

Improving Student Learning Outcomes in PAI Learning by Using the Discussion Method at UPT SDN 14 Pelangai Kecil

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Article History:

Submission : 18-11-2024
Revised : 22-11-2024
Accepted : 24-12-2024
Published

Keywords: Learning
Outcomes, Discussion
Method, Islamic Education

Kata kunci: Hasil
Belajar, Metode Diskusi,
Pendidikan Agama Islam

Abstrac

This study aims to improve student learning outcomes in Islamic Religious Education (PAI) by using the discussion method in class V SDN 14 Pelangai Kecil. The research was conducted in three cycles, with each cycle consisting of one meeting and an allocation of 2 x 35 minutes. The first cycle showed low learning outcomes, with only 25% of students reaching the Minimum Completion Criteria (KKM). The second cycle showed improvement, with 43% of students reaching the KKM. Based on the reflections and improvements made in cycle II, there was progress in students' understanding of the material taught, although some students still did not achieve the expected learning outcomes. In conclusion, the use of the discussion method can improve PAI learning outcomes in class V students, although further improvements in the teaching process are needed.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) dengan menggunakan metode diskusi di kelas V SDN 14 Pelangai Kecil. Penelitian ini dilaksanakan dalam tiga siklus yang masing-masing siklus dilaksanakan satu kali pertemuan dengan alokasi waktu 2 x 35 menit. Siklus I menunjukkan hasil belajar yang rendah, dengan hanya 25% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM). Siklus II menunjukkan peningkatan dengan 43% siswa mencapai KKM. Berdasarkan refleksi dan perbaikan yang dilakukan pada siklus II, terdapat kemajuan dalam pemahaman siswa terhadap materi yang diajarkan, meskipun masih ada siswa yang belum mencapai hasil belajar yang diharapkan. Kesimpulannya, penggunaan metode diskusi dapat meningkatkan hasil belajar PAI pada siswa kelas V, meskipun memerlukan perbaikan lebih lanjut dalam pelaksanaan pembelajaran.

INTRODUCTION

Education has a fundamental role in developing human potential, both physically and mentally, in order to realize a complete human being in accordance with the values that exist in society and culture. Education does not only aim to transfer knowledge, but also to form noble character and morals. In the context of Islamic religious education, this becomes increasingly important, considering that the main purpose of religious education is to instill moral and spiritual values to students, so that they can understand and apply religious teachings in their daily lives.

Allah SWT says in QS. An-Nahl verse 125: "Call people to your Lord with wisdom and good teaching ..." This verse shows the importance of wise da'wah methods and good teaching methods, which are the main principles in Islamic religious education. Teachers as educators are expected to guide students to know themselves, know God, and understand their duties as caliphs on earth. The role of teachers in the educational process is vital, especially in facilitating the intellectual and moral development of students.

An effective learning process is greatly influenced by various factors, including the role of the teacher, the methods used, and the learning media. Teachers as lecturers have an obligation to deliver material in an interesting and easy-to-understand way. One way to improve the quality of learning is to use a variety of media. Interesting learning media can

help students to better understand the material, increase interest in learning, and accelerate the achievement of optimal learning outcomes.

In reality, many problems are faced in classroom learning, especially in learning Islamic Religious Education (PAI). One of the problems that is often encountered is the lack of complete student learning outcomes, or those that have not reached the Minimum Completeness Criteria (KKM). These suboptimal learning outcomes are usually caused by a lack of variety in the learning methods and media used by the teacher. The learning process that is monotonous and does not motivate students to actively think and discuss is often the main cause of students feeling bored and not interested in participating in lessons.

Based on observations made at SD Negeri 14 Pelangai Kecil, this problem is clearly visible. PAI learning in class V tends to use the lecture method and limited learning media, such as pictures on cardboard paper. This causes most students to feel bored and unenthusiastic in participating in the lesson. Students tend to just memorize the material without understanding it deeply or relating it to everyday life. As a result, students cannot apply the knowledge learned in real life, which ultimately affects their learning outcomes.

One solution that can be applied to overcome this problem is to use the discussion method. The discussion method can facilitate students to think critically, develop communication skills, and improve their understanding of the material being taught. In this method, students are invited to be actively involved in the learning process, share opinions, and find solutions to problems given by the teacher. Thus, the discussion method can create a more interactive, fun, and meaningful learning atmosphere.

In addition, the use of more varied learning media is also very necessary to improve the effectiveness of learning. Interesting learning media, such as video, audio, or interactive applications, can help students understand the material more easily and increase their motivation to learn. Thus, the right learning media can be an effective tool to improve the quality of student learning outcomes.

Basically, the purpose of PAI learning is to shape students' character and morals, as well as to deepen their understanding of the teachings of Islam. Therefore, PAI learning does not only aim to transfer knowledge, but also to instill moral values that can be applied in everyday life. Teachers as educators must be able to create a conducive, interesting, and beneficial learning atmosphere for students.

The problems faced in learning PAI at SD Negeri 14 Pelangai Kecil reflect the greater challenges in Islamic religious education in Indonesia. For this reason, continuous efforts are needed to improve the quality of learning through the application of innovative methods and the use of more interesting media. One approach that can be tried is the use of discussion methods supported by appropriate learning media.

Based on this description, the researcher felt the need to conduct research aimed at improving student learning outcomes in PAI learning by using discussion methods and varied learning media at SD Negeri 14 Pelangai Kecil. It is expected that with the application of this method, students can be more active in learning, understand the material better, and ultimately improve their learning outcomes. This research is expected to make a positive contribution in overcoming the problems of PAI learning in the school, as well as providing guidance for other teachers to apply more effective methods in PAI learning.

METHODS

The PTK research model used in this study is a cyclical model developed by Kemmis and Taggart, which consists of several continuous stages. Each cycle begins with action planning, then proceeds with the implementation of classroom action, followed by observation and

reflection on the results achieved, and finally improvement or revision of plans for the next cycle. This process will be repeated until significant improvements in learning practices are achieved.

The first step in PTK is action planning, where researchers formulate problems, set research objectives, and design learning strategies and methods that will be applied. At this stage, researchers also prepare research instruments such as observation sheets and necessary learning tools. This action plan is important as a basis for systematic and structured action implementation.

After planning, the next stage is action implementation and observation. At this stage, researchers implement the designed learning method and observe its impact on student learning. Observations are made to see the extent to which the methods applied can increase student understanding and improve the quality of learning. The results of this observation will be used as reflection material to evaluate the success of the actions taken and to design improvements in the next cycle.

RESULT AND DISCUSSION

RESULT

The implementation of Cycle I of this class action research was carried out on Monday, December 30, 2024, with the aim of increasing students' learning activities and results in Islamic Religious Education (PAI) subjects, especially on the material of Infak and Sedekah. In the first cycle, the learning method used was the Project-Based Learning (PBL) model combined with the discussion method. The steps of this cycle consisted of planning, implementation, observation, and reflection, which were carried out with the aim of assessing whether the use of this method could improve student learning outcomes.

In the planning stage, the teacher develops a lesson plan by including material about Natural Resources that is relevant to the Infak and Sedekah theme. This lesson plan also includes strategies for using discussion and PBL methods, where students are given the opportunity to discuss and share their opinions related to the topic being taught. After that, the teacher starts the learning with apperception to motivate students and explain the objectives and benefits of the learning that will be implemented.

The implementation of learning begins with the teacher giving an explanation of the Infak and Sadaqah material, followed by a group discussion to explore the topic. Each group is asked to discuss the meaning, examples, and importance of infak and sadaqah in daily life. After the discussion, the teacher directs students to summarize the results of the discussion and provides feedback and additional explanations to deepen students' understanding.

Observations were conducted by researchers, supervisors, and peers using an observation instrument sheet to observe student behavior during learning. The observation results showed that most students began to be actively involved in group discussions, although some students still seemed less focused and preferred to play or chat with their classmates. Nevertheless, overall, there was an increase in students' participation in learning.

After the learning process, researchers gave a written test to measure students' understanding of the material that had been taught. The test results showed that there was some improvement in the students' average scores compared to the pre-cycle data. The average student score in Cycle I was 69.28, an increase from 62.72 in the pre-cycle. This indicates a positive change in students' understanding of the material taught.

However, despite the improvement, student learning outcomes in Cycle I still did not fully reach the Minimum Completion Criteria (KKM). Based on the table of learning outcomes, only

6 students (43%) managed to reach the KKM, while 8 students (57%) were still not complete. This shows that although the use of the discussion method can increase student participation and interest in learning, there are still students who have difficulty in understanding the material.

Some of the factors that influence this result are the explanation of the material that some students still feel is not detailed enough. In addition, the lack of supervision of students who are less focused is one of the obstacles in the learning process. Some students were also still chatting or joking, which disrupted the learning process. Therefore, it is necessary to make improvements in the implementation of learning in the next cycle to overcome these problems.

Reflection on the implementation of Cycle I shows that although the discussion method can help increase student engagement, teachers need to provide clearer and more detailed explanations of the material, as well as improve supervision during the learning process. In addition, better classroom management is needed to ensure students remain focused and active during learning. This will be the basis for improvement in Cycle II.

Based on the results of this reflection, the researcher planned to improve the actions in Cycle II. Improvements to be made include increased explanation of the material by the teacher, more intensive supervision of students during learning, and increased interaction between students so that they are more focused and involved in discussions. It is expected that with these improvements, student learning outcomes in Cycle II can be further improved.

The implementation of Cycle II of this class action research was carried out on Monday, October 28, 2024. Based on the reflection results from Cycle I, there are several improvements that need to be made in the learning process to achieve more optimal goals. One of the main changes applied in Cycle II is the increased use of appropriate learning media and the preparation of a more mature learning improvement plan. The learning this time still focuses on the theme of zakat, with the main objective of improving student learning outcomes through a more structured discussion method and the use of more varied media.

In the planning stage, researchers developed a more detailed action plan, including clear learning objectives, selection of appropriate methods, and the use of more effective learning media. One of the improvements made was the provision of more interesting visual media, such as pictures, videos and infographics, which were expected to increase students' interest and understanding of the material. In addition, the emphasis on the competencies to be achieved was also clarified, with more measurable indicators to assess student understanding.

The implementation of learning begins with the teacher developing a more detailed lesson plan, by adjusting the discussion method and learning media that are more in line with the characteristics of the students. The teacher starts with an apperception that relates the material to everyday life, followed by giving an explanation of zakat, infaq, and sadaqah. Students are then divided into groups to further discuss the concepts that have been explained. In this activity, students participate more actively because the material presented is more varied and easier to understand.

After the group discussion, the teacher asked each group to present the results of their discussion to the class. This aims to develop students' ability to communicate and deepen their understanding of zakat material. With more interesting media, such as videos explaining zakat and infaq, students seem more enthusiastic about learning. The teacher also reminds students to stay focused during the learning process, and provides direct feedback for any questions or confusion.

Observations made by researchers, supervisors, and peers during learning showed significant changes in student behavior. Students seemed more focused and active during discussions and questions and answers. Unlike Cycle I, where some students were still distracted, in Cycle II almost all students seemed more involved in the learning process. This

shows that the use of more varied media and a more structured discussion approach succeeded in increasing students' interest and motivation to learn.

The results of the written test given after cycle II showed a significant increase in the average student score. The average student score in Cycle II was 76.57, which was higher than the average in Cycle I which was only 69.28. The test results also showed that 9 students (65%) managed to reach the Minimum Completion Criteria (KKM), while 5 students (35%) were still incomplete. Although there are still students who have not reached the KKM, there is a significant increase in the number of students who are complete, which indicates that the improvement of learning is starting to bear fruit.

When compared to the results in the pre-cycle, where only 3 students (25%) reached the KKM, this improvement is very significant. This indicates that the application of the discussion method with more appropriate media and improvements in the way teachers teach can help students understand the material better. However, there are still some students who have not achieved the KKM, which means further improvements need to be made in the next cycle.

Based on the reflection of the implementation of Cycle II, there are several factors that contribute to the improvement of student learning outcomes. One of them is the teacher's more detailed explanation and better supervision of students. When the teacher paid more attention to students and gave clearer explanations, students felt more confident in following the lesson. The use of more varied media also had a positive impact, as students could more easily relate the material to their real lives.

However, despite the significant improvement, there are still some students who struggle to reach the KKM. Some of these students seemed less focused or did not fully understand the material despite the improvement in the use of methods and media. Therefore, there needs to be a more appropriate strategy to overcome these problems, such as giving more attention to students who need special assistance or repeating the material in a more interactive way.

DISCUSSION

The learning results in Cycle I and II showed a significant improvement, both in terms of students' activities and their learning outcomes. The comparison between the two cycles provides an overview of the effectiveness of using the discussion method and appropriate media in improving student learning outcomes, especially in Islamic Religious Education (PAI) subjects. The use of discussion method allows students to interact and build their own understanding through group discussion, which is in line with the principle of constructivism. This more interactive learning provides opportunities for students to actively participate, rather than just being passive listeners.

In the context of active learning, the application of the discussion method in Cycle I showed that despite efforts to encourage student involvement, the teacher still often dominated the learning process. However, in Cycle II, after improvements were made, students were more involved in group discussions and more focused on the material being taught. The use of more structured methods in Cycle II succeeded in creating a more dynamic learning atmosphere and increasing student engagement. The implementation of more organized group discussions proved the success of the cooperative learning approach that emphasizes cooperation between students to achieve a common goal.

The theory of multimedia in learning also supports the results obtained in Cycle II. The use of more varied media, such as videos, images and infographics, helped students understand the concepts of the material more clearly and interestingly. The media gave an additional dimension to learning that previously focused more on lectures and question exercises. With the increased use of appropriate media, student learning outcomes in Cycle II showed a significant improvement, as reflected in the written test data. In addition, previous

research shows that the discussion method can improve learning outcomes, especially in learning contexts that involve understanding more abstract and complex concepts, as found in this study.

In terms of evaluation, the results of Cycle II showed that 65% of students achieved the KKM, which was a significant improvement compared to the results in the pre-cycle and Cycle I. Nevertheless, 35% of students still did not reach the KKM, which indicates the need for further improvements in the learning process. The evaluation process conducted after each cycle provides a clear picture of the effectiveness of the improvements made by the teacher. The reflection conducted after Cycle I and II helped teachers to evaluate and improve learning practices on an ongoing basis, which is a key principle in classroom action research.

Overall, the application of the discussion method in learning Islamic Religious Education at SDN 14 Pelangai Kecil showed a significant improvement in students' learning outcomes. The use of appropriate media and improvements in the learning process also contributed to this result. Based on learning theories and related research results, it can be concluded that learning that activates students through discussion methods and the use of appropriate media can significantly improve students' understanding and learning outcomes. However, further improvements are still needed to address some students who have not achieved the KKM.

CONCLUSION

The conclusion of this study is that the use of discussion methods, supported by appropriate learning media, can improve student learning outcomes in Islamic Religious Education (PAI) subjects in class V SDN 14 Pelangai Kecil. Based on the data obtained from Cycle I and II, there was a significant increase in student learning outcomes. In Cycle I, although there was an increase, there were still many students who had not reached the KKM, but in Cycle II, with improvements and the use of more varied media, the percentage of students who reached the KKM increased to 65%.

The application of the discussion method provides opportunities for students to more actively participate in learning, helping them to understand the material in a more interactive way. In addition, the use of appropriate learning media, such as pictures and videos, also plays a role in improving students' understanding of abstract concepts in PAI. Although the results have shown progress, there are still students who need further attention in order to reach the KKM. Therefore, the discussion method and the use of more varied media can be an effective solution in improving student learning outcomes in class V SDN 14 Pelangai Kecil, although continuous improvement and evaluation are needed to achieve more optimal results.

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