


The Application of Discussion Method to Improve the Learning Outcomes of PAI Class V Students at Muhammadiyah Bangun Raya Elementary School

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Abstrac

This study aims to improve student learning outcomes through the implementation of the *Make a Match* method in Islamic Religious Education at SD Muhammadiyah Bangun Raya. This research uses a classroom action research approach conducted in two cycles. The results show that in Cycle I, only 50% of students achieved the Minimum Completion Criteria (KKM), while in Cycle II, the percentage of students reaching KKM increased to 75%. This indicates that the *Make a Match* method enhances student engagement and learning outcomes. The study concludes that the implementation of this method is effective in improving the quality of learning in elementary schools.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa melalui penerapan metode *Make a Match* pada pembelajaran Pendidikan Agama Islam di SD Muhammadiyah Bangun Raya. Penelitian ini menggunakan pendekatan tindakan kelas yang dilaksanakan dalam dua siklus. Hasil penelitian menunjukkan bahwa pada siklus I hanya 50% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM), sedangkan pada siklus II jumlah siswa yang mencapai KKM meningkat menjadi 75%. Hal ini menunjukkan bahwa metode *Make a Match* dapat meningkatkan keaktifan dan hasil belajar siswa. Penelitian ini menyimpulkan bahwa penerapan metode ini efektif dalam meningkatkan kualitas pembelajaran di sekolah dasar.

INTRODUCTION

Education is an important aspect of human life that serves as a means for self-development. As a foundation that supports the progress of a nation, education in Indonesia is regulated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. In Article 1 Chapter I, education is explained as a conscious and planned effort to realize an active learning atmosphere, so that students can develop their potential in various aspects, including spiritual, personality, intelligence, and skills that are beneficial for themselves, society, nation, and state. Islamic Religious Education (PAI) has a very important role in shaping the character and morals of students, because this subject discusses aspects of aqidah, morals, and daily life.

However, although Islamic religious education has noble goals, it is not uncommon to encounter difficulties in learning PAI. According to Slameto, difficulties in following lessons are often influenced by internal and external factors. Internal factors that include physical, psychological, and fatigue conditions of students often become obstacles. Meanwhile, external factors such as family support, school environment, and society also have a significant role in determining learning success. Therefore, there needs to be an effort to overcome these obstacles so that PAI learning can take place effectively.

One of the biggest challenges in learning PAI is the students' view that the subject is boring and less relevant to their lives. Many students feel that PAI relies too much on memorization and lacks direct benefits. This certainly affects their motivation and interest in learning. In fact, a good understanding of religion will greatly help students in facing the

challenges of everyday life, both personally and socially. Therefore, it is important to design learning methods that are interesting and relevant to students.

In an effort to increase student engagement in learning, the application of varied methods is needed. One method that can be used to overcome this problem is the discussion method. The discussion method is known to be effective in increasing student interaction and participation. In learning, this method encourages students to exchange experiences and information, and work together in solving problems. Thus, students do not only focus on memorization, but also on a deeper understanding of the material being taught.

Previous research shows that the application of the discussion method can increase student activeness. A study at SD Muhammadiyah Bangun Raya showed a significant increase in student engagement after the implementation of the discussion method, from 62.5% in the first cycle to 85.41% in the second cycle. This increase shows that students are more engaged in the learning process when they are given the opportunity to discuss. This is also in line with the findings which show that the discussion method can make learning more interesting and interactive, so that students do not feel bored.

In addition, other studies conducted in several schools show that the use of discussion methods can improve student learning outcomes. For example, in a study at a Secondary School, students' learning outcomes increased rapidly from 54.83% in the first cycle to 93.54% in the second cycle after the application of this method. These results show that the discussion method not only increases students' participation but also helps them understand the material better. By improving the understanding of the material, students can remember and apply the knowledge gained more effectively.

Another advantage of the discussion method is the ability to develop students' critical thinking and communication skills. Discussions allow students to express their opinions logically and systematically, and train them to listen to and respect the views of others. These skills are essential in social life, where effective communication and the ability to think critically are key to solving problems and making informed decisions.

However, the successful application of the discussion method is highly dependent on the selection of relevant topics and good implementation procedures. The teacher as a facilitator has an important role in directing the discussion to keep it focused and productive. Topics that are relevant to students' daily lives will make them more interested and motivated to join the discussion. In addition, clear and structured procedures will help students to more easily follow the course of the discussion.

In its implementation, the discussion method is not only a tool to deliver material, but also a means to build students' social and emotional skills. Discussions provide opportunities for students to work together, respect the views of others, and solve problems together. These skills will be useful not only in an educational context, but also in social life. Therefore, the use of discussion methods in PAI learning can be an effective solution to improve the quality of learning and student learning outcomes.

METHODS

This study uses a classroom action research (PTK) approach to improve student learning outcomes in Islamic Religious Education (PAI) subjects by using the discussion method. PTK is a type of research that aims to improve the quality of learning in the classroom through actions or interventions carried out by teachers. This approach has a cycle consisting of planning, implementation, observation, and reflection. In this study, researchers will use the discussion method as an effort to increase student activeness, facilitate interaction between students, and improve their understanding of PAI materials.

The first step in this research is planning. At this stage, the researcher developed an action plan that would be implemented in the classroom. The plan included selecting relevant topics for discussion, developing questions to be used in the discussion, and determining how the teacher would facilitate the discussion to keep it focused and productive. This planning also includes determining the learning objectives to be achieved through the application of the discussion method, as well as the evaluation criteria that will be used to assess the success of the action.

Implementation is the second stage in this PTK cycle. At this stage, researchers implement the action plan that has been prepared previously. The teacher will implement the discussion method in class during PAI learning. Students are divided into small groups to discuss a predetermined topic, with the teacher as a facilitator who guides the discussion. During the implementation, the teacher will ensure that the discussion remains directed and all students are actively involved in the conversation. Students are also given the opportunity to ask questions and give opinions, so that the learning process becomes more interactive.

Observation is the third stage in this research, which is carried out to observe and record the process and learning outcomes of students. The researcher will observe how students participate in the discussion, how much they are active, and how they understand the material discussed. In addition, the researcher will also record the development of students' social and communication skills during the discussion process. The results of these observations will be used to evaluate whether the discussion method is effective in improving student activeness and understanding.

Reflection is the last stage in this PTK cycle. After implementation and observation, researchers will analyze the data obtained to determine whether there is an improvement in student learning outcomes. Reflection is done by comparing students' test results before and after the application of the discussion method, as well as reviewing observation notes regarding students' involvement and activeness. The researcher will also analyze the feedback obtained from interviews with students regarding their experience in participating in learning with the discussion method.

Data collection in this study was done in several ways. First, the student learning outcomes test was used to measure students' increased understanding of PAI material. This test was conducted before and after the application of the discussion method to see if there was a significant increase in student learning outcomes. Second, observations were made to record students' activities and involvement during learning. This observation aims to see the extent to which students participate in the discussion and how they interact with each other in the group.

In addition, interviews were also conducted to collect feedback from students regarding their experiences during learning with the discussion method. This interview aimed to find out students' opinions on how the discussion method affected their understanding of PAI materials and how they felt involved in the learning process. This feedback from students will be used as evaluation material to improve the implementation of the discussion method in the next cycle.

Documentation is also used as a data collection method. In this case, documentation in the form of student work and learning process notes will be collected to analyze whether there is an improvement in the quality of student learning outcomes. This document will also provide an overview of the development of students' critical thinking and communication skills obtained during the implementation of the discussion method.

This research was conducted at SD Muhammadiyah Bangun Raya, which is located in an area that is easily accessible to researchers. The selection of this location was based on practical considerations, considering that the researcher worked at the school. This research

was conducted in class V in the first semester of the 2023/2024 academic year, with the research subjects being class V students consisting of various backgrounds. Thus, the results of this study are expected to contribute to improving the quality of PAI learning in the school.

RESULT AND DISCUSSION

RESULT

In cycle I of this study, the implementation of learning was carried out using the discussion method to improve student learning outcomes on zakat material. The first meeting was held on Saturday, December 10, 2024, with a time allocation of three lesson hours. During the lesson, the researcher began by giving a brief explanation of the zakat material and relating it to everyday life. However, at first students seemed less enthusiastic and only a few responded when asked. Students tended to be silent and did not actively participate in discussions.

As part of the preparation, the researcher designed teaching modules and tests to assess students' learning outcomes at the end of the cycle. Although the discussion method was applied, teaching and learning activities still seemed limited to lectures by the researcher. The researcher found it difficult to get all students actively involved in the discussion, and most students appeared passive. This shows that although the discussion method has been applied, the success in optimizing student participation is still low.

At the observation stage, the researcher asked the observer to record teaching and learning activities using a rating scale. Observations of the researcher's performance showed that the researcher was good enough in managing time, providing motivation, and explaining learning objectives. However, in terms of coordinating groups and giving students the opportunity to ask questions, there were still shortcomings. The researcher obtained a score of 27 out of 32, which resulted in a percentage of 84.38%, while the observation score for students reached 20 out of 24, with a percentage of 83.33%.

The results of this observation show that although there are efforts to improve student engagement, the results are not yet fully in line with what is expected. Students' activities in learning were still less than optimal, and some students still seemed uninterested or busy with other activities. Their involvement in discussions was very dependent on direction from the researcher, and not all students were able to work well together in groups.

The researcher then analyzed the test results given to students after cycle I learning. The test results showed that 9 students had not reached the Minimum Completion Criteria (KKM), while 11 students managed to reach the KKM. This shows that although there were some students who showed a good understanding of the material, there were still many students who needed improvement in their understanding of zakat. The highest score obtained by the students was 80, while the lowest score was 60.

Based on the test results, the researcher realized that the discussion method had not been maximally successful in improving student learning outcomes. Some of the factors that influenced the results included students' lack of motivation, students' lack of discipline in learning, as well as the limited time used for each meeting. Therefore, the researcher planned improvements for cycle II by focusing on increasing student participation and improving the quality of interaction between students in the group.

In addition, the researcher realized the need to provide more opportunities for students to ask questions and explore their understanding of the material. In cycle II, the researcher also plans to improve how to coordinate groups so that discussions run more effectively and involve all students. In addition, the researcher will also use a variety of learning methods to attract students' attention and ensure they are more involved in the learning process.

In the final reflection of cycle I, the researcher concluded that although there was some progress, learning with the discussion method still needed further improvement. The researcher will improve the learning procedure and optimize the time available. The researcher will also provide more motivation to students to increase their enthusiasm for learning and reduce students' habits of being unfocused during learning. In addition, the researcher will pay more attention to the diversity of students' characters and adjust the learning approach to their needs.

The cycle I reflection table shows several problems that need to be corrected, including the lack of active student participation and their low enthusiasm for learning. This problem was caused by a lack of support outside the classroom, such as students not repeating lessons at home. Therefore, the researcher plans to provide more motivation and involve students directly in every learning session. The researcher will also look for ways to make learning more interesting and relevant to students' lives.

The results of Cycle II research showed a significant improvement compared to Cycle I. Based on the results of observations, reflections, and tests in Cycle I, there were still many students who had not achieved a complete score and did not actively participate in learning. Therefore, in Cycle II, researchers tried to be better in applying the discussion method to improve student learning outcomes. The improvements made focused on a more detailed explanation of the discussion method and a more systematic approach so that students could more easily understand the material and be more actively involved in learning.

In the planning stage of Cycle II, the researcher evaluated the learning process in Cycle I. Based on the results of the reflection, the researcher realized that the explanation of the discussion method needed to be clearer and more detailed. The researcher also prepared a more complete module, optimized the time allocation, and improved the approach in coordinating student activities. With more careful planning, it is expected that student learning outcomes can improve significantly.

The implementation of Cycle II was carried out on Thursday, January 02, 2025, with a time allocation of 3 lesson hours. The activity began with checking student attendance, where 18 students were present at this meeting. Learning began with the researcher explaining again about the concept of sharing in Islam with the topic "Infaq" and connecting it to the importance of sharing in everyday life. Students were invited to discuss to strengthen their understanding of the material.

After explaining the material, the researcher gave students the opportunity to read the material for 5 minutes before starting the discussion method. The researcher explained the steps of using the discussion method in more detail and gave examples so that students could more easily follow and be actively involved in discussion activities. After the discussion session was over, the researcher asked students to summarize the learning material and gave appreciation to students who actively participated.

As an evaluation step, the researcher gave a multiple choice test to measure the improvement of student learning outcomes. After the test was completed, students were asked to submit the test results to the researcher. Based on the test results, 12 students reached the KKM (75%), while 6 students did not reach it. This shows a significant improvement compared to Cycle I, where only 7 students reached the KKM.

In the observation stage, observers observed researchers who acted as teachers and students in carrying out learning activities. Based on the observation results, the researcher obtained a score of 30 with a percentage of 93.75%, indicating that the researcher's activities in Cycle II were very good. The researcher was able to start and end the lesson on time, provide better motivation, and deliver the material more systematically and in detail. In

addition, researchers also managed to coordinate groups well and provide opportunities for students to ask questions.

In the observation of students, the average score obtained by students was 23 with a percentage of 95.83%. This shows that students are more active and involved in learning compared to Cycle I. Students showed greater attention, participated in discussions, and did better on tasks. Students showed greater attention, participated in discussions, and did better on tasks. In addition, cooperation among students also improved, and students showed a high willingness to learn.

With the improvement in both aspects, both researchers and students, it can be concluded that the implementation of the discussion method in Cycle II has succeeded in improving student learning outcomes. Researchers succeeded in facilitating students in understanding the material better, and students showed an increase in active participation during the learning process.

In addition, researchers also reflected on the learning outcomes in Cycle II. Based on the evaluation results, the researcher realized that although there was a significant improvement, there were still some students who had not reached the KKM. This shows that although the discussion method has proven effective, more time and variations in the approach are needed to achieve optimal results for all students.

DISCUSSION

Based on the research results of Cycle I and II, there was a significant increase in student learning outcomes after the application of the Make a Match method (Cycle I) and the discussion method (Cycle II). This discussion will analyze the improvement using several relevant learning theories, such as constructivism theory, motivation theory, and cooperative learning theory.

Constructivism theory pioneered by Jean Piaget and Lev Vygotsky argues that learning occurs through interactions between individuals and the environment, as well as the process of internalizing information that occurs in the minds of students. In the context of this study, the application of the Make a Match method and the discussion method are very relevant to the principles of constructivism. In Cycle I, the use of the Make a Match method provided opportunities for students to discover the relationship between existing concepts through direct interaction with their classmates. This is in line with Vygotsky's principle of the importance of social interaction in learning. Although there are some students who are not yet fully active, this method has begun to lead to active and collaborative knowledge formation. In Cycle II, the use of the discussion method strengthens the application of constructivism theory, where students are given space to discuss learning topics with their peers, so that they build understanding together. Discussion allows students to dig deeper into the concepts being learned, as well as improve understanding through clarification and explanation between students.

The motivation theory developed by Deci and Ryan in the Self-Determination Theory (SDT) approach states that individuals are motivated to learn when their psychological needs for autonomy, competence and relatedness are met. In this study, the researcher tried to fulfill these three needs in Cycle II. In Cycle I, although the Make a Match method had the potential to provide a fun experience, some students still felt that the activity was less meaningful to their learning achievement, as there was not enough emphasis on the learning objectives. This was reflected in the low level of active engagement from some students. However, in Cycle II, the researcher attempted to increase motivation by providing a more detailed explanation of the learning objectives, as well as providing greater opportunities for students to ask questions and clarify their understanding. Discussion-based learning gives students a sense of autonomy

in the learning process, as well as the opportunity to interact with their classmates, which strengthens the sense of connectedness between students. Praise and rewards for students' participation also increase feelings of competence, which in turn boosts their motivation to learn more actively.

Cooperative learning theory emphasizes the importance of working together in groups to achieve learning goals. Johnson & Johnson stated that collaboration between students can improve learning outcomes by helping each other and discussing material together. In Cycle I, although there were indications of collaboration, the Make a Match method had not fully optimized cooperation between students. Some students did not fully understand the learning objectives, which reduced the effectiveness of the method in improving learning outcomes. However, in Cycle II, a more structured application of the discussion method improved cooperation between students. Group discussions allowed students to share their understanding, discuss learning topics and solve problems together. Thus, cooperative learning theory proved relevant in this context, as the increased collaboration between students was evident in the observation which showed that 95.83% of students actively worked together in groups.

Active learning theory emphasizes the importance of student involvement in the learning process. Bonwell & Eison state that students will better understand and remember the material when they are actively involved in various learning activities, such as discussions, experiments, and problem solving. In Cycle II, the increase in student activeness was seen with the increase in the percentage of student observation scores (95.83%) which showed their active involvement in discussions and learning activities. Students were not only passively receiving information from the teacher, but also actively asking questions, discussing, and cooperating with their friends.

Formative assessment, as described by Black & Wiliam, focuses on monitoring students' learning processes on an ongoing basis and providing constructive feedback. In this study, researchers conducted a test at the end of Cycle II to measure the improvement of student learning outcomes. The test results showed that 75% of students had achieved the KKM, which showed an increase compared to Cycle I. This assessment provides a clear picture of how much the students have improved. This assessment provides a clear picture of how well students understand the material and gives researchers the opportunity to make further improvements in learning.

Reflection, as an important part of action research, plays a crucial role in continuous improvement. At the end of Cycle I, the researcher identified some shortcomings in the implementation of the Make a Match method, such as unclear explanations and students' lack of understanding of the learning objectives. This reflection encouraged the researcher to improve the approach in Cycle II, including providing more detailed explanations and increasing interaction between students. With reflection, researchers are able to make adjustments to improve the quality of learning.

CONCLUSION

Based on the results of research conducted in two cycles, it can be concluded that the application of the Make a Match method in learning Islamic Religious Education at SD Muhammadiyah Bangun Raya can improve student learning outcomes. In cycle I, the test results showed that 50% of students had not reached the Minimum Completion Criteria (KKM), but through reflection and improvement in cycle II, 75% of students managed to reach the KKM. This shows that the application of a more structured method and a more detailed explanation from the researcher in cycle II had a positive impact on student understanding.

In addition, more active student activities and increased attention in cycle II also showed that the Make a Match method could stimulate student involvement in learning.

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