

Application of Discussion Method to Improve Students' PAI Learning Outcomes in SDN 05 Tonang Raya



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Abstrac

This study aims to examine the effectiveness of using the discussion method in Islamic Religious Education and Moral Education in class IV at SDN 05 Tonang Raya. The research was conducted in two cycles using the Classroom Action Research (CAR) approach. The results showed that in Cycle I, the completion rate of student learning reached only 42%, while in Cycle II, it increased to 50%. Although there was an improvement, the results did not meet the expected target. Factors affecting learning outcomes include differences in students' abilities to participate in discussions and inefficient time management. This study suggests that improvements in class management and the use of more varied strategies are necessary to increase student engagement.

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan metode diskusi dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti di kelas IV SDN 05 Tonang Raya. Penelitian ini dilaksanakan dalam dua siklus dengan menggunakan pendekatan Penelitian Tindakan Kelas (PTK). Hasil penelitian menunjukkan bahwa pada siklus I tingkat ketuntasan belajar siswa hanya mencapai 42%, sedangkan pada siklus II meningkat menjadi 50%. Meskipun terjadi peningkatan, namun hasil ini belum memenuhi target yang diharapkan. Faktor-faktor yang mempengaruhi hasil belajar antara lain perbedaan kemampuan siswa dalam berpartisipasi dalam diskusi, serta pengelolaan waktu yang kurang efisien. Penelitian ini menyarankan adanya perbaikan dalam pengelolaan kelas dan penggunaan strategi yang lebih beragam untuk meningkatkan keaktifan siswa.

INTRODUCTION

The background of this research focuses on the importance of Islamic religious education and ethics in shaping the character and morals of students in Indonesia. As mentioned in the Qur'an surah Al-Qashash verse 77, Islam teaches its people to seek happiness in the world and the hereafter, by emphasizing the importance of noble morals and not doing damage on earth. Islamic Religious Education and ethics have a strategic role in developing faith, morals, and noble character in students. However, despite the importance of this education, there are still challenges in achieving maximum learning objectives.

Islamic Religious Education and Manners is education that focuses on the development of faith, morals, and skills in daily life in accordance with the teachings of Islam. In its implementation, the main purpose of this education is to foster a strong faith, form students with noble character, and develop attitudes that are in accordance with Islamic values. However, in reality, the learning process in some schools still faces obstacles, especially in terms of students' interest and participation in Islamic Religion and ethics lessons.

Based on observations at SDN 05 Tonang Raya, there are problems in achieving learning achievement in Islamic Religious Education and ethics in class IV in 2024. The minimum student learning completeness that should reach a score of 70 is still difficult to achieve. The learning process is mostly dominated by the lecture method, without being balanced with



interesting and interactive methods, causing students to quickly feel bored and less focused in following the lesson. This reflects the lack of variety in teaching methods applied by teachers.

One of the factors causing this low learning achievement is the teacher's inability to deliver the material in a way that is easy to understand and interesting for students. The delivery of material that tends to be monotonous and only emphasizes negative aspects such as sin and punishment, while the loving attributes of God are less highlighted, making students less passionate about learning. Therefore, a more thorough and fun approach is needed so that students can better understand and practice the teachings of Islam properly.

Methods that are more interactive and involve active participation of students are needed to improve the quality of learning. One method that can be used is the discussion method. The discussion method gives students the opportunity to actively participate, discuss with classmates, and develop their critical thinking. With discussion, students are not only recipients of information, but also play an active role in building their own understanding.

Previous research shows that the use of discussion methods in learning can increase students' involvement in the learning process, encourage critical thinking, and improve understanding of the material. A study by Arifin (2017) revealed that the use of discussion method in religious learning can increase students' understanding of religious materials, as well as improve their attitude and behavior in daily life. Discussion allows students to better understand and appreciate the teachings of Islam in a way that is more applicable and in accordance with their social conditions.

In addition, research by Suyadi (2019) also shows that discussion-based learning can improve students' social and communication skills. By engaging in group discussions, students learn to listen, respect others' opinions, and communicate effectively. These skills are very important in everyday life, because students not only need to understand religious teachings, but also need to have a good attitude in interacting with others.

Based on these findings, the application of the discussion method at SDN 05 Tonang Raya can be a solution to improve the quality of learning Islamic Religious Education and ethics. In the learning process using the discussion method, the teacher acts as a facilitator who guides students in the discussion, provides direction, and ensures that each student participates actively. In this way, it is hoped that students can understand Islamic religious material more deeply and practice the teachings in their lives.

To support the success of learning with the discussion method, careful learning planning is needed. William H. Williams (in Abdul Majid, 2007) states that planning is an important first step in ensuring that learning objectives can be achieved optimally. Good planning includes determining the objectives, choosing the right method, as well as determining the procedures and activities that must be carried out during learning. In this context, planning for learning with discussion methods should pay attention to aspects such as the formation of effective discussion groups, selection of relevant materials, and sufficient time for students to discuss productively.

The effective application of the discussion method is expected to have a positive impact on improving student learning achievement, especially in Islamic Religious Education and ethics subjects. By developing critical thinking skills, increasing active participation, and improving understanding of the material taught, students are expected to better internalize Islamic religious values and practice them in their daily lives. As a final result, the goal of Islamic religious education to create a generation that is faithful, noble, and responsible can be achieved more optimally.

METHODS

This research methodology uses a Classroom Action Research (PTK) approach to improve the quality of learning of Islamic Religious Education and ethics at SDN 05 Tonang Raya. PTK is research conducted by teachers in the classroom to improve or enhance the quality of learning directly. In this study, PTK is used to identify existing problems in learning and try practical solutions to overcome these problems by involving students in a more interactive learning process.

This research was conducted at SDN 05 Tonang Raya, especially in class IV, with a focus on improving learning achievement in Islamic Religious Education and ethics. The researcher acts as a teacher who will apply the discussion method in learning to increase student involvement and their learning achievement. This research was conducted over two cycles, with each cycle covering the stages of planning, implementation, observation, and reflection. Each cycle will be followed by an analysis of the results to see if there is an improvement in students' learning achievement.

The first stage in this research is planning. At this stage, the researcher develops a lesson plan that includes learning objectives, materials to be taught, discussion methods to be applied, and steps to be taken during the learning process. This planning also includes the formation of discussion groups that will be guided by the teacher, as well as how to facilitate discussions so that students can participate actively. In addition, researchers prepared research instruments in the form of observation sheets to monitor student involvement during discussions and tests to measure learning outcomes.

The second stage of implementation is the implementation of the plan that has been prepared at the planning stage. At this stage, the teacher implements learning with the previously designed discussion method. Students are divided into small groups, and each group is given the opportunity to discuss Islamic Religious Education learning materials and ethics. The teacher acts as a facilitator who guides the discussion, provides direction, and ensures that each student is active in the discussion. In addition, the teacher also makes observations to monitor the discussion process, interactions between students, and their understanding of the material discussed.

After the implementation stage, the next stage is observation. At this stage, the researcher observed the course of learning using the discussion method, focusing on student participation, interaction between students, and their understanding of the material. Observations were made using the observation sheet that had been prepared previously. The researcher recorded each student's interaction in the discussion, as well as noted things that needed to be improved for the next cycle. This observation also includes observing students' attitude and behavior, whether they show enthusiasm in learning and whether they can express their opinions clearly.

The reflection stage was conducted after observation to analyze the results obtained from the first cycle. The researcher evaluated the success of the discussion method in improving students' engagement and their learning achievement. Based on the observation data, researchers assess whether the learning objectives have been achieved or still need improvement. This reflection will be used to plan improvements and refinements needed in the next cycle. If there are shortcomings in the implementation of the first cycle, researchers will make adjustments in planning for the second cycle so that learning can run more effectively.

The second cycle was implemented by following a similar process to the first cycle, but with necessary improvements and adjustments based on the results of the reflection from the first cycle. In the second cycle, researchers will improve some aspects that were found to be less than optimal, such as setting the time for discussion, selecting materials that are more in

line with students' interests, and improving understanding of the material through other strategies that support learning. This second cycle also aims to ensure that the changes implemented can have a positive impact on improving the quality of learning and student achievement.

In addition, researchers will collect data on the results of tests given to students after each cycle to measure the extent of their understanding of the material that has been taught. This test is used as one of the tools to assess the effectiveness of the discussion method in improving student learning outcomes. The results of this test will be compared with the test results before the application of the discussion method to see if there is a significant increase in students' understanding of Islamic Religious Education and ethics material.

Data obtained from observations and tests are then analyzed descriptively. The researcher will analyze the changes that occurred in the first and second cycles to see the extent to which the discussion method can improve students' participation, understanding of the material, and their learning outcomes. This analysis will also pay attention to other factors that may affect the success of learning, such as student motivation, classroom environment, and teacher skills in managing discussions.

RESULT AND DISCUSSION

RESULT

In cycle I, the learning of Islamic Religious Education and Ethics at SDN 05 Tonang Raya began with an allocation of 2x35 minutes in two meetings. In the first meeting, the teacher gave an introduction and learning objectives to be achieved. The media used was PowerPoint which contained pictures related to the material to be discussed. These images are used to facilitate discussion between students. After conveying the learning objectives, the teacher gives students the opportunity to describe the pictures presented according to the questions asked. Each student is asked to think and give an opinion about the picture in small groups that have been formed.

The discussion process takes place by dividing students into smaller groups. Students are invited to talk actively about what they see in the picture and how it relates to the material being studied. This discussion aims to improve students' understanding of important concepts in Islamic Religious Education and Budi Pekerti, as well as encouraging them to share opinions and ideas with each other. The teacher acts as a facilitator guiding the discussion and providing clarification or further explanation if there is any confusion from the learners.

During the discussion, some students seemed quite enthusiastic, although there were also those who seemed to participate less. This reflected the different levels of student understanding and engagement. In some groups, students showed high interest in the material discussed, while in other groups, student participation was more passive. The teacher observed each group and gave directions when necessary. Despite this, most students still followed the discussion well and gave their opinions.

Learning evaluation is carried out by providing Learner Worksheets (LKPD) which must be filled in after the discussion is complete. This worksheet aims to measure the extent to which students can understand and apply the material that has been discussed in the discussion. Students are asked to write down their understanding of the concepts of Islamic religion that have been learned and respond to questions related to behavior and ethics. This group work provides an overview of the extent to which students are able to work together and share ideas in completing the assigned tasks.

Based on the evaluation results, the class average score in cycle I showed sufficient results. Of the 12 students, five students managed to achieve learning completeness with

scores above the KKM (70), while the other seven students had not yet achieved learning completeness. The average cognitive score of students in cycle I was 62, with an affective score of 73 and psychomotor score of 78. Although there were some students who achieved good results, the percentage of learning completeness only reached 42%, while 58% of students had not achieved the expected completeness.

The achievement of learning completeness in cycle I has not met the desired target. Improvements in learning methods and strategies are needed in the next cycle to ensure that more students can achieve learning completeness. One of the factors affecting this result is the lack of involvement of some students in the discussion, which may result in their suboptimal understanding of the material being taught. Therefore, it is necessary to conduct a more in-depth evaluation of how the teacher manages the discussion and provides opportunities for all students to participate.

In cycle I, despite some shortcomings, the use of the discussion method proved to have a positive impact in terms of developing students' social skills and improving their ability to communicate. The discussion process allows students to think critically and share opinions, which are important skills in learning Islamic Religious Education and Ethics. However, some students still need more guidance in understanding the material more deeply.

Observations of the learning process in cycle I showed that the discussion method was indeed able to create a more interactive learning atmosphere and involve students actively. Nevertheless, the less active involvement of students in some groups is a challenge that needs to be overcome. In the next cycle, teachers need to pay more attention to how to build students' confidence so that they are more willing to express their opinions. This is important to increase their participation in the discussion.

From the results of cycle I, it can be concluded that despite some weaknesses, the application of the discussion method as part of learning Islamic Religious Education and Ethics made a positive contribution in creating a more pleasant learning atmosphere and reducing student boredom. However, there needs to be improvements in the management of discussion time, increasing understanding of the material, and motivating students to be more actively involved in the discussion. In the future, more careful planning and a more varied approach to learning methods are expected to improve student learning outcomes in the next cycle.

In cycle II, learning Islamic Religious Education and Ethics at SDN 05 Tonang Raya was carried out by following the lesson plan that had been previously prepared. As in cycle I, learning was carried out through three main activities: introductory activities, core activities, and closing activities. The materials used still refer to the 2013 curriculum for grade IV, and the media used are in the form of images in PowerPoint. During learning, students conducted discussions to describe the pictures presented according to the questions given by the teacher.

The use of images in PowerPoint aims to facilitate students in understanding the material in a more interesting and understandable way. During the discussion, students are asked to give their opinions and discuss the pictures related to the learning topic. This is expected to improve their understanding of the concepts of Islamic religion and ethics, as well as build communication skills and cooperation in groups. The sources used during learning are the PAI and Budi Pekerti class IV book by Feizal Ghazaly and other relevant supporting books.

Evaluation in cycle II was carried out by giving sheets of questions that must be filled in by each student. The questions focused on measuring students' understanding of the material that had been discussed. Each student was asked to answer the questions by explaining their understanding of the concepts that had been learned, so that this evaluation could illustrate the extent to which students could apply the knowledge they gained during the discussion.

The observation results in cycle II showed that there was an improvement in the learning process. The class average score for cognitive aspects was recorded at 62, affective 73, and

psychomotor 78. Although there was an increase, the learning outcomes achieved had not fully met the expected target. Of the 12 students, only 6 managed to achieve learning completeness, while the other 6 students were not yet complete. The percentage of learning completeness in cycle II was 50%, which showed an improvement compared to cycle I, but there still needs to be further efforts.

The comparison between cycle I and cycle II shows that despite the improvement, the learning process implemented has not been fully effective to achieve the desired target of completeness. Some of the students who were not yet complete may still need additional help to understand the material better. Factors such as lack of understanding of the material or low participation in discussions can affect the results obtained. Therefore, it is necessary to further evaluate the methods and strategies used during learning.

In addition, it should be noted that although students' cognitive and affective results have improved, students' active involvement in discussions has not been optimal in all groups. Some students were still passive and did not contribute to the discussion. This can affect the overall quality of learning, as discussion is an important part of learning that emphasizes interaction between students. Therefore, measures to improve student participation need to be considered in the next cycle.

During cycle II, the teacher tried to be more active in facilitating discussions and encouraging students to be more involved. The teacher also provided more specific feedback to each group, hoping that students would be more motivated to participate. Nevertheless, some challenges were still faced in terms of managing class dynamics and ensuring that every student had an equal opportunity to have an opinion. Improvement in this regard is needed so that learning outcomes can be more evenly distributed across students.

In addition, time management in each learning stage also needs to be improved. In cycle II, some groups felt rushed in completing the discussion, which resulted in some students not having time to explore the material in depth. Therefore, better time planning and a clearer division of time for each activity in learning need to be considered in the next cycle.

Although the results of learning completeness in cycle II reached 50%, there was significant progress compared to cycle I. This shows that with a more structured discussion method and more intensive guidance, students can better understand the material. This shows that with a more structured discussion method and more intensive guidance, students can better understand the material. By improving the existing shortcomings, it is expected that in the next cycle the number of students who achieve completeness can increase. In the future, more careful planning and a more appropriate approach to learning will help students be better prepared for the evaluation and achieve more optimal results.

DISCUSSION

The discussion of the results of cycles I and II in this study showed progress in the use of discussion methods in learning Islamic Religious Education and Ethics. In cycle I, the students' learning completeness rate only reached 42%, while in cycle II, the percentage of learning completeness increased to 50%. Although there was an increase, this result still did not meet the expected target, which shows that although the discussion method is effective for some students, there are several factors that still need to be improved to achieve optimal results.

According to the theory of constructivism proposed by Piaget and Vygotsky, learning occurs through active interaction between students and their environment. In this case, discussion is one form of interaction that allows students to build their own knowledge. However, the results in cycle I and II showed that not all students were able to utilize the discussion opportunity optimally. This may be due to differences in students' abilities and

readiness to actively participate, as well as the inability of some students to connect the material learned with their personal experiences.

In cycle II, despite the improvement in learning outcomes, some students still had difficulty in achieving learning completeness. This indicates that although the discussion method provides opportunities for students to discuss and develop their understanding, uneven involvement in the discussion can be a barrier. According to Albert Bandura's social learning theory, social influence in groups is essential for the development of students' cognitive and affective skills. Some students who are more passive may not fully benefit from group discussions.

In addition, the use of PowerPoint media in cycle I and II has been quite effective in supporting learning, but suboptimal time management can affect the effectiveness of learning. Jones and Jones' theory of classroom management suggests that efficient time management is essential for creating a productive learning environment. In this study, the limited time allocated for discussion meant that some students did not have time to develop their understanding to the fullest. In the future, more careful time planning and appropriate time allocation for each activity needs to be considered.

Furthermore, although students' affective score in cycle II was recorded quite well (73), indicating that students showed a positive attitude towards learning, engagement in discussion was still a challenge. The self-determination motivation theory proposed by Deci and Ryan states that students' active engagement in learning is influenced by their need to feel competent, connected to others, and have control over the learning process. Some students who are less active in discussions may feel less confident or uncomfortable in sharing their opinions, which hinders the development of their abilities.

The increase in psychomotor scores (78) in cycle II showed that students began to show better skills in the practical aspect or application of the material. This shows that the use of the discussion method not only improves cognitive understanding, but also helps students in developing practical skills, such as the ability to work in groups and discuss topics with their peers. According to Kolb's experiential learning theory, learning that involves direct experience and reflection can help students develop better practical skills.

However, the results in cycle II also indicated that although the discussion could improve understanding in some aspects, the learning outcomes achieved were not optimal. This may be related to students' different ways of learning and varying levels of understanding. The theory of differentiation in learning proposed by Tomlinson suggests that each student has a different way of learning, so more varied learning strategies tailored to student needs need to be applied to overcome these differences.

CONCLUSION

This study shows that the use of discussion methods in learning Islamic Religious Education and Budi Pekerti can improve student learning outcomes, although there are still challenges in terms of uneven student involvement and less than optimal time management. In cycle I, the percentage of learning completeness only reached 42%, while in cycle II it increased to 50%. Although there was an increase, this result still did not meet the expected target. Factors such as differences in students' ability to participate in discussions, as well as inefficient time management, became the main obstacles in achieving learning completeness. Therefore, more varied strategies and improvements in classroom management are needed to maximize the effectiveness of the discussion method.

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