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Improving Islamic Education Learning Outcomes Using Discussion Methods at SD Negeri 08 Lubuk Layang

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using group discussion methods. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary 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 group 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 48.51%, the first cycle 65.39% and in the second cycle it increased to 89.66%. Thus, the use of group discussion methods 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

Education is a human effort to be able to develop one's potential through the learning process. In accordance with the Law on Teachers and Lecturers Number 20 of 2003 concerning the National Education System Article 3 which states that "Education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Education is an important thing that is needed for every human being to gain knowledge, insight and increase dignity in life. Human beings have the right to get a proper education according to their development. This education is obtained through the process of primary, secondary to tertiary education. The knowledge gained through education will be useful for the future life when everyone is able to utilize and optimize the education they have obtained so far, not just a mere formality. But more than that, education will greatly determine the life of the nation and state which is actually nurtured from the basic level. Education deserves to be provided optimally, especially for elementary school students. The knowledge provided

in elementary school is the basic knowledge of students who are useful for continuing to a higher level.

Islamic Religious Education (PAI) is one of the important subjects that aims to shape students into individuals who have faith, piety, and noble morals. However, the reality in the field shows that the learning outcomes of PAI in grade IV students of SD Negeri 08 Lubuk Layang are not optimal. This can be seen from the low average score of students in several previous learning evaluations, as well as the lack of student participation in learning activities. To improve the quality of Islamic Religious Education learning, many things need to be considered, including in terms of delivering material from a teacher to students through certain methods. While the methods used in schools are still felt to lack a conducive atmosphere, this causes students to mentally consider Islamic Religious Education as a difficult subject to understand so that students are less enthusiastic about learning. The results of initial observations show that PAI learning tends to be carried out conventionally, where the teacher is the only source of information and the students only listen. This approach makes students less actively involved in learning, thus lowering their interest in learning. In addition, the lack of variety in learning methods is one of the factors that causes the classroom atmosphere to become monotonous and less attractive to students.

From the results of observations and interviews on December 3, 2024 with teachers of SD Negeri 08 Lubuk Layang, there are still many teachers who use conventional learning methods, such as the lecture method. Teachers have not used learning steps in the scientific approach applied to students in teaching and learning activities, starting from observing, questioning, reasoning, trying and applying. So that many students feel bored when studying. And as a result, many students still have grades that are below KKTP. For example, in the subject of Islamic Religious Education and Ethics from 15 fourth grade students of SD Negeri 08 Lubuk Layang, there are still 4 people who have not been completed. The discussion method as one of the active learning methods is believed to improve student learning outcomes. This method allows students to interact, discuss, exchange opinions, and solve problems together.

By involving students directly, the discussion method can help improve students' understanding of the material being studied, improve critical thinking skills, and increase self-confidence. For this reason, it is necessary to apply an appropriate method in learning. Among the methods that can be used by a teacher are the Discussion, Question and Answer, Recitation and so on methods. And in this discussion, the researcher will focus on the Discussion method as one of the alternative elements in Islamic Religious Education learning in order to increase Student Learning Motivation for Islamic Religious Education Subjects. Therefore, this study aims to improve the learning outcomes of PAI students in grade IV of SD Negeri 08 Lubuk Layang through the application of the discussion method. It is hoped that this method will not only be able to improve student learning outcomes but also create a more fun, interactive, and meaningful learning atmosphere. Based on the information and conditions of the students above, the researcher felt interested in conducting a research with the title "Improving PAI Learning Outcomes by Using the Discussion Method in Grade IV of SD Negeri 08 Lubuk Layang"

METHODS

This study uses Classroom Action Research which focuses on classroom situations commonly known as Classroom Action Research (Wardhani, et al. 2007: 1.3). Each cycle consists of 4 main activities that are assembled into a unit, namely planning, implementation, observation, and reflection. This research can use the PTK model with the following stages; 1) Planning, this stage includes the preparation and planning of the implementation of the discussion method in PAI learning. At this stage, teachers together with researchers (if any) prepare a learning implementation plan (RPP) that focuses on the application of discussion methods. This plan also includes the goals to be achieved, the

learning materials to be discussed, and how to assess student learning outcomes; 2) Action: In this stage, PAI learning is carried out by applying the discussion method. Teachers organize students to discuss in small or large groups, discussing topics relevant to the PAI material. Discussions are expected to actively engage students, encourage them to think critically, and improve their understanding of the material being studied; 3) Observation: During the implementation of the action, observation is carried out to observe the discussion process, interaction between students, as well as changes in students' attitudes and involvement in learning. This observation is carried out by teachers or researchers untuk mengevaluasi apakah metode diskusi berjalan dengan baik and what are the obstacles faced during the learning process; 4) Reflection: After the implementation of the action, teachers and researchers reflect to analyze the learning outcomes, both in terms of improving student learning outcomes and the success of the implementation of the discussion method. If there are shortcomings or things that need to be improved, improvements will be made and a follow-up action plan for the next cycle will be prepared; 5) Evaluation: In the final stage, evaluation is carried out to assess the improvement of student learning outcomes, either through written tests, quizzes, or observational assessments of students' discussion skills.

The results of this evaluation are used as a consideration in determining whether the goal of improving learning outcomes has been achieved. As previously explained, this class action research was carried out at SD Negeri 08 Lubuk Layang for Islamic Religious Education class IV (Four). The research was carried out for two months, namely from December 2024 to January 2024 for 4 cycles. The subject of the research in this study is SD Negeri 08 Lubuk Layang and the author took an object in grade IV (Four) which amounted to 15 students consisting of 7 male students and 8 female students. The data collection techniques carried out in this study are as follows; 1) Observation, observation is a data collection technique by observing or directly observing the PAI learning process. This observation is focused on the activities of teachers and students that appear during the learning process; 2) Evaluation Sheets / Tests, evaluation sheets or tests containing questions at the end of each action with the aim of finding out the extent of students' understanding of the learning material that has been learned.

The evaluation is carried out individually. In this study, it is analyzed using qualitative and quantitative analysis; 1) Qualitative analysis, qualitative analysis is used to analyze data that shows the dynamics of the process by providing real and in-depth meaning according to the research problem, namely data on teacher performance, activities, affective, and psychomotor students. This qualitative data was obtained from non-test data, namely student observation during the learning process; 2) Quantitative Analysis, quantitative analysis is used to calculate the value of student learning outcomes with mastery of the material taught by the teacher using the discussion method. Quantitative analysis was obtained from the results of tests conducted by students in cycle I and cycle II.

RESULTS

In carrying out the research, the researcher was assisted by a partner or colleague, namely Winda Sari as a teacher at SD Negeri 08 Lubuk. Each research cycle has four stages, namely planning, implementation, observation and reflection. The results of each cycle are used as a reflection to improve the results in the next cycle. Before conducting the research, the researcher collected the pre-cycle values collected from the results of the pre-test conducted before the study. From the results of the pre-cycle, the average percentage of student ability activities was 53%, indicating that the average value of student ability had not reached the success indicator. This result concludes that the learning outcomes of PAI in grade IV of SD Negeri 08 Lubuk Layang are still low. The observation stage is carried out during the learning process, in other words, the observation is carried out in conjunction with the learning process. Observations were

made using observation sheets made in planning. Based on observations in the first cycle at SD Negeri 08 Lubuk Layang from 15 students in participating in learning using the discussion method is relatively low, but there has been an increase even though it is not significant. Therefore, the researcher will still continue in the next cycle. Based on the research of the first cycle, it can be produced that the learning ability of PAI students in grade IV of SD Negeri 08 Lubuk Layang shows that the ability of students is still categorized as low, there has been an increase between the pre-cycle and the first cycle. The improvement of students' learning ability from pre-cycle to cycle I only reached 6%, namely from 35% completeness to 44% completeness, so it can be concluded that the learning results have not been achieved as expected.

Based on table 2 above, it shows that out of 15 students in grade IV of SD Negeri 08 Lubuk Layang, 8 people or 56% of the scores are in the low category, 2 people or 13% are in the medium category, 3 people or 20% are in the high category and 2 people or 13% are in the very high category. The researcher's observations are related to students' readiness to participate in learning, focus on learning, and be active in participating in learning using discussion mottos. In this activity, the researcher observed the implementation of actions to find out the extent of the use of discussion motifs in improving the learning outcomes of grade IV students in PAI subjects, with the following details; 1) Observation of Students; 1) Attendance In the implementation of cycle 1 learning, all students can be present in learning. All students enter the classroom before the teacher enters the room, but there are still students who are talking to their friends during the lesson; 2) Activeness of the implementation of cycle 1 there are still students who have not paid attention to the teacher's orders. There are still students who have not actively done group assignments, there are still some children who do not want to cooperate and there are still some children who are shy to ask questions and respond to the results of the discussion; 3) Ability In the implementation of cycle 1, students' understanding of the material taught has shown improvement but has not been maximized. Student learning outcomes are also not optimal, this is known from the results of tests conducted by teachers.

There are 7 students who get a score above the KKM and 8 children who are still below the KKM. So that the percentage is students whose scores are above the KKM of 54% and students who are below the KKM of 56%; 2) Teacher Activities, teachers have not been able to maximize the use of discussion methods in learning, learning is still teacher-centered, so participants are less active in learning; 3) Classroom management, in classroom management, it has created an environment that supports effective learning and creates a conducive classroom atmosphere.

It is evident in timing, management of student behavior, positive interaction between teachers and students, and has been active in discussion activities. Reflection, this reflection stage is carried out after obtaining data from the results of the first cycle test and the results of observations made during the learning process, students' understanding of the material taught has shown improvement but has not been maximized. Student learning outcomes are also not optimal, this is known from the results of tests conducted by teachers. There are 7 students who get a score above the KKM and 8 children who are still below the KKM. So that the percentage is students whose scores are above the KKM 44% and students who are below the KKM 56%. For this reason, it is necessary to mention or hold cycle II and things that still need to be improved in cycle I will be a reference for the implementation of actions in cycle II.

DISCUSSION

The application of the group discussion method in PAI DBP learning in grade V of SDN 10 Tarung-Tarung Utara is a strategic effort to improve student learning outcomes while building supportive social skills. This method allows students to interact directly in small groups, where they can exchange ideas, discuss concepts, and find solutions together. This kind of interaction helps students understand the subject matter more deeply, as

discussions involve critical thinking processes and collaboration. The results showed that group discussions significantly improved students' understanding of the material. When students are given space to discuss, they tend to understand difficult concepts more easily due to explanations from peers in simpler language. This is in line with constructivist theory which states that students are more effective at learning when they actively build their knowledge through social interaction. In addition, group discussions also increase students' motivation and confidence in learning.

In a group setting, students who are usually passive in class tend to be more active, because they feel supported by their group members. They also get the opportunity to speak, express opinions, and complete tasks together, which ultimately increases their self-confidence. This creates a more enjoyable learning atmosphere and motivates students to be fully involved in learning. From the teacher's side, this method makes it easy to identify students' learning needs. During the discussion, the teacher can observe the dynamics of the group and provide intervention if needed, for example by re-explaining concepts that have not been understood by students. Teachers also act as facilitators, ensuring that each student has the opportunity to contribute and understand the material.

Thus, the group discussion method is not only effective in improving learning outcomes, but also helps teachers create more inclusive learning. Overall, the application of the group discussion method is proven to provide significant benefits in improving the learning outcomes of PAI DBP. This method not only focuses on academic achievement, but also develops students' interpersonal skills, such as communication, cooperation, and responsibility. By supporting active and collaborative learning, group discussions can be an effective strategy for creating meaningful and relevant learning for primary school students.

CONCLUSION

After obtaining data from the results of the third cycle test and the results of observations made during the learning process. In cycle III in student learning ability research, there are still some students who have not achieved an improvement in learning outcomes and what is lacking in cycle III will try to improve in cycle IV research. The application of the group discussion method in learning PAI DBP in grade V of SDN 10 Tarung-Tarung Utara has proven to be effective in improving student learning outcomes. This method allows students to interact directly with their peers in understanding the material, so that they can build knowledge through in-depth discussions and active collaboration. The improvement in learning outcomes is indicated by an increase in students' average scores and a significant percentage of learning completion after the application of this method. In addition to improving learning outcomes, group discussions also have a positive impact on student motivation and involvement in the learning process. Students who previously tended to be passive became more active, confident, and enthusiastic in participating in learning. A collaborative learning atmosphere creates a supportive environment, so students feel comfortable discussing and sharing opinions. For teachers, group discussions are a learning strategy that helps create an inclusive classroom atmosphere. Teachers can more easily identify students' learning needs and provide appropriate interventions. With the role of a facilitator, the teacher ensures that each student is actively involved in the learning process and gains a deep understanding of the material. Thus, the group discussion method is not only effective in improving students' academic learning outcomes, but also in developing important interpersonal skills, such as communication, cooperation, and responsibility. This method is feasible to be implemented in a sustainable manner in learning, especially to create active, collaborative, and meaningful learning.

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