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Discussion Method to Improve Student Learning Outcomes in Islamic Education Learning: Action Research at SMA Negeri 1 Basa Ampek Balai

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the discussion method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the discussion method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Discussion method, learning outcome, islamic education.

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INTRODUCTION

Learning is a process that results in behavioral changes, both potential and actual, and is relatively permanent as a result of practice and experience. Meanwhile, learning activities are interaction activities between students and educators and learning resources in a learning environment. Learning activities demand the activeness of students. Active means that students actively ask questions, question, put forward ideas and are actively involved in learning activities, because learning is indeed an active process of students in building their knowledge.

So, if learning activities do not provide opportunities for students to play an active role, then the learning activities are contrary to the nature of learning. Learning activities not only demand the activeness of students but also their creativity, because creativity in learning can create new situations, not monotonous and interesting, students are excited, so that students will be more involved in learning activities. Therefore, in learning activities, educators should prefer a variety of approaches, strategies, and methods that are in accordance with the situation, material or ability of students, so that students have

high results in participating in learning activities and the planned learning goals will be achieved. Learning anything requires an encouragement in the form of results, as well as learning Islamic religious education. According to Abdurahman Gintings (2010: 86), results are something that encourages participants to learn or master the subject matter they follow, so that results are very important so that they as students have the enthusiasm and willingness to learn the subject matter they follow. The results of students in studying Islamic religious education need to be built and developed.

Islamic Religious Education plays a very important role in shaping the character and personality of students at the Senior High School level. At this stage, students are in adolescence full of searching for identity and vulnerable to various environmental influences. Islamic Religious Education learning functions as a moral and spiritual guideline that helps students understand Islamic values and apply them in their daily lives. One of the main aspects taught in Islamic Religious Education is the instillation of noble morals. In adolescence, students often face moral dilemmas and social challenges, such as promiscuity, drug abuse, and the influence of digital media that is not in accordance with Islamic values. By understanding Islamic teachings, students can distinguish between right and wrong and be wiser in making decisions. In addition to forming morals, Islamic Religious Education also plays a role in strengthening students' faith. In this lesson, students learn the pillars of faith, the pillars of Islam, and various teachings about monotheism. Strong faith will be a fortress in facing various temptations and trials of life. Students who have a good understanding of religion will be more motivated to carry out worship seriously and make religion a guideline for life. Islamic Religious Education also helps students understand the importance of worship in everyday life. In adolescence, laziness or negligence often arises in carrying out worship such as praying, fasting, and reading the Qur'an. With religious education, students gain an understanding of the wisdom behind each worship and its benefits for their spiritual and mental lives. In addition to the spiritual aspect, religious education also contributes to building an attitude of discipline and responsibility. Islam teaches the importance of order, such as in the five daily prayers that teach time discipline. The attitude of discipline instilled through religious education can be applied in the academic world and daily life, making students more responsible for their duties and obligations. In social life, Islamic Religious Education teaches the importance of tolerance and respect for differences. At school, students interact with friends from various backgrounds and cultures. By understanding Islamic teachings that emphasize mutual respect, students will be better able to build good social relationships and uphold the values of unity and diversity.

Islamic Religious Education also equips students with ethical values in the world of work and social life. After graduating from high school, many students continue to college or enter the world of work. Understanding Islamic ethics in work, such as honesty, trustworthiness, and hard work, will help them become professional and responsible individuals in their future careers. In addition, Islamic religious education helps students understand the importance of knowledge in Islam. Islam strongly encourages its followers to seek knowledge and make it part of their worship. By understanding this, students will be more motivated to study seriously and make knowledge a tool for goodness and progress for themselves and society.

Islamic Religious Education also plays a role in forming social awareness and concern for others. Islam teaches the importance of sharing, mutual cooperation, and helping people in need. With this learning, students are more sensitive to social problems and are encouraged to take real action, such as helping others, participating in social activities, and practicing Islamic values in social life.

Overall, Islamic Religious Education learning at the high school level is very important in forming a young generation who are faithful, have noble morals, are disciplined, and have high social awareness. By understanding Islamic teachings in depth, students can face various life challenges better, live life responsibly, and make positive contributions to their surroundings. Therefore, Islamic Religious Education must continue

to be strengthened so that students are not only academically intelligent, but also have a solid moral and spiritual foundation.

One way to build and develop student learning outcomes is by using the right and fun learning methods or models for students. Educators should change the old or conventional learning model by using an innovative-progressive learning model. This is because innovative learning models can develop students' potential because learning activities involve students actively in learning. According to Trianto (2010: 10). The use of learning methods or models is also mentioned in several verses in the Quran, one of which is Qs. An-Nahl verse 125, which means: "Call (people) to the way of your Lord with wisdom[845] and good lessons and refute them in a good way. Indeed, your Lord He knows better about those who have strayed from His ways, and He knows better about those who are guided."

METHODS

Research Design/Procedure. The application of the discussion method in Islamic Religious Education (PAI) learning in grades X E 10 aims to improve student learning outcomes. This method allows students to actively engage in discussions, broaden their horizons, and develop critical thinking skills. This research is designed as a classroom action research (PTK) that prioritizes reflection and improvement of learning practices. 1) Research methodology consists of a research design, the type of research used is qualitative with a descriptive approach. This research was conducted in 2 cycles, where each cycle consisted of planning, implementation, observation, and reflection. The subject of the research is students of class X E 10 which totals about 13 students. Procedures Implementation, planning, compiling learning modules that include learning objectives, materials, and discussion steps. Implementation, 1) The teacher introduces the topic to be discussed; 2) Students are divided into small groups to discuss the topic; 3) Each group chooses a leader to facilitate the discussion and record the results; 4) After the group discussion, each group conveys the results of their discussion to the class. Observation is observing student interactions during discussions and recording the level of student participation and understanding. Reflection is analyzing the results of the discussion and providing feedback to students.

Application of Discussion Methods to Improve the Learning Outcomes of Class X E 10 Students in PAI Subjects at SMAN 1 Basa Ampek Balai. The discussion method is one of the learning strategies that can improve student learning outcomes, especially in Islamic Religious Education (PAI) subjects. In the application of this method, students are invited to actively participate through the expression of opinions, problem analysis, and group cooperation. In class X E 10 SMAN 1 Basa Ampek Balai, the discussion method was designed as a way to explore the potential of students in understanding religious concepts in a more in-depth and applicable way. The discussion provides space for students to explore their views on relevant religious issues, such as morals, worship, and social interaction. The first step in the implementation of the discussion method begins with careful planning by the teacher.

The teacher determines the theme or problem to be discussed, such as the importance of tolerance in religious life or how to improve the quality of worship. Once the theme is set, learners are divided into small discussion groups to ensure each individual has the opportunity to contribute. Teachers also provide guidance to students on discussion mechanisms, including how to express opinions, respect the views of others, and find solutions together. During the discussion process, the teacher acts as a facilitator who directs the discussion to stay focused on the learning objectives. Students are invited to actively dialogue, ask questions, and respond to the opinions of their peers. Through these interactions, they not only learn to understand the material, but also develop critical thinking and communication skills. The dynamic discussion atmosphere encourages students to be more confident in conveying their ideas. The results of the application of

the discussion method in class X E 10 showed a significant improvement in various aspects of learning. Cognitively, students are able to understand PAI concepts better, because discussions help them relate the material to the context of daily life. Affectively, they become more open to the opinions of others and show a better attitude of tolerance.

In addition, social skills such as teamwork and public speaking skills also improved. However, the success of this method is not separated from challenges. One of the obstacles faced is the limited time, especially when the discussion goes on longer than planned. Teachers need to manage their time well so that each group gets enough opportunities to discuss without disturbing the allocation of time for other activities. In addition, some students who tend to be quiet need more encouragement to dare to express their opinions. Overall, the discussion method has proven to be effective in improving the learning outcomes of students in PAI subjects in class X E 10 SMAN 1 Basa Ampek Balai. With interaction-based learning and active participation, students not only understand the material in depth but also internalize religious values in their lives.

This method also provides a meaningful and relevant learning experience, because it involves students directly in the learning process. The application of the discussion method requires a commitment from the teacher to continue to facilitate, evaluate, and improve the learning process. Support from the school in the form of providing facilities and debriefing for teachers is also very necessary to optimize the results achieved. With good collaboration between teachers, students, and the school environment, the discussion method can be one of the effective ways to improve the quality of PAI learning at various levels of education.

RESULTS

The following description is one of the efforts to describe the results of research on the application of discussion methods in improving learning outcomes in Islamic Religious Education subjects. This study took class X E 10 students of SMAN 1 BASA AMPEK BALAI for the 2024/2025 Academic Year as the object and consisted of 13 students. This research is planned for four (4) cycles, with the intention of being able to see the learning outcomes of students after holding class actions, namely by using the student discussion method. Before taking action, the researcher first took student data as preliminary data, this initial data was obtained by the author from PAI teachers who teach in class X E 10 in 1. This initial data becomes a measure of success or not after being given an action. In the first cycle I (1) the teaching and learning process is carried out using the application of the symposium discussion method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity) in this cycle 1 meeting (2x45 minutes) and 1 test at the end of each cycle. For the first cycle test, answer the questions fluently. In the second cycle, II (2) is already the implementation of class actions, namely further actions. Evaluation from cycle I, Islamic Religious Education learning is carried out using the application of discussion learning methods with the material Qs. Al-Isra' 17:32 (avoiding promiscuity). In this second cycle, 1 meeting (2x45 minutes) and 1 test are carried out at the end of each cycle.

Evaluation from cycle II, Islamic Religious Education learning is carried out using the application of the discussion learning method with the material Qs. An-Nur 4:2 (avoiding adultery). The learning of Islamic Religious Education is carried out using the application of the discussion learning method with the material Qs. An-Nur 4:2 (avoiding adultery). In this second cycle, 1 meeting (2x45 minutes) and 1 test were held at the end of each cycle. The implementation of this action research is monitored by the principal, deputy principal (curriculum, student affairs and infrastructure) and supervisors or teachers of Islamic Religious Education subjects in class X E 10 SMAN 1 BASA AMPEK BALAI. The overall monitoring of research activities in this class is carried out by the researcher as a teacher of Islamic Religious Education by referring to the research design,

evaluation results, learning modules, which have been prepared and consulted with the supervisor.

Based on the percentage of the score of the learning test results of the second cycle above, the learning outcomes of students who received scores in the good category were 4 students (30.76%), the scores of students in the very good category were 9 students (69.23%). Learning activities are carried out with the aim of improving learning outcomes through students' questioning skills after experiencing the learning process. One of the efforts made to achieve the success of learning to be effective and efficient, is the use of learning methods that are in accordance with the material taught. In teaching Islamic Religious Education subjects, especially the material Qs. Al-Isra' 17:32 (about avoiding promiscuous behavior) and the material Qs. An-Nur 4:2 (about staying away from adultery). Therefore, the use of discussion method learning is expected to be able to provide more knowledge and understanding for students through direct experience. The learning of the discussion method is a way of presenting lessons where students are faced with a problem that can be in the form of problematic statements or questions to be discussed and solved together according to the opinions of experts.

With the application of the learning discussion method, students will be more effective. In accordance with the above theory, Classroom Action Research by applying the discussion method through questioning skills in Islamic Religious Education subjects carried out in two cycles, data was obtained that students of class X E 10 SMAN 1 BASA AMPEK BALAI were able to complete the basic KKM well with an average score of 85%. This can be seen from the improvement of student learning outcomes starting from the initial score of students, cycles I, and II. After the researcher took place, the researcher conducted an interview test with teachers of Islamic Religious Education class X E 10 SMAN 1 BASA AMPEK BALAI, namely after learning with a very good discussion method.

DISCUSSION

Islamic Religious Education is an important subject that aims to form the character of students who are religious, have noble character, and are able to apply Islamic values in daily life. In the learning process, the method used greatly determines the effectiveness of understanding and application of the material by students. One of the methods that has proven effective is the discussion method, because it can encourage active involvement of students in learning. The discussion method is a student-centered learning approach, where they are given the opportunity to express their opinions, ask questions, and analyze a problem together. In class X E 10 SMAN 1 Basa Ampek Balai, this method is applied to increase students' understanding and appreciation of PAI material.

The discussion provides space for students to explore religious concepts in a more in-depth and critical way, as well as practice communication and collaboration skills. The process of applying the discussion method begins with careful planning by the teacher. Teachers choose relevant and contextual materials or themes, such as the importance of maintaining honesty, tolerance between religious communities, or correct worship procedures. These themes are designed to be related to students' daily lives, so that learning becomes more meaningful. Once the theme is determined, learners are divided into small groups to ensure each individual has the opportunity to participate. The next step is briefing and preparation for discussion. Teachers provide guidance to students on how to express their opinions, listen actively, and formulate solutions together. Teachers also provide reference materials or encourage students to search for information independently so that they are better prepared for discussions. This aims to increase students' sense of responsibility for the learning process. In the implementation stage, the discussion begins with each group presenting their views on the given theme. Other students are given the opportunity to give feedback, ask questions, or add information.

The interactions that occur create a dynamic learning atmosphere, where all students are actively involved. Teachers act as facilitators, ensuring discussions stay

focused on the topic and directing students if discussions start to go astray. Through the discussion method, students are invited to think critically and creatively. They not only understand the PAI material textually, but also try to relate the material to personal experience and actual issues. For example, a discussion about the importance of maintaining good relationships with others can inspire students to be more tolerant in their daily lives. Thus, this method not only improves the cognitive aspect, but also the affective and psychomotor aspects. One of the advantages of the discussion method is its ability to build students' confidence. In the discussion, each student is given the space to express their opinions without fear of being wrong.

This encourages them to be more courageous in public speaking and to respect differences of opinion. In addition, discussions also train learners to work together in groups, which is an important skill in the real world. The results of the application of the discussion method in class X E 10 showed a significant increase in student learning outcomes. They have an easier time understanding religious concepts because the material is delivered through interactive discussions that involve their own experiences. Students' motivation to learn also increased because they felt actively involved in the learning process. However, the application of the discussion method is not separated from challenges. One of the obstacles that is often faced is limited time. An ideal discussion requires enough time for all groups to participate to the fullest. To overcome this, teachers need to manage their time well, for example by setting a time limit for each group or dividing the discussion into several sessions. Another challenge is the difference in the level of ability of students. Some learners may be more active and confident, while others tend to be passive or indecisive. In situations like this, teachers should pay special attention to students who are less active, for example by asking direct questions or motivating them to speak. Facilities are also an important supporting factor in the success of the discussion method. The availability of comfortable classrooms, aids such as whiteboards or projectors, and adequate reading materials can increase the effectiveness of discussions. Support from the school in providing this facility is needed so that the learning process runs smoothly. The success of the discussion method also depends on the teacher's ability to manage the classroom. Teachers must be able to create an atmosphere conducive to discussion, provide clear direction, and ensure that all students feel valued. Teachers also need to provide constructive feedback to help students improve their weaknesses. Learning evaluation is an important step in the application of the discussion method. Teachers can use a variety of evaluation instruments, such as observations, formative tests, or individual assignments, to measure learning success.

The results of this evaluation are not only used to assess student achievement, but also to improve the learning process in the future. The discussion method also provides a more meaningful learning experience for students. They not only learn from teachers, but also from their friends through the exchange of ideas in discussions. This helps to create an inclusive and collaborative learning atmosphere, where each learner feels that they have a role in the learning process. In PAI learning, the discussion method provides an opportunity to discuss religious issues that are relevant to students' lives. For example, a discussion of the importance of honesty can provide a deeper and more applicable understanding, so that religious values are not only understood theoretically, but also applied in everyday life. Overall, the discussion method has been proven to be effective in improving the learning outcomes of students in class X E 10 in PAI subjects at SMAN 1 Basa Ampek Balai. This method not only improves students' understanding of the material, but also helps them develop critical thinking, communication, and cooperation skills. The application of the discussion method requires full support from teachers, students, and the school. With good cooperation, this method can be an effective solution to improve the quality of PAI learning. In addition, this method also makes an important contribution to the formation of the character of students who are religious and have noble character. With all its benefits and challenges, the discussion method deserves to be used as one of the main approaches in learning PAI. Teachers are expected to continue to

develop their creativity in applying this method, so that the learning process becomes more interesting and meaningful for students. In the end, the success of the discussion method is not only measured from the increase in academic grades, but also from the change in students' attitudes and behaviors. By applying this method consistently, it is hoped that students will not only become intellectually intelligent individuals, but also have a strong character and noble ethics.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the learning outcomes of students have improved and progressed, this is explained as follows, 1) The learning outcomes of Islamic Religious Education subjects in class X E 10 at the beginning of the meeting before the research are very concerning by looking at the situation and conditions of students who are less interested in learning Islamic Religious Education, Because the method used by teachers in the field of Islamic Religious Education is more about the application of the classic method in the form of a lecture method, the process is active only for the teacher concerned. So that students are only limited to listening and concluding the results of the presentation from the teacher concerned; 2) The learning outcomes of Islamic Religious Education subjects after the researcher applied the discussion method were very significant towards effective, efficient and quality learning, because the research saw that the development of students was very prominent both in the form of high student learning motivation, the effectiveness of relatively long learning time, so that it led to brilliant student achievements. In the application of the discussion method, it can be seen that the learning process is active, because before the researcher conducts the learning process, the researcher first conducts observations, tests, interviews and documentation. In its application, the first step the researcher takes is to plan, implement, observe and reflect to find out the results obtained after applying the discussion method.

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