distribution of *Zakat Fitrah*, involving the role of *muzakki* and *mustahik*, to contextualize learning.

6) Fifth Repetition (Presentation of Assignment Results): Plan a short presentation session by students regarding the results of the exercise or concept understanding, aiming to practice academic communication and facilitate peer learning.
7) Sixth Repetition (Review and Systematic Reflection): Design group reflection sessions for self-evaluation and early inhibition identification, integrating structured note-taking and the principle of spaced repetition.
8) Seventh Repetition (Assignment of Independent Assignments): Home assignment as a form of strengthening material and establishing learning independence.

Data collection instruments, including Observation Protocols, Student Reflection Journals, and Learning Artifacts (LKS), were carefully prepared. Success indicators are set qualitatively, such as increased enthusiasm, ability to clarify concepts, and calculation accuracy.

b. Implementation of Actions (Acting) Cycle I

The implementation of Cycle I actions was carried out in one learning session on Monday, August 11, 2025, with a total duration of 4 sessions × 35 minutes. The application of the Repetitive Method is internalized in each stage of learning as follows:

1) Initial Presentation of Material (±10 minutes): Teachers begin the session with an interactive PowerPoint presentation that combines text and visuals. The initial material includes the operational definition of *Zakat Fitrah*, its mandatory requirements, harmony, and universal wisdom. The teacher emphasized the essence of zakat as self-purification (tazkiyah an-nafs) and a manifestation of social solidarity. Fundamental terminology such as "nisab," "haul," "*muzakki*," and "*mustahik*" are explicitly introduced. This approach aims to activate the cognitive schema of the learner and provide an initial framework of understanding, in line with the principles of Cognitive Load Theory (Sweller & Chandler, 1991) to reduce cognitive load with structured presentations.
2) First Repetition: Presentation and Explanation of the Material by the Teacher (±30 minutes):
    a) Collaborative Discussion & Knowledge Activation: Teachers facilitate open discussions, encouraging learners to share initial understandings and questions. The teacher asked a provocative question, "Why do you think zakat is important? How is it different from ordinary alms?". A student named Siti enthusiastically stated, "Zakat is mandatory, ma'am, so that our wealth is a blessing and can help the poor."
    b) Conceptual Oral Repetition: Students in pairs or small groups are asked to repeat key terms (e.g., "*Zakat Fitrah*," "*muzakki*," "*mustahik*") and explain their meaning in their own language. Teachers monitor and provide corrections or reinforcement. Budi's students, for example, loudly declared, "*Zakat Fitrah* is zakat of the body, not wealth!".
    c) Scaffolding Questioning: Teachers implement a multi-level questioning technique, starting from factual questions ("When is the time to pay *Zakat Fitrah*?") to questions that require analysis and synthesis ("Why should the payment of *Zakat Fitrah* not be postponed until after Eid al-Fitr?"). Questions such as, "What is the difference between the poor and the poor in the context of receiving zakat?" sparked critical thinking.
3) Second Repetition: Self-Writing by Students (±15 minutes): Students are asked to compile a summary or important points of the *Zakat Fitrah* material that have been studied in their notebooks. They are instructed to use their own language style, which promotes active

processing of information and active recall. These activities train critical thinking skills, strengthen memory imprints, and increase cognitive engagement. Teachers walk around, provide individual feedback, and ensure learners focus on the core material.

4) Third Repetition: Tiered Structured Exercise (±30 minutes): The LKS is distributed, containing tiered *Zakat Fitrah* calculation questions. It starts with basic questions (for example, calculating zakat for one individual with an amount of 2.5 kg of rice or the equivalent of Rp37,500), then increases in complexity (for example, for a family of 3 people). The teacher provides formative feedback directly and directionally, correcting individual calculation errors. For example, teachers guide students who have difficulty multiplying the number of souls by the amount of zakat. The goal of this stage is to strengthen algorithmic understanding and procedural retention.
5) Fourth Repetition: Contextual Simulation (±30 minutes): The teacher organizes an interactive simulation about the process of distributing *Zakat Fitrah*. Some students play the role of *muzakki* who hand over "zakat" (using props such as small packages of paper or imitation rice) and others as *mustahik* who receives. This scenario is designed to visualize the social dynamics of zakat and foster empathy. For example, students who play the role of *mustahik* describe their feelings, while *muzakki* feel the satisfaction of giving.
6) Fifth Repetition: Presentation of Assignment Results by Students (±15 minutes): Some students voluntarily present the results of calculation exercises or explain their understanding of the wisdom of *Zakat Fitrah* in front of classmates. These sessions train academic communication skills, facilitate peer learning through constructive discussion and feedback. For example, a student explains the steps of the calculation, then another student gives questions or input.
7) Sixth Repetition: Systematic Review and Reflection (±15 minutes): The teacher facilitates a group review and reflection session. Students are asked to make structured note-taking notes about the main points learned and areas that are still challenging. The teacher leads the discussion to synthesize the material and relate it to the principle of spaced repetition for long-term memory retention optimization (Murre & Dros, 2015).
8) Seventh Repetition: Giving Independent Assignments (Homework) (±5 minutes): As a final reinforcement, the teacher gives relevant homework, such as interviewing family members about the experience of giving zakat or making a mind map about the *mustahik* category.

c. Observing Cycle I

Systematic observation during the implementation of Cycle I (carried out in the second week of August 2025), through the Observation Protocol and the Researcher Reflection Journal, revealed diverse learning dynamics:

1. Teacher Performance Observation: Improving Consistency and Quality of Teaching

The results of the observation showed a significant increase in teacher performance from Cycle I to Cycle II, as listed in the recapitulation table (Appendix III). In Cycle I (Actual Score: 29 out of 32; Criteria: Good; Success Percentage: 90.63%), teachers show good ability in applying most of the stages of the Repetitive Method. Teachers use interactive PowerPoint which is effective in the initial stage of presenting the material, but the transitions between slides are considered too fast. In the first repetition stage, the teacher is able to facilitate collaborative discussions with good scaffolding questioning techniques. However, at the stage

of independent writing, teachers have not provided adequate structure guidance so that the results of student summaries vary. The implementation of structured exercises (third repetition) was systematic, and the contextual simulation (fourth repetition) was well carried out, showing the active role of students. At the stage of presentation of assignment results, teachers are considered effective, although peer learning interaction still needs to be improved. The stages of reflection and independent assignments are carried out systematically, but the variety of questions and differentiation still needs to be expanded to adjust to the level of understanding of different students.

2. Student Performance Observation: Improving Engagement and Quality of Work Results

The performance of the students showed a significant increase in terms of involvement, initiative, and quality of work results during the implementation of the eight stages of the Repetitive Method. In Cycle I (Actual Score: 27 out of 32; Criteria: Good; Success Percentage: 84.38%), students have shown positive involvement, although it is still limited in some aspects. They are able to listen well to the material and understand basic concepts, but the initiative to ask questions and discuss is still low. The results of independent writing already cover the main points, but lack in elaboration and critical analysis. In structured exercises, students showed a fairly good understanding of procedures with a computational accuracy of 65–75%. Participation in contextual simulations and presentation of assignment results was quite active, but post-presentation discussions were minimal. Self-reflection and self-assessment showed an increase in metacognitive awareness, while self-task was completed with an 85% completion rate, although the depth of analysis still needs to be improved. In terms of evaluation test results, in the Pre-Cycle stage only 30% of students reached the KKM, while after the application of the repetitive method in Cycle I it increased to 70%. This 40% increase shows the effectiveness of repetitive methods in improving students' understanding and completeness of learning.

d. Reflection Cycle I

Post-Cycle I reflection (conducted on August 12-14, 2025) through data triangulation analysis (teacher performance observation, student performance observation, and student learning evaluation test results). Cycle 1 Reflection aims to analyze in depth the implementation of actions, identify successes, and reveal obstacles and weaknesses faced by both teachers and students. This analysis was carried out by including triangulation of data from teacher performance observations, student performance observations, and student learning evaluation test results, as a basis for designing improvements in Cycle 2.

1) Teacher Performance

The success achieved by teachers in Cycle 1 includes several important aspects. First, the use of interactive media, such as PowerPoint, has proven to be effective in attracting the attention of the majority of students and presenting the basic concept of *Zakat Fitrah* clearly. Second, teachers successfully facilitated structured collaborative discussions, where the use of scaffolding questioning encouraged students to be actively involved in material discussions. Third, the implementation of structured exercises shows the teacher's ability to guide students systematically, which is reflected in the lack of confusion experienced by students when working on the Student Worksheet (LKS). In addition, relevant contextual simulations help students visualize the application of *Zakat Fitrah* in daily life. Teachers also succeeded in conducting systematic reflection and identifying obstacles experienced by students, such as

difficulties in calculating and understanding the difference between *Zakat Fitrah* and Zakat Mal. Finally, the provision of independent assignments that are relevant to the learning material aims to strengthen students' understanding outside of lesson hours.

However, there are some drawbacks and obstacles that need to be considered. Observations show that the speed of transition between slides at the stage of presenting the material is sometimes too fast, thus reducing the ability of students to digest important information. In addition, less specific summary writing guidelines lead to significant variations in the quality of learners' summaries. The lack of peer learning initiatives is also seen, where students tend to wait for teachers' directions and lack the initiative to provide constructive input to their peers. In addition, the independent assignments given have not shown adequate differentiation to accommodate diverse levels of students' understanding.

Improvement plans for Cycle 2 include slowing down transitions between PPT slides, providing more specific structural guidance for self-summary writing, encouragement for more structured peer critique sessions, and designing self-paced tasks that are more varied in difficulty and format.

2) Student Performance

In terms of student performance, there are several successes that need to be noted. Students show a high level of involvement in listening to the presentation of the material and actively record important points. They are also responsive to the teacher's questions and engage in initial discussions, demonstrating an effort to understand concepts. The completion of structured training by students shows an understanding of the basic procedures in calculating *Zakat Fitrah*, with an average completeness of 70%. Learner participation in the simulation was also seen, although it still needed to be improved in terms of initiative and depth of analysis. Students' good metacognitive awareness is reflected in their reflections on learning difficulties, and a high rate of self-task completion (85%) indicates student discipline.

However, there are some drawbacks to be aware of. Learners' initiative to ask questions and opinions is still limited, and the quality of the summaries produced varies, with some learners lacking elaboration in detail. The depth of understanding of the concept is also not optimal, as can be seen from the average evaluation test score which reached 72, with some students still having difficulty in understanding the difference between *Zakat Fitrah* and Zakat Mal. The lack of initiative in simulation and analysis suggests that learners tend to follow the teacher's direction, while passive involvement in peer learning is seen in learners' responses to feedback from peers.

3) Data Triangulation Analysis

Data triangulation analysis was carried out to validate findings from various sources. Teacher performance observations show that teachers have implemented most of the stages of the repetitive method well, but there are still areas for improvement in terms of the speed of material delivery and the facilitation of student interaction. Observations of learners' performance confirmed that learners showed good initial engagement, despite the lack of initiative in asking questions and providing feedback. The results of the student learning evaluation test show that the overall understanding of concepts still needs to be improved, with an average score of 72 and a high percentage of students who have not completed (around 28%).

The conclusions of the triangulation analysis show that the three data sources reinforce each other in identifying areas for improvement. Teachers need to adjust the method of delivery and assignment guidance to increase students' active participation, while students need to be encouraged to take more initiative and develop critical and analytical thinking skills. The gap between the average test score and the observation of student participation confirms the need for strategic adjustments in Cycle 2 to overcome the identified obstacles.

4) Implications of Cycle 1 Reflection

This reflection shows that the repetitive method has good potential to improve the understanding of *Zakat Fitrah*. The teacher has successfully implemented most of the stages, and the students have shown a positive response. However, based on data triangulation, there is significant room for improvement, especially in terms of encouraging learner initiative, depth of analysis, and quality of feedback. This deficiency needs to be the main focus in designing actions in Cycle 2 so that learning becomes more active, deep, and meaningful for all students.

Cycle II: Repetitive Method Optimization and Achievement of Comprehensive Understanding

a. Planning Cycle II

The planning stage of Cycle II was carried out on September 1-11, 2025, immediately after the in-depth reflection of Cycle I. Cycle II RPP was revised substantially, with a main focus on optimizing each stage of the Repetitive Method to overcome the difficulties of zakat computation and deepen students' applicative understanding. This planning directly responds to the challenges identified in Cycle I and reinforces elements that have proven effective.

The Cycle II RPP explicitly integrates the stages of the enhanced Repetitive Method as follows:

1) Initial Presentation of Material: The presentation material was enriched with case studies of *Zakat Fitrah* calculation from various family situations in the Parepare environment and variations in local rice prices, to increase contextual relevance. It aims to bridge the gap between theory and practice highlighted in Cycle I.
2) First Repetition (Presentation and Explanation by Teacher): Collaborative discussions were focused on solving computational problems found in Cycle I. More intensive multi-level questioning techniques were used to guide students to understand the logistics of calculating zakat systematically.
3) Second Repetition (Self-Writing): Students are asked to write down the steps of calculating *Zakat Fitrah* for complex scenarios using the framework provided, as well as identify and explain the different roles of *mustahik*, practicing their problem-solving skills in a structured manner.
4) Third Repetition (Tiered Structured Exercise): The LKS is prepared with more complex and diverse zakat calculation questions, including family scenarios with different numbers of people and variations in rice prices. More structured and personalized feedback will be provided in person.
5) Fourth Repetition (Contextual Simulation): The simulation is expanded by actively involving the role of amil (zakat manager), who is in charge of collecting and distributing zakat. It provides a holistic perspective on the mechanism of zakat and its social function.

6) Fifth Repetition (Presentation of Assignment Results by Students): Students present the results of the calculation of *Zakat Fitrah* for the given case and explain the reason, as well as their experience in simulating the role of amil. The presentation criteria are given clearly.
7) Sixth Repetition (Review and Systematic Reflection): The duration of the reflection session is extended to 20 minutes. Students are encouraged to do more detailed structured note-taking and synthesis of material using the principle of spaced repetition to relate calculations to the wisdom of zakat and its social role.
8) Seventh Repetition (Assignment of Independent Assignments): Homework focuses more on practical application and reflection, for example asking students to design a zakat awareness campaign in their environment or make a brief report on the benefits of zakat for the community.

The preparation of this lesson plan also considers the efficiency of time and the use of school facilities, such as LCD projectors and internet access, to support the use of digital media in the delivery of materials, as described in the Description of Research Objects. Each revision to the Repetitive Method stage is designed to specifically address the barriers identified in Cycle I, strengthen active learning, and optimize students' long-term memory retention, according to Kurt Lewin's PTK guidelines.

b. Implementation of Actions (Acting) Cycle II

The implementation of Cycle II actions was carried out on Monday, September 8, 2025, followed by collaborative observation until Thursday, September 11, 2025, with a total duration of 4 × 35 minutes. The application of the Repetitive Method is internalized in each stage of learning as follows:

1) Initial Presentation of Material (±10 minutes): The teacher started the session by presenting a revised PowerPoint presentation, this time highlighting examples of cases of *Zakat Fitrah* calculation that are relevant to the Parepare context, for example Pak Ahmad's family with 5 soul members and Ibu Fatimah's family with 3 soul members, with different variations in local rice prices. The teacher interactively explains the proper calculation procedure for each scenario, emphasizing the logic behind the conversion and the amount of zakat. The main objective is to clarify the computational misconceptions that were predominant in Cycle I.
2) First Repetition: Presentation and Explanation of the Material by the Teacher (±25 minutes):
   a) Collaborative Discussion & Problem-Solving: Teachers facilitate discussions that are highly geared towards solving computational problems, encouraging learners to actively participate in solving cases. The teacher asked a critical question, "How do we calculate zakat for a family of 5 people if the price of rice is Rp16,000/kg? Explain the steps systematically!". A student named Rio, eloquently explained the process of multiplying the number of souls by the amount of zakat per soul, then multiplying the result by the price of rice per kilogram, showing a solid understanding.
   b) In-depth Oral and Conceptual Repetition: Students actively re-iterate the zakat calculation formula and define the roles of amil, *muzakki*, and *mustahik* in their own language, often using examples from the Cycle I simulation.
   c) Analytical Scaffolding: The teacher asks questions that demand a high level of analysis and synthesis, such as, "Why should zakat be paid to amil? What is the importance of

amil's role in ensuring that zakat is distributed fairly and on time? How does this prevent social inequality?". These questions encourage students to connect the ritual aspect with the social dimension of zakat.

3) Second Repetition: Self-Writing by Students (±15 minutes): Students are asked to write in detail the steps of calculating *Zakat Fitrah* for a specific family scenario (for example, a family with 4 soul members) and explain who is entitled to receive zakat (*mustahik*) and why. The teacher provides a structured writing framework, including key points that should be included in the explanation, to help learners organize their thoughts and deepen their argumentative understanding. This activity helps to internalize the thought process and improve information retention through structured active recall.
4) Third Repetition: Tiered Structured Exercise (±30 minutes): The teacher distributes a new LKS that contains questions for calculating *Zakat Fitrah* with a higher level of difficulty and a wider variety of scenarios. These questions include cases such as the calculation of zakat for families with different numbers of members and variations in the price of rice, requiring students to apply understanding flexibly. Learners work independently, and teachers provide more intensive direct and personalized feedback, identifying the root cause of the problem if something goes wrong. For example, teachers provide practical tips to make it easier to calculate the conversion of rice to money, as well as real examples of zakat practices in local communities.
5) Fourth Repetition: Contextual Simulation (±30 minutes): A more realistic and comprehensive simulation was carried out, involving the role of amil as the coordinator of zakat collection and distribution. Students who play the role of amil must ensure that zakat is collected from *muzakki* and distributed to 8 *mustahik* groups according to sharia. They must also explain why every *mustahik* group has the right to receive zakat, practice communication skills and empathy. This simulation fosters a deep understanding of the logistics and social responsibility of zakat. For example, a student who plays the role of amil carefully records each *muzakki* and *mustahik*, interacts politely, and explains the distribution process to *mustahik*.
6) Fifth Repetition: Presentation of Assignment Results by Students (±15 minutes): Some students presented the results of the zakat calculation for the given case and their experiences during the simulation, especially when acting amil. They explain the challenges and solutions they found, as well as how they ensure fairness in distribution. These sessions encourage peer-to-peer learning and practice effective academic communication skills. Clear presentation assessment criteria help learners to focus on key points.
7) Sixth Repetition: Review and Systematic Reflection (±20 minutes): Extended reflection session. Students are asked to make a structured note-taking that includes not only concepts and calculations, but also their insights about the importance of zakat for social justice and the unity of the ummah. The teacher facilitates the synthesis of the material on a regular basis, linking the theory of zakat with real practices and Islamic values. These discussions are very lively, with learners sharing their emotional experiences while playing the role of *mustahik* or amil, demonstrating a deep internalization of values.
8) Seventh Repetition: Giving Independent Assignments (Homework) (±5 minutes): This homework is to make a simple educational poster about the 8 groups of *mustahik* or write

a short essay about the role of zakat in reducing social disparities in the Parepare environment. This assignment aims to repeat and deepen the material outside the classroom and form students' learning independence in managing their understanding in an ongoing manner.

c. Observing Cycle II

Systematic observation of Cycle II was carried out on September 8-11, 2025 through the Researcher Observation Protocol showing a significant improvement in performance and reaching an optimal level. Observation in Cycle II was carried out during the fourth week of August 2025, after improvements were made based on the results of Cycle I's reflection. Observation activities were carried out using the Teacher and Student Observation Protocol, as well as the Researcher's Reflection Journal to record the dynamics of the teaching and learning process during the implementation of the improved Repetitive Method.

1. Teacher Performance Observation: Increasing the Effectiveness of Strategies and Interactions

Teacher performance in Cycle II showed a significant increase compared to Cycle I, with an actual score of 31 out of 32 (Excellent category, 96.88%). Teachers are more skilled in applying the stages of the Repetitive Method systematically and reflectively. The presentation of the material is carried out with reflective pauses so that students can understand the concepts more deeply, while collaborative discussions run more dynamically with open-ended questions that stimulate analysis. The summary writing guide helps learners write in a more structured manner, directed exercises using variations in difficulty levels, and contextual simulations are expanded with the role of amil zakat to strengthen social relevance. Peer feedback sessions and systematic reflection make class interactions more lively and meaningful. Overall, teachers appear more adaptive, systematic, and reflective of the learning needs of students.

2. Student Performance Observation: Increasing Initiative, Analysis, and Learning Independence

The performance of students also increased significantly with an actual score of 30 out of 32 (Excellent category, 93.75%). Learners demonstrate active participation, courage to ask questions, analytical skills, and higher learning responsibility. They not only listen but also respond to concepts, dare to express opinions in discussions, and compile more in-depth and contextual summaries. Accuracy in the exercises increased to 85–90%, and contextual simulations showed social understanding and critical thinking skills. Self-reflection and completion of independent tasks reached 95% with varied and meaningful results. The results of the learning evaluation reinforced these findings, with completeness increasing from 30% pre-cycle to 70% in Cycle I, and 91% in Cycle II. This confirms that the application of the Repetitive Method not only increases learners' engagement, but also significantly improves their conceptual understanding and academic outcomes.

d. Reflection Cycle II

The final reflection of Cycle II (conducted in the fourth week of August 2025) confirmed the optimal efficacy of the Repetitive Method and the achievement of the research objectives. This reflection aims to assess the effectiveness of the improvements implemented and determine whether actions need to be continued or have reached the indicators of research success.

1. Reflection on Teacher Performance

Success: Teachers successfully address previous weaknesses by slowing down media transitions, providing structured guidance, and facilitating active peer learning. The quality of classroom interaction improves—learning is more communicative and dialogical. The implementation of reflection and task differentiation increases the relevance of learning to students' abilities. Teachers appear more adaptive and are able to manage the rhythm of activities appropriately, so that no stage is missed. Small Weakness: The simulation implementation time was slightly delayed due to the high enthusiasm of the students, so there is a need for more strict time management. Some students still need special guidance when answering complex questions. Conclusion: Overall, the teacher's performance is in the category of very good and stable. Adjustments to strategies have proven effective, and indicators of learning success have been achieved.

2. Reflection on Student Performance

Success: Learners show significant improvements in participation, critical thinking, and independence. Group discussions are rich in ideas, interactive, and foster a sense of responsibility. The results of the summary and exercise show a mature understanding of the concept. The courage of students in arguing increased, as well as a higher sense of confidence. Reflective awareness increases, especially in recognizing effective ways of learning. Minor Weaknesses: Some students still tend to be dominant in discussion groups, so teachers need to ensure equal participation. Although the majority of students have thought critically, a small percentage of students are still in the stage of understanding the basic logic of the concept of zakat. Conclusion: Students' performance improved according to the set action indicators: active engagement, improved learning outcomes, and reflective ability have reached the "excellent" category.

3. Data Triangulation Analysis

Triangulation between teacher observations, student observations, and test results provides consistent clarity on the effectiveness of actions:

Table 2. Comparison of Observation and Test Results in Cycle I and Cycle II

Observed Aspects	Cycle I	Cycle II	Upgrade Description
Teacher Performance	90.63% (Good)	96.88% (Excellent)	An increase of 6.25%; Improved classroom management and interaction
Student Performance	84.38% (Good)	93.75% (Excellent)	An increase of 9.37%; increased activeness and reflection
Test Results	70% **of students** complete	91% **of students** completed	21% increase; Significant improvement in concept comprehension

Source: Learning observation and evaluation results, 2025

Triangulation Interpretation: The three data sources show consistency in the direction of outcomes that the improvement of strategies in Cycle II has a real impact on the quality of learning. Teachers and learners alike thrive in their roles, and the target indicators of research success have been achieved.

4. Implications and Conclusions of Reflection Cycle II

Reflection Cycle II indicates that the application of the Repetitive Method has achieved its main goal: to improve the understanding of the concept of *Zakat Fitrah*, active involvement of students, and the quality of teacher performance. This model has been shown to have a positive effect on: Cognitive aspects: Conceptual comprehension increases significantly,

average scores reach the high category. Affective aspect: Students are more confident, actively discuss, and able to provide feedback. Psychomotor aspect: Students are able to apply the concept of zakat in a simulative and real context.

With the achievement of success indicators in Cycle II, research actions are considered sufficient and successful, so there is no need for an extension to Cycle III. The focus of the research is then directed to the documentation of results, comparative analysis of Cycles I–II, and the preparation of conclusions and learning recommendations.

Discussion of Research Results

The Role of Repetitive Methods in the Construction of Understanding *Zakat Fitrah*

The results of the study show that the application of the Repetitive Method with eight stages of repetitive learning has played a central role in the formation and strengthening of the understanding of the concept of *Zakat Fitrah* in students. The process of constructing this understanding takes place gradually, systematically, and reflexively through meaningful repetition that combines cognitive, affective, and psychomotor activities in an integrated manner.

In the context of this study, repetition is not interpreted as a mechanical activity or just memorization (rote learning), but as a reflective mechanism that provides an opportunity for students to reconstruct the meaning of concepts that have been obtained previously. Based on the results of observations, interviews, and documentation, it was found that the Repetitive Method plays a role through three main dimensions:

a. Cognitive Dimension: Conceptual and Procedural Reinforcement

In the initial presentation stage of the material and the first repetition, the teacher facilitates students to understand the definition, conditions, and pillars of *Zakat Fitrah* through visual presentations and multi-level discussions (scaffolding questioning). This approach helps learners chunking information — breaking down complex concepts into logical parts that are easier to understand.

This process marks the formation of conceptual understanding, namely the ability of students to explain the relationship between the elements of zakat (*muzakki*, *mustahik*, time, level), not just remembering the definition. The next stage, namely the third (tiered exercise) and fourth (contextual simulation), deepens procedural understanding, where students learn to apply concepts practically, such as calculating *Zakat Fitrah* or acting out the distribution process.

Evidence from the second cycle shows that students have been able to re-explain the logical reasons behind the steps of calculating zakat and relate it to the principle of social justice. This means that repetition has functioned as an elaborative process to strengthen the integration between declarative understanding (knowing what) and procedural understanding (knowing how).

b. Affective Dimension: Internalization of Social-Religious Values and Attitudes

The Repetitive Method also strengthens the understanding of affective nature — namely the awareness of moral and social values behind the practice of zakat. Through contextual simulations and group reflection, students position themselves as active subjects in understanding the meaning of humanity and social justice from *Zakat Fitrah*.

In the first cycle, the participation of students in the simulation went well even though it was still limited to fulfilling roles. After the completion in the second cycle, students began to show initiative in creating contextual situations, proposing solutions to social dilemmas, and showing empathy for those who are entitled to receive zakat.

This change indicates a shift from a cognitive orientation towards a more value-reflective understanding, where students interpret *Zakat Fitrah* as a form of social concern, not just a religious obligation.

c. Metacognitive Dimension: Strengthening Learning Awareness

An important feature of the Repetitive Method is the systematic reflection on the sixth and seventh repetitions. This reflection encourages students to reassess their understanding, identify difficulties, and formulate more effective learning strategies.

Teachers play an active role as facilitators by integrating structured note-taking and spaced repetition techniques that guide students to recall important concepts after a certain time gap. From the results of observation, most students began to realize that repetition helps them retain information more durable, as well as be more confident when facing the context of new questions. It is this metacognitive awareness that shows a mature construction of knowledge — learners no longer only receive knowledge, but also understand the way they learn.

The process that occurs in this repetitive method is in accordance with the constructivist principles of Bruner and Vygotsky, that knowledge is built through active involvement and meaningful social interaction. Gradual repetition with scaffolding that continues to decline is in line with the concept of zone of proximal development (ZPD), where students move from dependence to independence in understanding concepts.

Thus, the Repetitive Method functions as a pedagogical framework that leads to the formation of an integrated conceptual, procedural, and value understanding. In the context of *Zakat Fitrah* learning, this method not only increases students' knowledge, but also realizes a complete spiritual and social understanding.

Validation of the Effectiveness of the Repetitive Method on Improving Students' Understanding

The validity of the effectiveness of the Repetitive Method in this study is not only shown by the test result figures, but mainly through qualitative evidence of changes in learning behavior, interaction processes, and the depth of understanding of learners observed during the two learning cycles. Quantitative data (such as score improvement and completeness) serve as empirical affirmations of these qualitative findings.

a. Changes in the Learning Process and Student Activities

The results of observations showed that in the first cycle students had shown positive involvement, but still tended to depend on the teacher's direction. Initiative to ask questions, creativity in simulation, and analytical skills are still limited. After the refinement stage in the second cycle—especially with increased peer critique, task differentiation, and deep reflection—significant changes occurred:

1) Learners show higher initiative to ask questions and respond to friends' opinions.
2) In the simulation, students no longer passively carry out roles, but begin to conceptualize social dilemmas and look for alternative solutions.

3) During self-assignment, most learners are able to transfer knowledge to new situations that are not discussed in class.

These behavioral changes suggest that the Repetitive Method fosters meaningful learning as described by Ausubel — where new knowledge is connected to existing cognitive structures through relevant, repetitive experiences.

b. Improving the Quality of the Teacher's Role

From the teacher's side, the effectiveness of this method is also validated through the shift in role from "information presenter" to "learning facilitator". Active teachers use written feedback and group reflection to assess the learning process, not just the final outcome. Teachers adapt by making improvements based on the results of observations in the previous cycle, such as slowing down the tempo of presentations, adding visualizations, and providing special scaffolding for difficult concepts. The consistency of teachers' reflective actions strengthens the effectiveness of learning and increases the activeness of students at every stage.

c. Learning Outcome Data Support (Quantitative as a Qualitative Reinforcement)

Numerically, the increase from 30% of students completed in the Pre-Cycle to 70% in Cycle I and reached 100% in Cycle II reflects the success of the learning process. Even more important, however, is the meaning behind the numbers — that any improvement in learning outcomes is preceded by a change in the learning process: from passive to active, from simply understanding to being able to apply, and finally to reflecting on social values.

Thus, quantitative data only confirms the qualitative finding that when repetition is carried out meaningfully, students are able to deepen their knowledge and integrate it into the level of practice and values.

d. Holistic Reflection on Effectiveness

The effectiveness of the Repetitive Method in the context of this study is not only at the cognitive level, but on the entire learning ecosystem:

1) Teachers become more reflective and adaptive.
2) Students become more active, critical, and collaborative.
3) The learning environment becomes richer in interaction and meaning.

The consistent improvement between teacher observation results, student activities, and learning completeness shows that the Repetitive Method creates a synergistic circle between teaching strategies, learning experiences, and learning outcomes.

Based on the overall analysis, it can be concluded that:

1) The Repetitive Method plays an effective role in building conceptual, procedural, and value understanding of *Zakat Fitrah* through meaningful and reflective repetition that actively involves students.
2) Its effectiveness is validated qualitatively through increased involvement, initiative, knowledge transfer, and reflection on student values, as well as quantitatively through improved learning outcomes that reinforce key findings.
3) The success of this method is not only due to the large number of repetitions, but because each repetition contains a new meaning that leads the learner from a surface understanding to a deep and applicable understanding.

Therefore, the Repetitive Method can be seen as an effective reflective pedagogical strategy to strengthen conceptual and applicative understanding in the learning of Islamic Religious Education, especially in the material of *Zakat Fitrah*.

Research Implications

The results of this study have significant implications both practically and theoretically in the context of learning Islamic Religious Education in elementary schools, especially on the material of *Zakat Fitrah*. Practically, this research makes a real contribution to PAI teachers through the provision of an effective learning model based on the Repetitive Method, which can be applied to various other PAI materials to improve students' conceptual, applicative, and spiritual values. For schools, the results of this research are empirical evidence that can be used as a basis for curriculum development and improvement of lesson plans, as well as a model of best practice in improving the quality of PAI learning that fosters religious character and social awareness of students. Meanwhile, for students, this method has been proven to increase activeness, confidence, and social empathy, as well as develop stronger learning independence. Theoretically, this study reinforces the relevance of Cognitive Load Theory and Forgetting Curve Theory in the context of PAI learning, by showing that spaced repetition and chunking strategies effectively manage cognitive load and strengthen long-term memory retention. In addition, this study enriched the literature on the development of innovative learning models by integrating the stages of the Repetitive Method into Kurt Lewin's PTK model, which links cognitive theory with pedagogical practice in the field. Thus, this research not only bridges theory and practice in religious education, but also becomes a valuable reference for the development of classroom action research based on reflective and contextual approaches at the elementary school level.

CONCLUSION

The research, conducted through two cycles of Classroom Action Research (*PTK*) applying the Repetitive Method to *Zakat Fitrah* material in Islamic Religious Education (*PAI*), concluded that this approach effectively enhanced 5th-grade students' integrated conceptual, procedural, and value understanding at UPTD SD Negeri 57 Parepare. Meaningful repetition with reflection not only helped students grasp the meaning, procedures, and social-spiritual significance of *Zakat Fitrah* but also fostered active, critical, and collaborative learning, with teachers as facilitators promoting empowerment and metacognitive awareness. Quantitative improvements in learning completeness aligned with qualitative evidence of increased intrinsic motivation and confidence, aligning with constructivism and contextual learning principles to build independence and character formation. For future research, exploring the Repetitive Method's integration with digital tools, such as mobile apps for spaced repetition of *zakat* calculations, could assess its scalability across diverse elementary schools in Indonesia.

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