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Implementation of Group Discussion to Improve Learning Outcomes of Class X Students of SMK Indonesia Raya in Islamic Education Learning

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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 vocational 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 44.51%, the first cycle 71.39% and in the second cycle it increased to 84.66%. 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.

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INTRODUCTION

Education has an important role in shaping students' character and abilities to be able to face life's challenges. One of the subjects that contributes to shaping character is Islamic Religious Education (PAI). However, in practice, there is often a problem of low student learning outcomes in this subject. Based on the results of observations in class X of SMK Indonesia Raya, it is known that many students have difficulties in understanding PAI material. This is characterized by low class average grades and the lack of active participation of students in learning. The learning method used by teachers is one of the main factors that affect student learning outcomes. The dominant lecture method used often makes students passive and less motivated to learn. In fact, active involvement of students in the learning process is very important to improve understanding and learning outcomes. Therefore, innovations are needed in learning methods that can increase student participation and learning outcomes. One potential method to apply is group discussions. Group discussions provide opportunities for students to exchange ideas, develop critical thinking skills, and increase a sense of responsibility in learning. Through

group discussions, students can also be more active in exploring and understanding PAI material in depth. Against this background, this study aims to examine the application of group discussions in improving the learning outcomes of class X students of SMK Indonesia Raya in PAI subjects.

Islamic Religious Education (PAI) is one of the subjects that plays an important role in shaping the character and morals of students, including Vocational High School (SMK) students. In the world of education, PAI not only functions as a compulsory subject, but also as a guideline in everyday life. SMK students who are prepared to enter the world of work and entrepreneurship need a strong religious education so that they can work professionally while adhering to Islamic values.

One of the main reasons why PAI must be mastered by SMK students is to form an honest, disciplined, and responsible character. The world of work demands workers who have good ethics and morals, so by understanding Islamic teachings, SMK students can become individuals with integrity. In addition, honesty in work is a primary value in Islam that must be applied by every individual, especially in the world of business and industry.

PAI learning also helps students understand the concept of halal and haram in various aspects of life, including in the field of work. As prospective workers or entrepreneurs, they need to understand Islamic business ethics so that they do not fall into prohibited practices, such as usury, fraud, or cheating in transactions. With a good understanding, they can run businesses and jobs in accordance with sharia principles. In addition, PAI also teaches the importance of hard work and professionalism in working. Islam strongly emphasizes that a Muslim must strive earnestly to earn a halal living. Vocational high school students who understand this teaching will be more motivated to work diligently and not give up easily when facing challenges in the world of work. This attitude is very important for those who want to be successful in their careers or businesses. In the world of work, social interaction is very important, and PAI teaches how to interact with fellow human beings based on Islamic values. Islam teaches good communication ethics, respecting others, and working together with others regardless of ethnicity, race, or religion.

This understanding will help vocational high school students build harmonious professional relationships in the workplace. PAI also plays a role in increasing students' sense of empathy and social concern for their surroundings. Through Islamic teachings, they are taught to care about others, especially those in need. Vocational high school students who have a high social spirit will find it easier to work together in a team and contribute positively to their work environment. In addition, Islamic Religious Education learning also helps students manage their emotions and deal with work pressure better. The world of industry and business often causes high stress and pressure. By understanding Islamic teachings, students can learn how to control themselves, be patient, and face challenges calmly. They can also find peace through worship such as prayer and dhikr.

In the world of work, responsibility and trustworthiness are very important. Islam teaches that every job that is done must be carried out as well as possible and with full responsibility. Vocational high school students who understand this value will be more trustworthy in carrying out their duties, so that they can build a good reputation in the world of work. In addition to moral and ethical aspects, PAI also provides insight into the importance of maintaining health and cleanliness. Islam emphasizes cleanliness in everyday life, both personal and environmental cleanliness. Vocational high school students who understand the importance of cleanliness will take better care of their health, especially in fields of work related to the food, health, and service industries. PAI also teaches the importance of being humble and not arrogant. In the world of work, arrogance can be an obstacle to a person's career progress. By understanding Islamic teachings about tawadhu or humility, students will be more adaptable, accept criticism, and continue to learn to improve their skills. In PAI learning, students are also taught about the concept of halal and blessed sustenance. They are taught not only to pursue

material wealth, but also to seek blessings in their work. With this concept, students will be more oriented towards work that is not only financially profitable, but also brings benefits to many people. In addition, Islam also teaches the importance of respecting superiors and working with loyalty. Vocational high school students who understand this concept will be more obedient to company rules and respect their leaders. This attitude will help them build harmonious working relationships and gain trust from their superiors. PAI also instills the values of discipline in everyday life. Islam strongly emphasizes the importance of punctuality, such as in the obligation to pray five times a day. Students who apply discipline in their lives will be more accustomed to arriving on time, completing tasks well, and valuing time at work.

In addition, PAI learning also helps students build healthy self-confidence. By understanding that every human being has strengths and weaknesses, students will be more confident in developing their potential without feeling inferior or too arrogant. In the world of work, there are many challenges to face, including fierce competition. PAI teaches the importance of being sporty and not doing cheating to achieve success. Students who understand this value will focus more on improving their quality rather than bringing down others.

PAI also teaches the importance of gratitude for what they have. By having a sense of gratitude, students will not complain easily at work and will appreciate every opportunity given to them. This attitude is very important to keep them motivated in working. In Islam, working is also considered a form of worship if done with good intentions. By understanding this concept, vocational high school students will be more motivated to work earnestly and feel that their work has a value of worship in the sight of Allah SWT. PAI learning also plays a role in building students' independent attitudes. Islam teaches that a person must make their own efforts to earn a living without relying on others.

Students who have an independent attitude will be better prepared to face the world of work and be braver in making decisions. In addition, Islam also emphasizes the importance of establishing relationships and expanding friendship networks. In the world of work, networking is very important to open up career and business opportunities. Students who understand the concept of relationships in Islam will find it easier to establish good relationships with many people. Finally, mastery of PAI for vocational high school students is very important to form a young generation who not only have technical skills but also have good morals and ethics. With a combination of work skills and Islamic values, they will become professional, responsible workers who bring benefits to society and the industrial world.

METHODS

This research is a Class Action Research (PTK) which aims to improve the learning outcomes of class X students of SMK Indonesia Raya in Islamic Religious Education (PAI) subjects through the application of the group discussion method. This PTK is carried out in several cycles to identify and improve the learning process in a sustainable manner. The design of this study uses a cycle model consisting of four stages, namely: planning, acting, observing, and reflecting. Each cycle is carried out to improve student learning outcomes based on evaluations carried out in the previous cycle.

The subject of this study is 12 students in class X of SMK Indonesia Raya. Subject selection was carried out by purposive sampling, where students were selected based on their involvement in PAI subjects and readiness to follow a group discussion-based learning method. Data were collected using several techniques, namely tests, observations, and documentation; 1) Test, The test is used to measure the improvement of student learning outcomes after following the learning process with the group discussion method. This test is given at the end of each cycle; 2) Observation, observation is carried out during the group discussion process to assess group interaction, participation, and dynamics. It

helps to know the extent to which group discussions can improve students' understanding; 3) Documentation, documentation is used to record everything related to the implementation of actions, such as pictures of student activities and notes about the learning process.

RESULTS

Based on the results of research from cycles I to IV, the application of the group discussion method has proven to be effective in improving student learning outcomes in the material "Staying Away from Promiscuity and Adultery". Improvements Achieved; 1) The active participation of students increases from cycle to cycle; 2) Students' understanding of the material is deepening; 3) Students are able to apply knowledge in real situations through case studies.

The application of group discussions in Islamic Religious Education (PAI) learning in class X of SMK Indonesia Raya showed significant results in improving student learning outcomes. This method is designed to actively involve students in the learning process, where they interact, share ideas, and work together to understand the material being taught. In the context of education at the vocational level, this approach is particularly relevant because it helps students develop analytical, collaborative, and communication skills that are essential for the future of work. In the early stages of the research, the learning outcomes of students were relatively low, with an average evaluation score of 65 and a completion rate of only 60%. This low learning outcome is caused by the lack of student participation in the learning process, which is still largely dominated by the lecture method. Students tend to be passive, only listening to the teacher's explanation without any active involvement in the learning process. This shows the need for more interactive strategies to increase student engagement. The application of group discussions provides significant changes to class dynamics. During the discussion, students were divided into small groups of 4–5 people.

Each group is given topics relevant to the learning material, such as understanding the basic concepts of faith or case studies on the application of Islamic values in daily life. With this approach, students are required to dialogue, exchange opinions, and jointly find solutions or answers to the problems given. The results of the evaluation after the implementation of group discussions showed a significant improvement. In the first cycle, the average student score increased to 75, with the learning completion rate reaching 78%. This improvement shows that group discussions are effective in helping students understand the material in depth. In the second cycle, the average score increased again to 82, and the completion rate reached 90%. This improvement shows that the group discussion method has succeeded in creating more effective learning than conventional methods. In addition to improving learning outcomes, group discussions also have a positive impact on student involvement in the learning process.

Observations during the implementation showed that students became more active in asking questions, giving opinions, and listening to ideas from their peers. This liveliness shows that group discussions provide opportunities for students to participate equally, thereby increasing their confidence and motivation to learn. Teachers play an important role as facilitators in this method. During the discussion, the teacher monitors the students' activities, provides direction, and ensures that each group stays focused on the topic discussed. Teachers also provide constructive feedback to strengthen students' understanding of the material.

This approach creates a conducive learning environment, where students feel supported to develop their potential optimally. Overall, the application of group discussions in class X of SMK Indonesia Raya in PAI subjects has proven to be effective in improving student learning outcomes. In addition to helping students understand the material, this method also develops social skills, such as cooperation, communication, and critical thinking. With these promising results, group discussions can be used as an

innovative learning strategy to create a more meaningful and relevant learning experience for students. Teachers are expected to continue to develop this method so that the benefits can be felt to the maximum by all students.

DISCUSSION

The application of group discussions to improve the learning outcomes of class X students of SMK Indonesia Raya in PAI subjects aims to create a more active, interactive, and collaborative learning process. This method provides a space for students to directly participate in learning by discussing, sharing ideas, and solving problems with each other. This step not only improves students' understanding of the material, but also develops critical thinking skills and cooperative skills, which are essential elements in the world of education and professionals. At first, the students' learning outcomes showed unsatisfactory conditions, with a relatively low average class score. Initial observations show that traditional learning methods, such as lectures, are less effective in actively engaging students. Many students tend to be passive, less motivated, and only receive information in one direction. This low involvement has a direct impact on the results of student evaluations, which are below the minimum standards of completeness. After the implementation of group discussions, significant changes were seen in the dynamics of learning. Students are divided into small groups and given the task of discussing specific topics relevant to the PAI material, such as Islamic values in daily life.

Each group member is given a role to ensure that the discussion runs effectively, such as the discussion leader, the recorder, and the presenter of the discussion results. This division of roles aims to increase the sense of responsibility and active involvement of each student in the learning process. The results of the evaluation showed that the group discussion method significantly improved student learning outcomes. In the first cycle, the average score of students increased to 75, with a completion rate of 78%. In the second cycle, student learning outcomes are getting better, with the average score increasing to 82 and completeness reaching 90%. This improvement shows that group discussions help students understand the material more deeply because they are actively involved in the learning process. In addition, group discussions also have an impact on increasing student learning motivation. Many students who previously tended to be passive became more active in expressing opinions, asking questions, and listening to their friends. A collaborative and supportive learning atmosphere allows students to feel more comfortable expressing their ideas without fear of being wrong.

This is in line with the constructivist learning approach, where students build knowledge through social interaction. Teachers play an important role as facilitators in the implementation of group discussions. During the discussion, the teacher monitors student activity, provides direction, and provides necessary feedback. This approach ensures that discussions run according to learning objectives and that all students get the opportunity to get involved. Teachers also help to conclude the results of the discussion and relate them back to the learning material, so that students gain a more comprehensive understanding. Overall, the implementation of group discussions succeeded in creating more effective, meaningful, and relevant learning for grade X students of SMK Indonesia Raya in PAI subjects. In addition to improving learning outcomes, this method also develops students' communication, cooperation, and critical thinking skills. Thus, group discussions can be used as a sustainable learning strategy to support the achievement of better educational goals.

CONCLUSION

In the first cycle, the application of the group discussion method began to have a positive impact on students' participation in the discussion and their understanding of the material. Although there are still some students who are less active and do not fully

understand the material, group discussions have shown the potential in improving student learning outcomes. In the second cycle, improvements made based on reflection from the first cycle resulted in significant improvements. Students' participation in discussions is more active, and their understanding of the material is getting better. Although the results are still not perfect, the improvement measures show positive developments in the learning process. The third cycle is carried out with the addition of variations in discussion methods, such as giving quizzes and case studies. The results achieved in this cycle show a significant improvement in student understanding and engagement. However, there are still some students who need more guidance to achieve optimal understanding. In the fourth cycle, the results obtained showed perfection in learning. Students successfully understand the material thoroughly, are able to relate the material to the context of daily life, and demonstrate good critical thinking skills in discussions. The application of the group discussion method has proven to be very effective in improving student learning outcomes, where all students have achieved an optimal level of understanding. From the whole cycle, it can be concluded that the group discussion method is effective in improving students' participation, understanding, and critical thinking skills in PAI subjects.

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