

Improving PAI Learning Outcomes by Using the Symposium Discussion Method at SMAN 1 Suliki

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Abstrac

This research aims to improve students' learning outcomes through questioning skills in the Islamic Religious Education learning process using the symposium discussion method. The study was conducted in class X E 1 SMAN 1 Suliki in two cycles, focusing on enhancing the quality of learning and developing students' questioning skills. Data was collected through observation, tests, and interviews with the teacher. The results showed a significant improvement in students' learning outcomes, with students achieving a "good" grade category increasing to 73.33% in the second cycle. The implementation of the symposium discussion method successfully improved students' questioning skills, enriched their learning experiences, and enhanced their understanding of the material. This study concludes that the symposium discussion method is effective in improving the learning outcomes of Islamic Religious Education in class X E 1 SMAN 1 Suliki.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa melalui keterampilan bertanya pada proses pembelajaran Pendidikan Agama Islam dengan menerapkan metode diskusi simposium. Penelitian ini dilaksanakan di kelas X E 1 SMAN 1 Suliki dalam dua siklus, dengan fokus pada peningkatan kualitas pembelajaran dan pengembangan keterampilan bertanya siswa. Data diperoleh melalui observasi, tes, dan wawancara dengan guru. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada hasil belajar siswa, dimana pada siklus pertama, siswa yang mencapai nilai kategori baik meningkat menjadi 73,33% pada siklus kedua. Penerapan metode diskusi simposium berhasil meningkatkan keterampilan bertanya siswa, memperkaya pengalaman belajar mereka, dan meningkatkan pemahaman mereka terhadap materi. Penelitian ini menyimpulkan bahwa metode diskusi simposium efektif dalam meningkatkan hasil belajar Pendidikan Agama Islam pada siswa kelas X E 1 SMAN 1 Suliki.

INTRODUCTION

This research focuses on improving students' learning outcomes in learning Islamic Religious Education (PAI) by overcoming the problem of students' lack of activeness and interest in learning, which can have an impact on the low quality of learning outcomes. An effective learning process requires the active involvement of learners to build knowledge independently and critically. This is very important in the context of Islamic Religious Education which has a major role in shaping the character and religious understanding of students.

Islamic Religious Education at the high school level, especially at SMAN 1 Suliki, Lima Puluh Kota Regency, shows the fact that many students are less active in following the lessons. They are more interested in other activities such as playing gadgets or social media. As a result, learning Islam is often considered boring and uninteresting. This problem is in line with the rapid development of technology, which causes students to be more interested in non-academic activities that are considered more entertaining.

According to Abdurahman Gintings (2010), learning outcomes are a factor that can encourage students to be more enthusiastic in learning the subject matter. Therefore, adequate results in learning Islamic Religious Education are very important so that students have the motivation to try harder. However, in reality, many students are less enthusiastic in

participating in learning activities, which is caused by a lack of variety in learning approaches and methods.

Conventional learning methods that are still widely applied in schools often do not provide sufficient opportunities for students to be active in the learning process. This has an impact on low learning outcomes because learners only become passive listeners who receive information from the teacher without being involved in knowledge exploration. In fact, according to Trianto (2010), innovative and progressive learning can increase the potential of learners by involving them actively in learning activities.

The importance of using varied approaches and methods in learning is also emphasized by QS. An-Nahl verse 125, which suggests that *da'wah* is done with wisdom, *mauidhoh hasanah*, and *mujadalah*. This can also be applied in education, where teaching must be done with good, appropriate and interesting methods so that students can receive and apply the knowledge taught in a fun and effective way.

In many schools, especially in rural areas such as Kabupaten Lima Puluh Kota, the biggest challenge in learning PAI is the lack of variety in teaching methods. This causes students to feel bored and lose motivation to learn. The use of more dynamic and creative methods is needed to overcome this problem. One method that can be adopted is the symposium discussion method that allows learners to interact, share ideas, and collaborate in solving problems.

The symposium discussion method, which is a form of discussion-based learning, has great potential in increasing learners' engagement and enthusiasm. With this method, learners not only act as recipients of information, but also as conveyors of constructive ideas and opinions. Previous research shows that the discussion method can improve motivation and learning outcomes, as it provides opportunities for learners to think critically and creatively (Suhendri, 2017).

Research conducted by Suhendri (2017) on the use of discussion methods in PAI learning in several secondary schools revealed that this method successfully increased learners' participation and academic achievement. Learners who were actively involved in the discussion showed a deeper understanding of the material learned. This is in accordance with the principle of constructivism which emphasizes the importance of learner involvement in the learning process to build knowledge.

However, it is not only the method that needs to be considered, but also the learning media used. In the context of PAI learning at SMAN 1 Suliki, the use of interesting media, such as infocus or multimedia presentations, can help enrich learners' learning experience. The use of technology in learning can be an effective tool to attract learners' attention and make the subject matter easier to understand and more enjoyable.

In an effort to overcome these problems, this study aims to analyze the effect of symposium discussion method on students' learning outcomes at SMAN 1 Suliki, Lima Puluh Kota Regency. By using this method, it is expected that students will be more active in the learning process, which in turn can improve their understanding and academic achievement, as well as overcome boredom and lack of motivation that often arise in learning Islamic Religious Education.

METHODS

This research method uses a qualitative approach with a classroom action research (PTK) design, which aims to improve learning practices in a sustainable manner through reflection and analysis. PTK allows researchers to intervene directly in the learning process, identify problems, and find solutions that can improve the quality of learning. This research was

conducted in two cycles, where each cycle consisted of four main stages: planning, implementation, observation, and reflection. With this cycle, it is expected to create significant improvements in students' learning outcomes.

This study uses a descriptive approach to describe the application of the symposium discussion method in learning Islamic Religious Education (PAI) and see its impact on student learning outcomes. The descriptive approach aims to describe systematically and objectively the existing situation, as well as analyze how the symposium discussion method can increase students' activeness and understanding of the material taught. The data collected in this research is qualitative data in the form of observation results, interviews, and documentation related to the implementation of learning.

The research subjects were students of class X E 10 at SMAN 1 Suliki, which amounted to about 15 people. The selection of this class was based on the initial observation which showed that these students were less active in learning PAI. The symposium discussion method was chosen as a strategy to encourage active participation, because discussion can stimulate critical thinking and improve students' understanding of the material being taught. In this study, the researcher acted as a facilitator who led the implementation of the symposium discussion method in the classroom.

The first stage in this research is planning. In this stage, the researcher compiled a learning module that included learning objectives, materials to be discussed, and steps for conducting symposium discussions. The module was designed so that students can understand the topic in depth and have the opportunity to argue and discuss with classmates. The module also includes strategies to ensure that each student can be actively involved in the discussion.

The implementation begins with the teacher introducing the topic to be discussed. The topic is chosen based on its relevance to the material being taught and the learners' ability to understand the topic. After that, students are divided into small groups, each containing 3 to 5 people. This division aims to create a more interactive discussion atmosphere and allow each student to express their opinions. In each group, a discussion leader is appointed to facilitate the discussion and record important points that arise.

Each group is then given time to discuss and develop their ideas regarding the topic that has been determined. Students are asked to exchange opinions, provide arguments, and listen to the opinions of others. This activity is expected to improve students' critical thinking skills, as well as give them the opportunity to dig deeper into the material being studied. After the discussion session is over, each group will present the results of their discussion to the class in turn.

Observations were made during the discussion process to monitor the level of student participation and their understanding of the material discussed. The researcher will note the extent to which students are actively involved in the discussion, whether they are able to express their opinions clearly, and how they respond to their friends' opinions. In addition, the researcher also noted whether the students were able to relate the discussion topic to the context of their daily lives, which is the main objective in PAI learning.

In addition to direct observation, additional data was also collected through interviews with some students to dig deeper into their experiences in participating in the symposium discussion. This interview aims to gain a better understanding of how students experience this learning method, as well as how effective this method is in improving their understanding and interest in Islamic Religious Education. This data will be analyzed to see if the symposium discussion method can improve students' motivation and learning outcomes.

After each cycle is completed, the reflection stage is carried out to analyze the learning process and results. In this stage, researchers will evaluate the results of the discussion, identify the strengths and weaknesses in the implementation of the symposium discussion

method, and provide feedback to students. This reflection aims to find out whether the learning objectives are achieved and whether students feel more motivated to learn. In addition, reflection also helps teachers to improve the methods used in the next cycle.

Evaluation is carried out using predetermined learning outcome criteria, such as increased active student participation, material understanding, and critical thinking skills. Researchers will also see if there is an improvement in the results of tests or quizzes given after each cycle. The results of this evaluation will be used to plan improvements in the next cycle, with the aim that students are more involved in the learning process and can achieve better results.

RESULT AND DISCUSSION

RESULT

In the first cycle, the implementation of the symposium discussion method in learning Islamic Religious Education (PAI) began with careful planning, in which researchers compiled a learning module that focused on understanding QS. Al-Isra' 17:32, which discusses avoiding promiscuous behavior. The module included material that could facilitate students to develop questioning and discussion skills. Researchers also prepared test questions, both multiple choice (ABCD) and essays, as a tool to measure the improvement of student learning outcomes after applying the symposium discussion method.

The implementation of the first cycle began with the researcher conveying the learning objectives and providing apperceptions about the material to be taught. The researcher divided the class into three groups, each consisting of five students, and each group was given different sub-materials on the same topic. This was intended to deepen students' understanding of the topic through group discussions. After the discussion, each group was asked to present the results of their discussion in front of the class, which was followed by a question and answer session.

During the discussion, the researcher observed that most students were interested in the symposium discussion method, but not all students actively participated in the learning process. Some students showed greater interest in the discussion, while others seemed more passive. One of the main obstacles identified was students' shyness to ask questions or express their opinions in front of classmates. Students' courage to speak in front of the class was still limited, although some students showed improvement.

Nevertheless, the researcher continued to provide guidance during the discussion, with the aim of directing students to stay focused and open to opinions from other groups. The researcher tried to encourage students to be more courageous in asking questions and expressing opinions, but not all students managed to do so optimally. The evaluation conducted at the end of the first cycle showed that although there was an increase in the level of participation, the measured learning outcomes still did not reach the desired target.

The evaluation results showed that out of 15 learners, only a small number experienced significant improvement in questioning skills. Some students who were previously inactive, now began to dare to ask questions, but the number was still limited. Students' critical thinking skills and understanding of the material were still in the moderate category. Most students have not been able to fully connect the material with their daily lives, which is the main objective of PAI learning.

Based on this observation, the researcher concluded that although the symposium discussion method can increase students' active participation, its effectiveness is still limited by the shyness factor and lack of courage in expressing opinions. This shows that the symposium discussion method needs to be further adjusted in order to maximally improve

learning outcomes. The researcher then planned improvements for the second cycle by providing more opportunities for students to practice speaking and asking questions.

Overall, the first cycle illustrated that although the symposium discussion method could attract students' attention, its implementation still faced obstacles. On the other hand, the first cycle also revealed that some students began to feel more open in discussions, although there were still barriers related to shyness. The researcher plans to improve the technique of managing the discussion in order to encourage more students to be actively involved.

Reflection from the first cycle showed that although most students enjoyed the discussion method, some students were still unable to optimize opportunities to speak and ask questions. This shows the importance of strengthening motivation and managing discussions in a more structured way. The researcher decided to improve the group arrangement and provide more time for each group to discuss and ask questions at the end of the session.

Evaluation of student learning outcomes at the end of the first cycle showed that although there was progress in terms of improving understanding of the material, the average score of students was still in the sufficient category, with an average score of 59.8. The expected improvement from the application of the symposium discussion method had not been fully achieved. Thus, the researcher concluded that the first cycle provided an important basis for making improvements and continuing to the second cycle by improving the techniques and strategies that had been carried out.

Through this reflection and evaluation, the researcher realized the need for additional strategies to further empower students in speaking in front of the class. Therefore, in the second cycle, the researcher plans to focus more on giving direct feedback to less active students as well as organizing more opportunities for more intense questioning and discussion.

In the planning stage of cycle II, researchers formulated steps based on the evaluation carried out in cycle I. Researchers decided to continue using the symposium discussion method in learning Islamic Religious Education, with an emphasis on increasing the participation of more active students. In cycle II, the material to be taught is QS. Al-Isra' 17:32 which is related to avoiding promiscuous behavior. Researchers also compiled essay test questions to measure students' understanding of the material.

Implementation in cycle II began with providing motivation and direction by researchers regarding the importance of learning Islamic Religious Education. Researchers emphasized how a good understanding of religious teachings can prevent students from negative behavior, such as promiscuity. Researchers divided students into three groups of five people each, with material that was slightly different from the first cycle.

Each group was given the opportunity to discuss the material that had been given. The discussion was conducted in a more interactive way compared to the first cycle, because the researcher directed students to express opinions and ask questions related to the material that had been studied. The researcher also ensured that each group asked questions and provided opportunities for other groups to provide answers.

In the implementation of cycle II, researchers noted a significant increase in learner participation. Most learners were more courageous to ask questions and express their opinions. The researcher considered that the symposium discussion provided a wider space for learners to actively interact, both in asking questions and responding to their friends' opinions.

During the discussion process, the researcher provided more intensive guidance to the learners. The researcher acted as a facilitator who helped learners to stay on track with the topic, while encouraging them to be more open in asking questions and discussing. This approach proved effective in increasing learners' confidence.

After the discussion, the researcher conducted a brief evaluation to see how well the learners understood the material. The researcher noted that the majority of learners showed better understanding compared to the first cycle. Some learners who were previously reluctant to ask questions began to be more active in discussions and answered the questions given with more confidence.

After the learning process was complete, the researcher conducted a test to measure the learning outcomes of students. The test results showed a significant increase in understanding of the material. Many learners who were previously in the "Fair" or "Poor" category managed to move up to the "Good" or "Excellent" category. The average score in cycle II was 73.4, an increase compared to the average score of cycle I which was only 59.8.

Based on the results of observations and evaluations during the implementation of cycle II, the researcher was satisfied with the improvements seen in students. Their participation in discussions was more active, and their understanding of the material had progressed. The researcher noted that despite the improvement, there were still some learners who needed more attention to understand the material more deeply.

The symposium discussion method proved effective in increasing learners' activeness during the learning process. The researcher succeeded in creating a more interactive and dynamic classroom atmosphere, which encouraged learners to think critically and speak openly. This success was also supported by the integration of evaluation instruments in the form of essay questions and questions and answers, which gave learners the opportunity to practice in formulating opinions and answering questions.

DISCUSSION

The application of the symposium discussion method in learning Islamic Religious Education aims to improve students' questioning skills, which is one of the indicators of effective learning success. In this context, the theory of constructivism proposed by Piaget and Vygotsky provides a strong foundation to support the use of this method. According to constructivism theory, learners construct their understanding through social interaction and direct experience. Symposium discussions allow learners to express opinions, ask questions, and listen to the opinions of others, which enriches their knowledge actively and collaboratively.

In cycle I, students' learning outcomes showed a significant improvement compared to the initial test results. The "Good" and "Excellent" categories increased, although there were still learners who were in the "Fair" category. This shows that the application of the symposium discussion method began to have a positive impact on the ability of students to understand the material, although it has not been evenly distributed to all students. This is in accordance with Bandura's social learning theory, which emphasizes that the process of observation and social interaction in learning can increase students' motivation and understanding.

In cycle II, learning outcomes showed a more significant improvement, with almost all learners in the "Good" and "Excellent" categories. This indicates that the learning process through symposium discussions succeeded in creating an atmosphere that encouraged learners to be more active in asking questions and discussing. Active learning theory, as proposed by Dewey, also supports this finding. According to Dewey, direct experience in the learning process, which involves the active participation of learners, is more effective in building deep understanding.

The symposium discussion method, which involves learners in discussing problems together, is also in line with the cooperative learning theory developed by Johnson & Johnson. In cooperative learning, interaction between learners encourages them to help each other, ask questions, and solve problems together. This improves their ability to think critically, discuss,

and listen to and understand others' views, which can enrich their insight into the material being taught.

In addition, the success of the symposium discussion method in improving learners' questioning skills can also be explained through the self-determination theory proposed by Deci and Ryan. In the context of learning, this method provides space for learners to take initiative in their learning process, which contributes to increasing intrinsic motivation. When learners feel actively involved in learning, they tend to be more motivated to ask questions and seek deeper understanding.

An interview with an Islamic Religious Education teacher in class X E 1 SMAN 1 Suliki also revealed that questioning skills are highly dependent on providing opportunities and special attention to less active learners. In teaching theory, this is in line with the principle of scaffolding introduced by Vygotsky. Scaffolding is a form of support provided by teachers to help learners achieve higher understanding. By giving more attention to learners who are less active in asking questions, teachers can help them overcome learning barriers and increase their participation in discussions.

Observations during cycle I and II show that learning that involves active discussion improves social interaction among learners. Such interaction supports Bandura's social learning theory, which emphasizes the importance of observation and imitation in learning. Learners who are more active in asking questions and discussing not only gain information from the teacher, but also from their peers, which enriches their understanding through social experiences.

ONCLUSION

The conclusion of this study is that the application of the symposium discussion method in learning Islamic Religious Education can improve students' learning outcomes, especially in terms of questioning skills. Through discussions that involve learners actively, they become more courageous to ask questions, express opinions, and interact with their friends. As a result, the learners' understanding of the material, as reflected in the increase in test scores, increased significantly from the initial cycle to the second cycle.

The symposium discussion method is proven to be effective in creating a collaborative learning environment, which leads to an increase in learners' intrinsic motivation to be actively involved in the learning process. The application of this method helps learners not only acquire knowledge from the teacher, but also through social interaction and discussion with their peers. This supports constructivism, cooperative learning and self-motivation theories that emphasize the importance of hands-on experience and learners' active involvement in learning.

The study also showed that although there was a significant improvement in the second cycle, special attention was still needed for learners who were less active in asking questions. Therefore, mentoring and providing opportunities for further discussion can improve the overall learning outcomes of learners. Thus, it can be concluded that the symposium discussion method is an effective method to improve learning outcomes of Islamic Religious Education, especially in developing learners' questioning skills.

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