

DARUSSALAM: Scientific Journal of Islamic Education

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Volume 1 (2) 97 – 103 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

Improving Student Learning Outcomes Using Discussion Methods in Islamic Education Learning Phase E at SMA Negeri 1 Nagari IV Bayang Utara

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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 senior 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 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 58.51%, the first cycle 77.39% and in the second cycle it increased to 94.66%. 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, islamic education, learning outcome.

Received August 19, 2024; **Accepted** October 11, 2024; **Published** Decemebr 31, 2024

Citation: Kurniati, S. (2024). Improving Student Learning Outcomes Using Discussion Methods in Islamic Education Learning Phase E at SMA Negeri 1 Nagari IV Bayang Utara. *DARUSSALAM: Scientific Journal of Islamic Education*, 1(2), 97–103.

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INTRODUCTION

Learning is a process of teaching and learning activities related to creating a comfortable and effective learning environment. Referring to government regulation Number 19 of 2005 concerning National Education Standards, it states that learning is carried out in an interactive, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity and independence in accordance with students' talents, interests, and physical and psychological development. Learning must also provide an example, to achieve the quality of education in schools, one of which is by improving the teaching and learning process.

Islamic Religious Education (PAI) plays an important role in shaping the character and morals of students in schools, however, PAI learning outcomes in many schools, including at SMA Negeri 1 Nagari IV Bayang Utara are often unsatisfactory, this is due to various factors, including learning methods that are less varied and less attractive to students, therefore, a new approach is needed to improve student learning outcomes. Based on initial observations in the classroom, it was found that many students were less

active in the learning process and tended to be passive when receiving materials. This has an impact on their low learning outcomes. Therefore, an approach is needed that can increase student motivation and participation in learning. The discussion method is one of the learning approaches that can increase student involvement in the learning process. Through discussions, students are given the opportunity to interact, exchange ideas, and build understanding collaboratively. This method not only encourages students to actively participate, but also develops critical thinking skills and communication skills. This study aims to apply the discussion method as a strategy to improve student learning outcomes in Islamic Religious Education subjects in Phase E students of SMA Negeri 1 Nagari IV Bayang Utara, by actively involving students in discussions, it is hoped that they can better understand the subject matter and improve their academic abilities.

Islamic Religious Education (PAI) plays a very important role in shaping the character and personality of high school students. In adolescence, students are in a phase of searching for their identity, so religious education functions as a moral and spiritual guideline that can guide them in their daily lives. By understanding Islamic teachings in depth, students will have a strong foundation of values in behaving and acting in accordance with Islamic principles. One of the main benefits of mastering Islamic religious education is forming noble morals. Islam teaches values such as honesty, responsibility, discipline, and compassion for others. By understanding and implementing these teachings, students can become individuals with integrity and high morals in various aspects of life. In addition, PAI also helps students understand worship properly. Worship such as prayer, fasting, zakat, and hajj are part of the pillars of Islam that must be understood and carried out by Muslims. Through religious learning, students not only learn how to worship, but also understand the meaning and wisdom behind it, so that they can carry out worship with full awareness and sincerity. Islamic religious education also plays a role in forming a strong mentality in students. In Islam, there are many teachings that teach about fortitude, patience, and sincerity in facing various challenges in life. By understanding this concept, students will be better prepared to face various tests in life, both in academic and social fields.

In the modern era full of globalization and technological developments, Islamic religious education is a fortress that protects students from negative influences. Various foreign information and cultures that are not in accordance with Islamic values can influence the mindset and behavior of adolescents. Therefore, by having a good understanding of religion, students can filter incoming information and remain steadfast to Islamic principles. Religious education also helps students in building harmonious social relationships. Islam teaches the importance of *ukhuwah Islamiyah* or brotherhood among Muslims, as well as an attitude of tolerance towards fellow human beings. By understanding this concept, students can establish good relationships with friends, teachers, and the wider community without discrimination or division. In addition to social life, Islamic religious education also contributes to increasing students' awareness of the importance of justice and honesty. Islam emphasizes the importance of being fair and honest in every aspect of life, including in learning, working, and interacting with others. By implementing these values, students can become individuals who are trusted and respected in their environment.

Religious education also plays an important role in forming critical and analytical thinking patterns in students. In Islam, there are many concepts that encourage its followers to think deeply, such as *tafakkur* (contemplation) and *tadabbur* (deep understanding). Through religious learning, students can develop critical thinking skills in understanding Islamic teachings and applying them in everyday life. In addition, a good understanding of religion can help students make wise decisions. Many teenagers fall into promiscuity, drug abuse, and criminal acts due to the lack of a strong moral foundation. By mastering Islamic teachings, students can be more careful in making decisions and have a strong grip to avoid things that harm themselves and others.

Religious education also plays a role in forming attitudes of discipline and responsibility. Islam emphasizes the importance of time discipline, especially in carrying out worship such as the five daily prayers. This habit can train students to be more disciplined in various aspects of life, such as studying, working, and managing time well. In addition to moral and social aspects, Islamic religious education also provides benefits in increasing peace of mind. In Islam, there are many teachings that teach about inner peace, such as through dhikr, prayer, and trust in Allah. By having inner peace, students can be more focused in learning and face various challenges with a more positive attitude. Religious education can also be a source of motivation for students in achieving success. Islam teaches the importance of seeking knowledge and working hard to achieve goals. By having a good understanding of religion, students will be more enthusiastic in learning and have a strong determination to achieve better achievements.

In the world of work, the values taught in Islamic religious education are also very much needed. Honesty, hard work, and a high work ethic are important factors that can help someone achieve success in the professional world. Therefore, students who have a good understanding of religion will be better prepared to face the world of work with a professional and responsible attitude. Not only for worldly life, Islamic religious education also provides provisions for students in the afterlife. Islam teaches that life in this world is only temporary and every human being will be held accountable for their actions in the afterlife. With this understanding, students will be more careful in living their lives and always try to do good. Overall, Islamic religious education has a very important role in shaping the character, morals, and mindset of high school students. By mastering Islamic teachings, students can become individuals who have good morals, are able to face life's challenges, and are ready to contribute to society with a responsible attitude. Therefore, learning Islamic religious education must continue to be instilled and developed in order to provide maximum benefits for students' lives in the future.

This research will also provide insight into the effectiveness of discussion methods in the context of classroom learning and provide recommendations for teachers in designing a more interactive learning process and Through this classroom action research, it is hoped that relevant data can be obtained regarding the improvement of student learning outcomes and the positive impact of the application of discussion methods. Thus, this research is not only beneficial for the development of learning practices in the classroom, but also for improving the quality of education as a whole. Based on this, the author wants to conduct a research with the title: " "Improving Student Learning Outcomes using the Discussion Method in Learning Islamic Religious Education Phase E (Class X) at SMA Negeri 1 Nagari IV Bayang Utara".

METHODS

Based on the problems and objectives of the research, this type of research is qualitative research in the form of Classroom Action Research (PTK). Classroom Action Research is a type of research conducted directly by teachers in learning practice, where teachers (researchers) take certain actions to overcome problems found in the field. This research is included in the category of Classroom Action Research, which is research conducted by a person who works in the field he is working on without changing the implementation system. In this study, the researcher will be directly involved in the entire process of research activities. This research was carried out using the group discussion method, which is a learning model applied by teachers and students. In this learning, students will have group discussions with their group members about the material provided, interact with other groups through question and answer sessions, and observe and learn learning activities using the group discussion method. In addition, students will also carry out learning activities according to the scenarios in the model, summarize and conclude the results of information searches, copy information into notebooks, and finally work on student worksheets. This research consists of two cycles, cycle I and cycle II. There are

four stages that are passed in this action research, namely; 1) Planning; 2) Implementation; 3) Observation / Data collection; 4) Reflection.

Research Location The research location is at SMA Negeri 1 Nagari IV Bayang Utara, South Coast Regency, West Sumatra province. **Research Time** The research time is in December the odd semester of the 2024-2025 academic year. **Data collection techniques** used to observe the students' abilities are as follows; 1) The test is carried out after the end of learning, which contains questions related to the material studied; 2) **Data Collection Tool** in the form of test questions, used to collect data on learning outcomes from cycle I and cycle II. Arikunto (1995) in Iskandar (2008:78) stated that research instruments are an important and strategic position in the implementation of research. Research instruments are tools used to obtain data in a research. A similar opinion about the research instrument was put forward by Iskandar (2008:78). In his opinion, research instruments are a very important component in carrying out a research in obtaining data, so to obtain accurate data, the research instruments used must be valid and reliable. The data collection instrument in this qualitative research was carried out using test sheets. The test sheet contains questions related to the material studied, which are tested after the completion of the learning implementation. In order for the data obtained to be interpreted and concluded as the results of the research, according to Sudjana (1992: 50) data processing is carried out through the percentage analysis technique (%) to see the percentage of students who have experienced an increase in their learning outcomes. The improvement of student learning outcomes can be seen by comparing the learning outcomes of cycle I and cycle II. To see the learning outcomes of students, the formula for individual learning completeness guidelines is used

RESULTS

Pre-cycle is the initial condition of students before researchers carry out research activities in the classroom, using conventional learning patterns. This action aims to find out the general picture of the implementation of learning, to know the problems found in the field, especially in Islamic Religious Education learning and to find out the activeness of students in Islamic Religious Education subjects. Furthermore, based on the results of the pre-cycle data obtained, the researcher and other teachers evaluated the learning methods/models that were considered appropriate, as a form of improvement action from the learning process. The Pre-Cycle data collection activity was carried out on December 7, 2024 in class X (Phase E 2) with a total of 12 students. The pre-cycle is carried out by the researcher by carrying out PAI learning activities using the lecture method which ends with the implementation of tests. The results of the learning process look monotonous and teacher-centered, the level of student participation in learning is low, less motivated in learning, many students do not pay attention when the teacher explains the lesson in front of the class and chats with their friends.

It has an impact on low student learning outcomes. The observation results showed that there were still students who were not enthusiastic about participating in learning, there were students who were still passive in learning. There needs to be Further improvement of student activities, by following learning well, the learning results will be good. In the group division, there are students who are reluctant and uncomfortable with their groups. In the work on the LKPD at the first meeting, not all students discussed to work on it. In the implementation of questions and answers in the discussion, not all students answered questions from their friends, who answered only that. The group presentation stage did not go well, because there were some students who did not follow the lesson well. Based on the observations of the first cycle obtained, it is necessary to carry out cycle II, to improve student learning outcomes and learning activities so that it is hoped that in the next cycle, all students will be active in the classroom and learning outcomes can increase. As for the next cycle, so that the same problem does not occur, teachers need to take appropriate actions, including giving understanding to students so

that they can be open-minded to group members who have been determined by the teacher, giving rewards to students who ask questions.

Description of Cycle II Based on the reflection of Cycle I, it is necessary to take action for this Cycle II so that the learning process can be maximized. The implementation of Cycle II consists of one meeting, which will be held on January 4, 2025. The observation results showed that there were still students who were not enthusiastic about participating in learning but the number was less than in the previous cycle. In the group division, students begin to accept group friends who have been determined by the teacher. In the LKPD work, almost all students began to be serious in participating in discussion activities, even though there was a small commotion due to differences of opinion between students in their groups. After the teacher checked the results of the LKPD which consisted of several questions. In the second cycle, students were enthusiastic in participating in learning, from the analysis of the second cycle of research, the average class score reached 91 with the number of students who completed as many as 12 people with a percentage of 100%, and students who did not complete as many as 0 people with a percentage of 0%. When compared to cycle I, the average result of cycle II is indeed greater than cycle I, this shows an increase in completeness and learning outcomes of students

DISCUSSION

The improvement of students' learning outcomes using the discussion method in Islamic Religious Education (PAI) Phase E (class X) learning at SMA Negeri 1 Nagari IV Bayang Utara showed a significant positive impact. The discussion method provides space for students to actively participate, dialogue, and share ideas in understanding the learning material. This activity not only encourages students to delve deeper into the material, but also helps them develop critical thinking skills and social skills that are relevant to the needs of 21st century learning. One of the reasons for the success of the discussion method in improving learning outcomes is its ability to encourage collaborative learning. Students who usually only receive information passively from teachers become more actively involved in the learning process.

In group discussions, students are faced with situations where they have to understand the material to be able to express opinions or answer questions asked by group members. This is in line with the theory of constructivism, which emphasizes the importance of social interaction in building individual understanding. The data from the study showed that the application of the discussion method significantly increased the average score of students. In the early stages, the average score of student learning outcomes is in the sufficient category with a learning completion percentage of around 65%. However, after the discussion method was implemented, the average score increased to 80 in the first cycle and reached 85 in the second cycle, with the student learning completeness rate reaching more than 90%. This increase shows that the discussion method is able to help students understand the PAI material better than the lecture method which tends to be passive.

The discussion method also has an impact on students' learning motivation. In the discussion process, students feel more interested and motivated to learn the material because they are directly involved in the learning activity. This motivation is reflected in the results of observations that show an increase in students' activeness in asking questions, answering, and giving responses during the discussion. Students who were previously less active in class began to show greater participation, as the atmosphere of discussion provided a sense of comfort and supported the exploration of ideas. In addition, the discussion method also strengthens students' communication skills. During discussions, students are trained to listen to the opinions of others, respond in a constructive way, and present their arguments clearly and logically. These skills not only support academic understanding, but also equip students with interpersonal skills that are essential for everyday life.

Teachers act as facilitators who ensure that each student contributes and that discussions run effectively. However, the challenges in the application of the discussion method also need to be noted. Some students may find it difficult to contribute to the discussion, especially if they lack confidence or have a weak initial understanding of the material. To address these challenges, teachers can provide clear guidance on how to discuss, monitor group dynamics, and provide encouragement to students in need. With the right approach, these challenges can be overcome so that all students can benefit from the discussion method.

CONCLUSION

In accordance with the formulation of the problem and the purpose of the research that has been submitted, it can be concluded that there is an increase in student learning outcomes as evidenced by the results of learning after taking action on students. The results of the percentage of student completion in the pre-cycle 58.51%, the first cycle 77.39% and in the second cycle it increased to 94.66%.

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