

Application of Symposium Discussion Method to Improve Learning Outcomes of Class X E 10 Students in PAI and Ethics Subjects at SMAN 1 Lareh Sago Halaban

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Article History:

Submission : 18-11-2024

Revised : 22-11-2024

Accepted : 24-12-2024

Published

Abstrac

This study aims to improve the learning outcomes of students in class X E 10 at SMAN 1 Lasahan through the application of the symposium discussion method with questioning skills in the Islamic Religious Education subject, specifically on the topic of avoiding free association behaviors based on QS. Al-Isra' 17:32. This Classroom Action Research (CAR) was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The results showed that the application of the symposium discussion method could enhance students' questioning skills and their learning outcomes. Based on data analysis, there was a significant improvement in the learning outcomes between cycle I and cycle II, with the percentage of students achieving excellent scores increasing from 13.33% in cycle I to 73.33% in cycle II. Therefore, it can be concluded that the symposium discussion method is effective in improving questioning skills and learning outcomes in the Islamic Religious Education subject at SMAN 1 Lareh.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar peserta didik kelas X E 10 SMAN 1 Lasahan melalui penerapan metode diskusi simposium dengan keterampilan bertanya pada mata pelajaran Pendidikan Agama Islam, khususnya materi tentang menghindari perilaku pergaulan bebas berdasarkan QS. Al-Isra' 17:32. Penelitian Tindakan Kelas (PTK) ini dilaksanakan dalam dua siklus, yang masing-masing terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Hasil penelitian menunjukkan bahwa penerapan metode diskusi simposium dapat meningkatkan keterampilan bertanya peserta didik dan hasil belajar mereka. Berdasarkan data analisis, terdapat peningkatan yang signifikan dalam hasil belajar antara siklus I dan siklus II, dengan persentase peserta didik yang mencapai nilai baik sekali meningkat dari 13,33% pada siklus I menjadi 73,33% pada siklus II. Oleh karena itu, dapat disimpulkan bahwa metode diskusi simposium efektif dalam meningkatkan keterampilan bertanya dan hasil belajar peserta didik pada mata pelajaran Pendidikan Agama Islam di SMAN 1 Lareh.

INTRODUCTION

Learning is a process that leads to changes in learner behavior, both in potential and actual forms, which are relatively permanent. This process occurs as a result of practice and experience experienced by learners. Learning activities themselves are interactions between students, educators, and learning resources in an environment that supports the learning process. In order for the learning process to run effectively, learner activeness is needed. This includes asking questions, expressing ideas, and being directly involved in learning activities. Therefore, learning that does not provide space for students to actively participate can be said to be contrary to the nature of learning itself.

Besides activeness, creativity is also a key factor in learning activities. Creativity in the learning process can create a new atmosphere that is more interesting and not monotonous, which in turn can motivate students to be more enthusiastic and play an active role in learning activities. Therefore, educators need to choose a variety of approaches, methods and strategies that are in accordance with the situation and conditions of the learners, as well as



the material being taught. Thus, learning can run more effectively, and the expected goals can be achieved. Choosing the right learning method is very important, because it can affect the learning outcomes achieved by students.

In the context of learning Islamic Religious Education (PAI), learning outcomes are very important to encourage the enthusiasm and motivation of students in learning the subject matter. Learning outcomes not only include cognitive aspects, but also include the affective and psychomotor aspects of learners. Abdurahman Gintings (2010) states that learning outcomes are an encouragement that encourages students to be more enthusiastic in learning the material. With satisfactory results, learners will feel motivated to continue developing their knowledge and skills. For this reason, educators need to choose the right and interesting learning methods or models, in order to create a pleasant and encouraging learning atmosphere for students.

However, the reality on the ground often shows that learning activities in certain classes are still dominated by approaches that prioritize the role of the educator as the center of learning. This causes learners to not have sufficient opportunities to develop their potential to the fullest. They tend to be passive in learning, only waiting for explanations from the teacher without being actively involved in learning activities. One of the causes is the use of conventional and less varied methods, which makes learning feel boring. This often leads to low student learning outcomes, such as what happens in class X E10 at SMA Negeri 1 Lasahan, Lima Puluh Kota Regency, where students are less active in participating in Islamic Religious Education lessons.

The lack of enthusiasm and interest of students in Islamic Religious Education lessons can be caused by various factors, such as the influence of technology that distracts them from learning activities. Learners are more interested in spending time playing gadgets, playing games, or engaging in other activities that are more exciting for them. Dependence on social media and gadgets also inhibits them from focusing on learning. In addition, the lack of varied learning methods and approaches exacerbates this situation, where learners feel bored with the material presented and less challenged to be more active in the learning process.

This phenomenon illustrates the need for changes in the learning approach, by adopting more innovative and interesting learning models. One method that can be applied is the symposium discussion method. This method can overcome the problem of learner inactivity by giving them space to be actively involved in the learning process. By using symposium discussion method, learners will be more involved in learning, think critically, and develop their social skills through interaction with classmates. Hopefully, with the application of this method, learners' enthusiasm and learning outcomes can improve significantly. Therefore, this study aims to determine the extent to which the symposium discussion method can improve the learning outcomes of students in class X E10 SMA Negeri 1 Lasahan in the subject of Islamic Religious Education in the 2024-2025 academic year.

METHODS

This research methodology is designed to examine the effectiveness of the application of the symposium discussion method in learning Islamic Religious Education (PAI) in class X E 10 SMA Negeri 1 Lasahan. This study used a qualitative approach with a descriptive design, where researchers focused on observing and analyzing the ongoing learning process, as well as the changes that occurred during the application of the method. With this approach, researchers can explore in depth the dynamics that occur in the classroom, and get a clear picture of how the symposium discussion method can affect learning outcomes and student interactions.

This research was conducted in two cycles, with each cycle consisting of four main stages: planning, implementation, observation, and reflection. Each cycle was designed to improve

and optimize the learning process based on the evaluation results of the previous cycle. The first cycle aimed to identify the obstacles faced in implementing the symposium discussion method, while the second cycle focused on improving and enhancing learning techniques and strategies based on the reflection of the first cycle.

The research subjects were students of class X E 10, which consisted of about 34 learners. The selection of this class was based on initial observations that showed the low level of participation and learning outcomes of students in PAI subjects. By using the symposium discussion method, it is expected that students can be more actively involved, develop critical thinking skills, and improve their understanding of the subject matter.

The research implementation procedure begins with the planning stage, where the teacher compiles a learning module that includes learning objectives, materials, and detailed steps for the implementation of symposium discussions. This module aims to provide clear guidelines to teachers and learners regarding the flow of the discussion to be carried out. Furthermore, at the implementation stage, the teacher will introduce the topic to be discussed to the learners, then divide the students into small groups for discussion. Each group will choose a leader whose job is to facilitate the discussion and record the results of the group discussion. After the group discussion session is over, each group will present the results of their discussion to the whole class, providing an opportunity for students to share their understanding and get feedback.

The observation stage is carried out directly during the implementation of the discussion, focusing on student interactions, the level of participation, and the understanding they show during the activity. This observation will record important aspects, such as how active students are in expressing their opinions, asking questions, and explaining their ideas. Finally, the reflection stage is conducted to analyze the results of the discussion and provide feedback to the learners. This reflection is also used to evaluate the effectiveness of the method applied, as well as to plan improvements and steps that need to be taken for the next cycle, to ensure more effective and enjoyable learning for learners. Thus, this cycle of reflection allows the learning process to continuously evolve and adapt to the needs of the learners.

RESULT AND DISCUSSION

RESULT

In the first cycle, the research began with the planning stage which included making a learning module that utilized the symposium discussion method in an effort to improve students' questioning skills and learning outcomes. The material taught in this cycle was the understanding of Qs. Al-Isra' 17:32 which is related to avoiding promiscuous behavior. The researcher also prepared test questions in the form of multiple choice (ABCD) and essay to measure the improvement of students' learning outcomes after the application of the method.

The implementation of activities in the first cycle began with the researcher conveying the learning objectives and explaining the activities to be carried out. Next, the researcher gave an apperception about the material to be taught. Students were divided into nine groups, each consisting of four members, and each group was given a different sub-material. Each group was then given the opportunity to discuss and present the results of their discussion to the class. In addition, students were given the opportunity to ask questions, and researchers provided guidance during the discussion process. Evaluation was carried out by observing the process and results of the discussion to assess how effective the application of the symposium discussion method was in improving learning outcomes.

Observations during the implementation of the first cycle showed that most learners liked the symposium discussion-based learning. However, although many students showed interest,

not all learners were actively involved in the discussion. Some students still felt shy to ask questions or express opinions. This indicates that although this method provides space for discussion, learners' courage in participating still needs to be improved. In addition, the evaluation results show that the improvement of learners' learning outcomes through questioning skills is still limited, with only a few students showing significant improvement in this skill.

Based on these observations, reflection was conducted to evaluate the success of the first cycle. Although the symposium discussion method was applied in accordance with the planned procedures, students' participation was still low, especially in terms of asking questions and expressing opinions. This became a consideration that the first cycle was still not effective in achieving the desired learning objectives. Therefore, the researcher decided to continue to the second cycle by making improvements in the aspects of student participation and courage in asking questions and expressing opinions.

In the second cycle, learning planning was carried out by reformulating the strategy based on the results of the first cycle reflection. The researcher rearranged the learning module with the aim of increasing students' active participation and learning outcomes through the symposium discussion method. The material taught in the second cycle was still related to Qs. Al-Isra' 17:32, with the same focus, namely avoiding promiscuous behavior. Researchers also prepared essay-shaped test questions to assess students' understanding in more depth.

The implementation of the second cycle began with the researcher providing direction and motivation about the importance of studying Islamic Religious Education and explaining the learning objectives more clearly. Learners were divided again, but with a different group composition from the first cycle, namely into three groups of five students each. Each group was given a different sub-material and asked to discuss the material in depth, then present the results of the discussion to the class. In this cycle, the researcher emphasized the importance of students' courage to express opinions and ask questions, and directed each group to ask questions related to the material that had been presented by other groups. The researcher also continued to provide guidance to ensure the discussion process went smoothly.

The observation results in the second cycle showed a significant increase in learner activeness. Most students are now no longer shy to ask questions or express their opinions, which was previously a major obstacle in the first cycle. Learners seemed more confident in interacting during discussions. Evaluation of learning outcomes showed that the improvement in learners' learning outcomes was quite good, with many students showing progress in understanding the material. The test results show that the understanding of the material taught through the symposium discussion has improved significantly compared to the learning outcomes in the first cycle.

Reflection on the second cycle showed that the application of the symposium discussion method succeeded in increasing the activeness of students in learning Islamic Religious Education. This success was supported by the combination of essay and question and answer instruments that were effective in encouraging students to be more active in asking questions and thinking critically. Researchers also succeeded in creating a more supportive atmosphere for students to participate more openly in discussions. Overall, students' learning outcomes showed a good improvement, and the implementation of learning was more effective in accordance with the lesson plans that had been prepared. Thus, the second cycle can be considered successful in improving students' questioning skills and learning outcomes.

DISCUSSION

Based on the results of research on learning activities in this study, it aims to improve student learning outcomes through questioning skills after going through the learning process.

One of the efforts made to achieve effective and efficient learning success is to use learning methods that are in accordance with the material being taught. In the context of learning Islamic Religious Education, especially the material of Qs. Al-Isra' 17:32 about avoiding promiscuous behavior, the use of the symposium discussion method is expected to provide more knowledge and understanding for students through direct experience. The symposium discussion method is a way of presenting lessons in which students are faced with problems in the form of problematic statements or questions, which are then discussed and solved together based on the opinions of experts (Tantawi, 2014).

In this study, the application of the symposium discussion method aims to improve learners' questioning skills, which is one of the keys in developing deeper understanding. Researchers conducted two cycles to observe changes and improvements in learner learning outcomes. Based on the data obtained, learners' learning outcomes experienced a significant increase from the first cycle to the second cycle. In the first cycle, the average score of learners showed an increase compared to the initial score, and in the second cycle, 73.33% of learners scored in the excellent category, while 26.66% of learners scored good (Wahyu & Salim, 2020).

The results of interviews with Islamic Religious Education subject teachers also support these findings, where respondents stated that with the application of the symposium discussion method, learners became more active in asking questions. The teacher revealed the importance of giving special attention to learners who are less active in asking questions, as well as providing opportunities for active learners to help guide their friends who are less confident (Wipama, 2024). In addition, this method also succeeded in increasing learners' attention to learning, as each learner was required to ask one question at each learning session, which encouraged them to be more involved in the learning process.

The stages of implementing the symposium discussion method are carried out in three phases. Before the meeting, the discussion material is selected and a draft outline of the discussion is prepared. During the meeting, the teacher explains the purpose of the discussion, and learners carry out the discussion according to the type of discussion that has been determined. After the meeting, learners and teachers record the results of the discussion and draw conclusions from what has been discussed. This method showed its success in improving learners' learning outcomes in class X E 10 SMAN 1 Lasahan, with an increase in the percentage of learners who scored in the excellent category in the second cycle, compared to the test results in the first cycle.

Overall, based on the results of data analysis and observations, it can be concluded that the application of the symposium discussion method succeeded in improving students' questioning skills and learning outcomes. This improvement is reflected in the scores obtained by learners after two cycles of action, which shows that this method is effective in improving Islamic Religious Education learning outcomes (Nasution & Dewi, 2018). Thus, this study shows that the use of the symposium discussion method is an effective learning strategy to improve learners' understanding and questioning skills in the context of Islamic Religious Education subjects.

CONCLUSION

Based on the discussion above, the conclusion of this study is that the application of the symposium discussion method in learning Islamic Religious Education can improve students' questioning skills and learning outcomes. Based on the results of research conducted in two cycles, it was found that there was a significant increase in students' learning activities, especially in terms of the activeness of asking questions and expressing opinions. In the first cycle, although there was an improvement compared to the initial score, the activeness of asking questions and the involvement of students in discussions were still limited. However, in the second cycle, learners were more active and dared to ask questions and express their

opinions, as seen from the evaluation results which showed 73.33% of learners scored in the "excellent" category.

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