

Application of Discussion Method to Improve Learning Outcomes of Islamic Religious Education in Class V

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Abstrac

The study aims to determine the impact of using the discussion method on students' interest and learning outcomes in Islamic Religious Education in grade V of SD Negeri 06 Batang Timblan. The research was conducted in two cycles, each involving observation of student activities and assessment of test results. The findings show that in cycle I, many students were not active and did not achieve the Minimum Completion Criteria (KKM). In cycle II, improvements made in the discussion method successfully increased student participation, with 75% of students reaching KKM. However, 25% of students still did not achieve KKM. This study concludes that the discussion method can enhance students' learning interest and outcomes, but further efforts are needed to ensure that all students reach the KKM.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode diskusi terhadap minat dan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam di kelas V SD Negeri 06 Batang Timblan. Penelitian ini dilakukan dalam dua siklus, dengan setiap siklusnya melibatkan observasi aktivitas siswa dan penilaian hasil tes. Hasil penelitian menunjukkan bahwa pada siklus I, banyak siswa yang belum aktif dan belum mencapai Kriteria Ketuntasan Minimal (KKM). Pada siklus II, perbaikan yang dilakukan pada metode diskusi berhasil meningkatkan partisipasi siswa, dengan 75% siswa mencapai KKM. Meskipun demikian, hasil penelitian menunjukkan bahwa terdapat 25% siswa yang masih belum mencapai KKM. Penelitian ini menyimpulkan bahwa metode diskusi dapat meningkatkan minat belajar dan hasil belajar siswa, namun perlu dilakukan upaya lebih lanjut untuk memastikan semua siswa mencapai KKM.

INTRODUCTION

Islamic Religious Education (PAI) is a compulsory subject in Indonesian schools, including at the elementary school level. The main purpose of learning PAI is to increase students' faith, understanding, appreciation, and practice of the teachings of Islam. This is expected to shape the character of learners to become Muslim humans who believe, fear Allah SWT, and have noble morals in personal life, society, nation, and state. An effective learning process will create learners who are not only smart in the cognitive aspect, but also able to apply religious values in everyday life.

However, in practice, the PAI learning process in elementary schools still faces several obstacles. One of the main challenges is the low interest and active involvement of students in learning activities. This can be seen from the low participation of learners in class discussions and the lack of enthusiasm in attending PAI lessons. Many learners are more passive, and evaluation results are often unsatisfactory. In this case, the dominant learning method used is still lecture-based, which tends to make the focus of learning only centered on the teacher. This method does not provide sufficient opportunities for students to develop critical and creative thinking skills through group interaction or discussion.

One of the factors causing the lack of learner involvement in learning is the one-way approach, where the teacher is the only source of information. In this model, learners only receive material without being able to express their views or discuss actively. This results in a

lack of social skills formation and a deep understanding of the subject matter. Therefore, a method that can create a more interactive, participatory and fun learning atmosphere for students is needed.

Previous research shows that discussion-based learning can increase students' motivation and interest in learning. A study conducted by Lestari and Syahrial (2019) revealed that the application of discussion methods in PAI learning can facilitate students to be more active in the learning process, increase participation, and provide opportunities to exchange ideas. Discussions allow learners to explore topics further and develop communication and problem-solving skills collectively.

However, the application of the discussion method in the classroom does not always run smoothly. Many challenges are faced, such as the lack of teacher skills in managing discussions, limited time, and difficulties in getting students to actively participate. Therefore, it is important for teachers to have effective strategies in implementing the discussion method. One approach that can be considered is the use of the Talking Stick method, where a stick or object is used to indicate who has the right to speak in the discussion.

The Talking Stick method provides an opportunity for each learner to speak in turn, thus creating more organized and fair communication. In the context of PAI learning, this method not only serves to increase student participation, but also to create an inclusive and dynamic learning atmosphere. It is important to build social skills, strengthen understanding of the material, and increase learners' motivation to be actively involved in learning.

Discussion methods, including Talking Stick, can also help learners to be more critical in understanding the subject matter. Discussion allows them to express their views, listen to other people's opinions, and formulate conclusions based on strong arguments. In PAI learning, this ability is very important, because in addition to acquiring religious knowledge, students are also taught to think critically about the religious values taught and apply them in real life.

Several relevant studies have also shown that using the Talking Stick method in learning can increase student engagement and build collaboration skills. For example, research conducted by Syafril and Rahmadani (2020) showed that students involved in discussions using the Talking Stick method tend to be more open and passionate in their opinions. This contributed to their increased understanding of the material learned, including in PAI subjects.

Given the research and challenges, it is important for teachers to develop their ability to use more creative and innovative learning methods. By integrating discussion and Talking Stick methods in PAI learning, it is expected to increase students' interest and participation in the classroom, as well as facilitate the achievement of more effective learning objectives.

This study aims to analyze the application of discussion methods, especially the Talking Stick method, in increasing interest in learning Islamic Religious Education in class V SDN 06 Batang Timbulan. By identifying the existing problems, it is expected that the results of this research can contribute to the development of more innovative and effective learning methods in improving the quality of Islamic Education learning in elementary schools.

Through this research, it is hoped that the right solution can be found to increase students' interest and involvement in learning PAI, as well as to create a learning environment that is more conducive to the development of their character and abilities.

METHODS

Classroom Action Research (PTK) is an approach used to improve and enhance the learning process in the classroom through a cycle of actions carried out by the teacher directly. This method is very relevant to efforts to overcome the problems faced in learning Islamic

Religious Education (PAI) in class V SDN 06 Batang Timbulan, namely the low interest and involvement of students in learning PAI. In this study, PTK aims to identify and improve the quality of learning by using the Talking Stick-based discussion method as an effort to activate student participation.

In the planning stage, teachers plan the use of discussion methods, especially Talking Stick, to increase students' involvement in PAI learning. The teacher will develop a lesson plan that includes the objectives to be achieved, such as increasing students' interest and participation in discussions, as well as deepening their understanding of PAI materials. In this planning, the teacher will also prepare the props needed for the Talking Stick method, such as sticks or other objects used to organize learners' turn to speak. The teacher also plans how to manage the discussion well so that all learners can participate actively.

In the implementation stage, the teacher carries out the planned actions by using the Talking Stick method in class discussions. During the lesson, the teacher will divide the learners into small groups to discuss a predetermined topic in the PAI material. Each group will receive a stick, which is used to determine their turn to speak. This method encourages each learner to speak and express their opinions, so they are more involved in learning. In addition, the teacher also provides guidance and facilitates the discussion to ensure that the discussion runs smoothly and the learning objectives are achieved.

In the observation stage, the teacher observes the learning process and students' responses to the use of the Talking Stick method. This observation aims to assess how effective the method is in increasing students' participation and interest in learning. The teacher will note how active the learners are in participating in the discussion, as well as how they respond to the PAI material discussed. In addition, the teacher also observes whether this method can create a more dynamic and inclusive learning atmosphere. This observation also includes observing learners' communication skills in discussions and how they apply their understanding of religious values.

After implementing the action and making observations, the teacher will reflect on the learning process that has taken place. This reflection aims to evaluate whether the learning objectives, such as increased participation and interest in learning, have been achieved. The teacher analyzes the observation results and evaluates the strengths and weaknesses of the Talking Stick method. Did this method succeed in motivating students to be more active in learning? Did the discussion go well and deepen students' understanding? The results of this reflection will be the basis for improvement in the next cycle.

Based on the results of the reflection, the teacher can make revisions to the planning for the next cycle. If there are aspects that need to be improved, such as insufficient time for discussion or some students who are less engaged, then changes will be made to improve its effectiveness. These revisions could include how to organize speaking turns in discussions, improve time management, or adjust learning materials to make them more interesting for learners. This revision is done with the aim of achieving more optimal results in the next cycle.

The PTK method provides advantages in overcoming immediate problems encountered in PAI learning. By involving teachers in research and continuous improvement, PTK enables the creation of learning that is more responsive to students' needs. The application of Talking Stick method in discussion is expected to increase students' involvement evenly, create a fun learning atmosphere, and encourage more open communication among students. However, there are challenges in terms of classroom management, such as ensuring all students actively participate and keeping the discussion focused on relevant material.

Classroom Action Research (CAR) is an effective method to improve the quality of learning by using a cycle of planning, action, observation, and reflection. In the context of PAI learning in class V of SDN 06 Batang Timbulan, PTK is used to increase student interest and participation

through the application of the Talking Stick-based discussion method. With this approach, students are expected to be more active in learning, understand the material better, and apply religious values in their lives. The results of this study are expected to contribute to the development of more effective and fun learning methods.

RESULT AND DISCUSSION

RESULT

In Cycle I, research was conducted using the discussion method to increase students' interest in learning on the zakat fitrah sub-theme in class V of SD Negeri 06 Batang Timbulan. Implementation begins with planning which includes making a Learning Implementation Plan (RPP) specifically designed to apply the discussion method. This lesson plan integrates activities that encourage students to be more active in learning, with the hope of increasing their interest and participation. In addition, researchers also prepared tests as a measuring tool to assess the extent to which students understood the material taught.

At the implementation stage, learning is carried out in one meeting with a duration of 2 hours (2 x 35 minutes). The activity started with the researcher checking the students' attendance and continued by giving an explanation about zakat fitrah. After that, the researcher activated students with the lecture method and then switched to group discussions. This discussion method aims to provide opportunities for students to be more involved in learning and share their understanding of the material. Nonetheless, some students showed difficulty in actively participating at the beginning of the discussion, indicating that the transition process to the discussion method needed to be improved.

During the lesson, the researcher observed students' reactions to this discussion method. Some students still seemed less enthusiastic and not fully involved in the discussion. This can be seen from the commotion that occurred in some groups, which disrupted the smooth learning process. However, the researcher continued to provide direction and encouragement to students to focus and play an active role. Despite these challenges, most students showed interest in participating when the researcher provided opportunities to ask questions or explain the material further.

Observations of the researcher's activities were also made by the observer to assess how well the researcher carried out his role in the learning process. Based on the observation results, the researcher achieved a score of 27 with a percentage of 84.38%. This shows that although the researcher has carried out most of the procedures well, there are still some aspects that need to be improved, especially in group coordination and discussion time management. Therefore, the researcher plans to improve these things in the next cycle.

Meanwhile, observations of student activeness were also made using a rating scale. The observation results showed that the average score for student engagement was 83.33%, indicating that most students were sufficiently engaged in learning, although there were some who were still less active. This may be due to students' lack of initial understanding of the benefits and objectives of the discussion method, as well as students' apprehension of the change in learning method.

Reflection at the end of the cycle showed that although there was some improvement in students' interest and activeness, the results achieved were still not fully adequate. The researcher noted that although some students were active, there were still many who were less involved in the discussion, and some students did not respond to the questions asked. The researcher also realized that there were shortcomings in time management during the discussion, which caused some students to have less opportunity to speak. Therefore, the

researcher planned improvements in the next cycle by focusing more on how to manage the discussion more effectively.

In terms of students' learning test results, it was found that 6 students achieved the Minimum Completion Criteria (KKM), while 4 students did not. These results show that despite the progress in understanding the material, there are still a number of students who need more guidance. The researcher plans to give more attention to students who have not yet reached the KKM and find ways to help them understand the material better in the next cycle.

In addition, the observation results also revealed that students who were more active in the discussion tended to have a better understanding of the material being taught. This shows that the discussion method has the potential to improve students' understanding, provided that the discussion is well managed and every student is given the opportunity to participate. Thus, the researcher decided to continue using this method, but with some improvements to increase its effectiveness.

Based on the results of the reflection, the researcher concluded that although there was progress in the first cycle, there were still some areas that needed to be improved. Some students still did not fully understand the material and did not actively participate in the discussion. Therefore, in the next cycle, the researcher will focus more on managing the discussion, motivating students to be more active, and providing more opportunities for them to speak. The researcher also plans to provide reinforcement on the aspect of cooperation in groups, so that each student feels more comfortable to participate in learning.

In cycle II, researchers conducted a more careful planning by paying attention to the results of the reflection from cycle I. Based on the observation and analysis of the results of cycle I, researchers realized that learning through the discussion method needed to be done with a clearer and more systematic explanation. Therefore, researchers prepared teaching materials and steps of the discussion method in more detail. The researcher also prepared a more structured Learning Implementation Plan (RPP), using feedback from cycle I for improvement to make learning more effective.

The implementation of cycle II was carried out on December 25, 2024, with a time allocation of 2 lesson hours in class V of SD Negeri 06 Batang Timbulan. In this session, the researcher started the learning by explaining the material about infaq as the main theme. The researcher also began by asking sparking questions to strengthen students' understanding before providing further explanation. After that, the researcher divided students into small groups to make posters about mosques, with video observation tasks as part of the group activities.

In cycle II, the researcher used the discussion method more intensively. Each group was asked to organize their ideas about mosques through posters, as well as discuss the meaning of infaq related to the construction of houses of worship. The researcher ensured that each student was actively involved in the group, and provided opportunities for them to ask questions and discuss with each other. In this way, the researcher hoped that students would have a deeper understanding of the material being taught.

After the discussion session and poster making, the researcher asked students to summarize the learning that had taken place. The researcher gave appreciation to students who had been active in the discussion, and motivated other students to be more enthusiastic. The researcher then gave multiple choice test questions to measure students' understanding of infaq material. The test results showed that most students had reached the Minimum Completion Criteria (KKM), with 7 out of 10 students successfully reaching the KKM.

The test results table shows that 7 students (75%) managed to reach the KKM, while 3 students (25%) did not complete. Although there was an increase in learning completeness, the researcher realized that there were still students who needed more attention. The average

score of the test results was 76.9, which had met the target, but did not achieve perfect results. Therefore, the researcher plans to continue to cycle III to improve student learning outcomes.

In the observation of the researcher's activities, the results showed that the researcher had achieved an average score of 93.75%, which indicated that the researcher had been quite effective in leading the learning. The researcher started and ended the lesson on time, motivated the students, explained the learning objectives clearly, and presented the learning in steps that were easy to understand. The researcher also ensured that students had the opportunity to ask questions and provided explanations of the tasks to be done.

Observations of student activity also showed encouraging results, with an average score of 95.83%. Students seemed very focused on learning and actively participated in discussions. They also worked well together in groups, and had a high willingness to learn. Overall, students' involvement in learning in cycle II showed a significant increase compared to cycle I.

Based on the evaluation and observation results, it can be concluded that cycle II has succeeded in increasing students' interest and learning outcomes. The percentage of learning completeness that reached 75% showed progress, although there was still room for improvement. The activities of students and researchers during learning have also met the predetermined performance indicators, with the observation results showing that almost all activities were carried out well. However, researchers felt the need to continue to cycle III in order to achieve maximum results.

Reflection on the implementation of cycle II shows that learning has improved, both in terms of test results and student activity. Nevertheless, there are still some problems that need to be improved, such as the lack of activeness of some students in listening to the explanation. The researcher plans to pay more attention to students who are less focused and provide additional motivation. In addition, researchers will also try to maximize the procedures for using the discussion method to make it more effective.

Based on the results of the cycle II reflection, the researcher decided to continue to cycle III by making improvements to several aspects. Researchers will improve learning method procedures and pay more attention to students who are less active. In addition, researchers will also continue to motivate students to remain enthusiastic in learning, using interesting and varied methods. With these improvements, it is expected that in cycle III, student learning outcomes will reach 100%.

DISCUSSION

The discussion of the results of cycles I and II shows that the application of the discussion method in learning Islamic Religious Education (PAI) can increase students' interest in learning, although there are still challenges that need to be improved. In cycle I, students' learning outcomes had not reached adequate completeness, with many students not actively participating in learning. This is in accordance with constructivism theory, which states that effective learning occurs when students are active in the learning process and interact with the material and their peers. In this case, the discussion method has the potential to increase student involvement in the learning process, but in cycle I, the explanations and directions given by the researcher were still less systematic.

Based on active learning theory by Bonwell and Eison (1991), learning that involves students in discussion activities will be more effective in improving students' understanding and skills compared to passive learning. Nonetheless, in cycle I, the researcher had not fully utilized the potential of discussion to increase student activeness. This is reflected in the lack of students who play an active role and many still consider discussion as an activity that has

no clear purpose. In the reflection of cycle I, the researcher realized the need for a clearer explanation of the purpose of the discussion and how to implement it, which became the basis for improvement in cycle II.

In cycle II, improvements made by researchers proved more effective in increasing students' interest in learning. The researcher provided a clearer explanation of the objectives and steps of the discussion. As a result, the level of student participation increased, with 75% of students successfully achieving the KKM. This is in accordance with information processing theory, which explains that students' understanding will improve when they are given the opportunity to interact with the material and process information actively. In addition, the theory of motivation by Deci and Ryan (1985) which suggests that intrinsic motivation will be more developed if students feel involved in activities that they find interesting and relevant to their lives, was evident in cycle II. Students who were active in discussions and had the opportunity to ask questions and share their thoughts felt more motivated to learn.

Although the results in cycle II have shown a significant improvement, there are still 25% of students who have not reached the KKM. This shows that although the application of the discussion method has been better, there are still students who have difficulty mastering the material well. According to the zone of proximal development (ZPD) theory introduced by Vygotsky (1978), students can learn more effectively if they are given support that is appropriate to their level of ability. In this case, researchers need to give more attention to students who have not completed, either through direct assistance in group discussions or giving additional assignments to strengthen their understanding.

Students' involvement in discussion activities, both in working with group mates and in formulating ideas, is also in line with Bandura's (1986) social learning theory, which emphasizes the importance of observation and social interaction in learning. Students involved in group discussions showed improvement in social and communication skills, which also affected their understanding of the material. The researcher, as a facilitator, plays an important role in motivating and directing students to stay engaged and focused on learning.

CONCLUSION

The conclusion of this study is that the application of the discussion method can increase students' interest and learning outcomes in Islamic Religious Education (PAI) subjects in class V of SD Negeri 06 Batang Timblan. In cycle I, despite efforts to use the discussion method, the results achieved were still inadequate because many students were not active and had not yet reached mastery. This was due to the lack of a systematic explanation of the purpose and steps of the discussion.

In cycle II, improvements made by providing clearer and more detailed explanations of the discussion method succeeded in improving student activeness and their learning outcomes. A total of 75% of students achieved the Minimum Completion Criteria (KKM), which shows that the discussion method can effectively improve students' understanding and engagement in learning. Nevertheless, 25% of students still did not reach the KKM, which indicates the need for further attention to students who have difficulty understanding the material.

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