

Improving Learning Outcomes About Faith in The Apostles Through Group Discussion Methods in Grade 4 Elementary School Children

Reki Novendra¹ 

*Correspondence:

Email :
rekinovendra@gmail.com

Authors Affiliation:

¹Universitas Islam Negeri
Sjeh M. Djamil Djambek
Bukittinggi, Indonesia

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Abstrac

This study aims to improve students' learning outcomes on the material of Belief in the Prophets of Allah through the implementation of the Problem-Based Learning model in Cycle I and the Project-Based Learning model in Cycle II. This research uses the Classroom Action Research (CAR) design, conducted in two cycles with different teaching models. In Cycle I, the Problem-Based Learning model with group discussion methods was applied, while in Cycle II, the Project-Based Learning model involving the creation of a poster about the exemplary traits of the Prophet was used. The results indicate an improvement in students' understanding and engagement in learning, as reflected by the increased learning outcomes in Cycle II, with 100% of students meeting the Minimum Completion Criteria (KKM). However, several students in Cycle I did not meet the KKM due to difficulties in understanding the material and limited discussion time. Reflections from both Cycles I and II provide a basis for improvements in future teaching implementations, such as adjusting assessment questions and increasing discussion time.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada materi Iman kepada Rasul Allah melalui penerapan model pembelajaran berbasis masalah (Problem-Based Learning) pada siklus I dan model pembelajaran berbasis proyek (Project-Based Learning) pada siklus II. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan penerapan model pembelajaran yang berbeda. Pada siklus I, model Problem-Based Learning dengan metode diskusi kelompok diterapkan, sedangkan pada siklus II, model Project-Based Learning dengan pembuatan karya poster tentang keteladanan sifat Rasul digunakan. Hasil penelitian menunjukkan adanya peningkatan pemahaman dan keterlibatan siswa dalam pembelajaran, yang tercermin dari meningkatnya nilai hasil belajar pada siklus II, dengan 100% siswa mencapai Kriteria Ketuntasan Minimal (KKM). Meskipun demikian, beberapa siswa pada siklus I masih belum mencapai KKM, yang disebabkan oleh kesulitan dalam memahami materi dan keterbatasan waktu diskusi. Refleksi dari siklus I dan II memberikan dasar untuk perbaikan dalam pelaksanaan pembelajaran di masa depan, seperti penyesuaian soal asesmen dan peningkatan waktu diskusi..

INTRODUCTION

Formal and informal education that lasts throughout life has the aim of optimizing individual abilities, so that one day they can play an active and appropriate role in social life. The success of achieving these educational goals, much depends on the role of the teacher as an educator. Therefore, teachers are required to carry out their noble duties with professionalism, including religion teachers who have a vital role in shaping the character and personality of students. Religion teachers must be able to teach religious values in an effective way, conveying religious teachings that are not only known, but also understood and practiced by students in their daily lives.

Islamic religious education itself contains three interrelated notions. First, Islamic religious education is considered a fundamental value that must be understood by every individual.

Second, it becomes a guideline or way of life for Muslims. Third, Islamic religious education develops in accordance with historical realities that are constantly changing and adjusting to the challenges of the times. In this context, religious education does not only aim to introduce religious teachings to students, but also to internalize these values in their lives, so that they can live in accordance with the will of God Almighty.

Islamic religious education needs to be provided from an early age to higher education. This is very important so that the younger generation can have a strong moral foundation, equipped with knowledge of manners, manners, and worship practices that bring them closer to Allah SWT. Through religious education, students are expected to develop knowledge that is not only relevant to spiritual life, but also to the welfare of human life in the world and the hereafter. One way to improve the quality of education is to improve the teaching and learning process, where the teacher acts as a facilitator who can create an active and enjoyable learning situation for students.

Islamic religious education, especially those related to faith in the Prophet Muhammad, has an important role in shaping students' spiritual character. In the context of education in elementary schools (SD), material about faith in the Prophet needs to be delivered in an effective way, so that students not only memorize, but also really understand and apply these teachings in their daily lives. However, in reality, many teachers still rely on the lecture method as the main way of delivering material, which often causes students to become passive and less involved in the learning process. As stated by Sudjana (2005), the lecture method tends to make students only listen without actively participating, so their understanding of the material is limited.

Alternatively, the group discussion method can be an effective option to improve students' understanding. Group discussions allow students to exchange opinions, ask questions, and explain their ideas to each other, which can deepen their understanding of the material. According to Arends (2008), the group discussion method can improve students' critical thinking skills, communication, and conceptual understanding. This is in accordance with constructivist learning theory which emphasizes that students construct their knowledge through social interaction and direct experience. With group discussions, students can more actively explore new ideas and learn from each other.

This study aims to examine the effectiveness of the application of group discussion learning methods in improving students' understanding of faith in the Prophet Muhammad, especially in grade 4 elementary school students. Hopefully, this method can have a positive impact on the learning process, so that students not only memorize religious teachings, but can also understand and apply them in everyday life. This research is entitled "Improving Children's Learning Outcomes about Believing in the Prophet Muhammad through the Group Discussion Learning Method for 4th Grade Children at SD Negeri 33 Sungai Pandahan".

METHODS

This research uses the type of Classroom Action Research (PTK) or better known as Classroom Action Research. This classroom action research aims to solve problems encountered during the learning process, so this research was conducted directly by the teacher in the classroom. The PTK method used in this study refers to the approach developed by Kemmis and Taggart (Rachman, 1993), which emphasizes the development of new skills and the application of new approaches in overcoming existing problems. Thus, classroom action research is an attempt to apply concrete solutions to issues that arise in the context of learning.

The main purpose of classroom action research is to develop new skills or teaching methods that can improve the quality of learning in the classroom. PTK allows teachers to

reflect directly on the ongoing teaching and learning process, and find practical solutions that can be applied in the classroom. This research aims to overcome the problems that exist in learning faith in the Prophet in grade 4, especially related to the methods used in delivering the material, by implementing the group discussion method as a solution to improve student understanding.

Thus, this research does not only focus on the study of theories or hypotheses, but also on the application of real actions in the world of education. Classroom action research (CAR) is a means to identify problems directly and take corrective measures that are appropriate to the needs in the field. The ultimate goal is to improve the quality of learning and student learning outcomes through approaches that are more effective and relevant to existing classroom conditions.

RESULT AND DISCUSSION

RESULT

In this first action planning, the researcher decided to apply the Problem Based Learning Model (PBL) with a group discussion method in order to understand Islamic Religious Education subject matter. The PBL model was chosen because its approach focuses on developing students' critical thinking skills through solving problems that are relevant to everyday life. In the planning stage, researchers prepare various elements needed in learning, such as learning media sources, teaching aids, and teaching modules adapted to the PBL model. The teaching module contains questions for the final test and also assessment instruments needed to measure student learning outcomes.

In addition, researchers also prepare learning materials about faith in God's Apostles in accordance with the learning objectives and expectations to be achieved. Preparation of learning media such as videos is also carried out to facilitate students' understanding of the material provided. Cycle I formative test sheets were prepared to measure student learning achievement after the application of the PBL model, as well as observation sheets used to assess teacher and student activities during the learning process. Evaluation was conducted together to analyze the implementation of actions in the first cycle and plan improvements in the next cycle.

The implementation of the first cycle was carried out from December 23 to December 31, 2024, with a time allocation of 2 x 35 minutes for each meeting. The activity began with checking student attendance, followed by a prayer together to start the lesson. At this early stage, the teacher also prepared the equipment and tools needed in learning and conditioned the students to be ready to learn. Motivation is given to students to increase their interest in learning.

In the core activities, the teacher formulates learning experiences that are open-ended and provides stimuli in the form of rhymes and sparking questions about the material of faith in Allah's Apostles. Students work in small groups, where they discuss and complete tasks based on predetermined learning objectives. The teacher provides opportunities for groups that experience difficulties to ask questions, both to the teacher and other groups. After the discussion, all groups present the results of their discussion on the material of faith in God's messengers, including the difference between prophets and messengers and the characteristics of God's messengers. In the closing stage, the teacher and students summarize the material that has been learned, conduct evaluation through tests, and pray together.

During the implementation of cycle I, the researcher acted as an observer whose task was to observe the interaction between teachers and students as well as student activities during the learning process. Observations were made to evaluate the effectiveness of the Problem

Based Learning Model in improving student learning outcomes, especially in the material of faith in Allah's Apostles. Based on the observations made, it can be seen that most students actively participate in group discussions and show enthusiasm in understanding the material. However, there are still some students who have difficulty in participating in learning, especially in understanding analytical questions. Data on students' learning outcomes showed variations in the achievement of learning outcomes, with some students having reached the KKM, while others had not.

Based on the results of the first cycle, it can be concluded that the application of the Problem Based Learning Model with the group discussion method succeeded in improving students' understanding and involvement in learning. Students' activeness in discussing and sharing their understanding shows that this method can motivate students to be more active in the learning process. Another advantage of this method is a more pleasant learning atmosphere and increased motivation in most students.

However, reflection also found some shortcomings, including that there were still students who had not reached the KKM, especially students who had difficulty in understanding abstract material or analytical problems. This indicates the need for adjustments in the difficulty of the questions, as well as the need for additional time in group discussions so that all students can participate optimally. Based on these findings, the improvement plan in cycle II included adjusting the assessment questions that were more in line with students' level of understanding, extending the group discussion time, and providing concrete examples that could help students understand the material better. Thus, the improvements made in cycle II are expected to overcome the obstacles faced in cycle I and improve overall student learning outcomes.

In cycle II, researchers applied the Project Based Learning Model (PBL) with a group discussion method to discuss the material of Faith in Allah's Apostles, with a focus on the subtheme of the purpose of the messenger and the making of posters about the exemplary nature of the Apostle. In planning this cycle, researchers prepared relevant learning media, including teaching modules adapted to the PBL model, as well as questions for the final test and appropriate assessment methods. The material taught included an understanding of the purpose of the messenger and the qualities of the messenger such as *siddiq*, *amanah*, *fatanah*, and *tablig*. The learning media used, such as videos, also supported students' understanding of the material. The researcher also prepared formative test sheets and observation sheets to evaluate the learning process and the results achieved by students.

The implementation of cycle II began on January 4, 2025 to January 11, 2025, with a time allocation of 2 x 35 minutes per meeting. Learning activities began with checking student attendance, praying together, and preparing learning tools. The teacher motivated the students to increase their interest in learning. In the core activity, the teacher delivers rhymes and sparking questions to arouse students' curiosity about the purpose of the Messenger of God. Students then work in small groups to discuss the material and complete their assignments based on the learning objectives. Each group presents the results of their discussion on the exemplary nature of the apostle in the form of a poster, which allows students to further explore and visualize their understanding.

In the closing activity, the teacher and students summarize the material that has been learned, conduct evaluation through tests, and pray to end the learning. Based on observations made during the implementation of cycle II, there was a significant increase in student engagement. All students managed to achieve the predetermined KKM, with an average score that increased compared to the first cycle. Student learning outcome data showed that most students scored high, with many of them achieving perfect scores. Students demonstrated a better understanding of the material through more productive group discussions and the creation of poster works that reflected a deeper understanding of the attributes of the apostle.

Based on the results of cycle II, it can be concluded that the application of the Project Based Learning Model succeeded in improving students' understanding, engagement and learning outcomes. All students achieved the KKM, showing the effectiveness of this learning model in improving the quality of learning. Reflection from cycle II showed that the use of PBL with group discussion method not only improved students' motivation and skills, but also facilitated more contextual and applicable learning.

DISCUSSION

Based on the results of research in cycle I and cycle II, the application of Problem Based Learning (PBL) and Project Based Learning (PBL) Learning Models with group discussion methods proved effective in increasing students' understanding and involvement in learning Islamic Religious Education, especially the material of Faith in Allah's Apostles. In cycle I, although most students managed to achieve the expected results, there were still some students who had not reached the Minimum Completion Criteria (KKM). This may be due to difficulties in understanding abstract material and lack of concentration during learning. The PBL learning model applied in the first cycle allows students to be actively involved through group discussions, which is in line with the theory of constructivism proposed by Piaget and Vygotsky. These two figures emphasize that learning based on social interaction and direct experience can build deeper understanding in students. Group discussion in the first cycle provided space for students to exchange ideas, but it was not fully able to overcome the cognitive barriers experienced by some students.

In cycle II, the changes made by applying the Project Based Learning Model (PBL) had a significant positive impact. With PBL, students not only focus on theoretical understanding, but also on the application of material in the form of real projects, such as making posters about the exemplary nature of the apostle. This project requires students to dig deeper into the material and connect it to their real experiences. This is in accordance with Bruner's view that learning that involves authentic tasks or projects can increase student motivation and understanding. The PBL model also provides opportunities for students to work in groups, which strengthens their social skills and broadens their insights into the material being studied. The research results in cycle II showed that all students achieved the KKM, which reflected the effectiveness of PBL in improving student learning outcomes. Research conducted by Arends (2008) and Rusman (2013) also showed that a project-based approach can improve critical thinking skills, communication skills, and collaboration between students, all of which were evident in better learning outcomes in cycle II.

Overall, the results obtained from these two cycles show that the application of the PBL model with the group discussion method is effective in improving students' understanding of Islamic Religious Education material, especially about Faith in Allah's Apostles. This is in line with the results of research by Sudjana (2005) which revealed that the discussion method can increase students' active participation in learning. In addition, this study also supports the concept that learning that involves students directly and contextually can produce a deeper understanding and can be applied in everyday life, in accordance with the objectives of Islamic religious education which not only teaches knowledge but also shapes the character and character of students.

CONCLUSION

Based on the results of research conducted in two cycles, it can be concluded that the application of the Problem-Based Learning Model (PBL) in Cycle I and the Project-Based Learning Model (PjBL) in Cycle II, both succeeded in increasing students' understanding and learning outcomes in Islamic Religious Education material, especially regarding faith in Allah's Apostles.

In Cycle I, although there were some students who had not reached the Minimum Completion Criteria (KKM), the application of the group discussion method in PBL succeeded in increasing student involvement and participation. Problem-based learning was able to encourage students to be more active in the learning process, although some still had difficulty in understanding analytical problems.

In Cycle II, with the application of PjBL, which leads to the creation of projects such as poster work, all students managed to achieve KKM. This project-based learning gives students the opportunity to go deeper into the material through practical activities, which not only enriches their understanding of the material on faith in God's messengers, but also fosters creativity and cooperation skills.

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