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## Group Discussion Method to Improve Student Learning Outcomes in Islamic Education Learning at SMK Negeri 9 Padang

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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 research success indicators. 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 48.71%, the first cycle 66.39% 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:** Group discussion method, learning outcome, islamic education.

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### INTRODUCTION

Education in Indonesia has the goal of creating quality, intelligent, and noble human resources. One way to achieve this is to integrate moral and religious values in the learning process at school, one of which is through learning about the attributes of the Prophet. In this learning, students are expected to understand and emulate the qualities of the Prophet as a role model in daily life. However, in practice, there are many challenges in the implementation of learning the traits of the Prophet in elementary school, especially in SD Negeri 10 Kandang Baru. Most students seem to be less active and open in participating in this learning. Many factors cause low student participation, including unattractive learning methods, lack of student involvement in the learning process, and limited understanding of the importance of imitating the attributes of the Prophet in daily life. This is of course an obstacle in achieving optimal learning goals, namely the formation of strong student character with religious values that can be applied in their lives.

One of the approaches that can be used to increase student participation in learning is the Design-Based Learning (DBL) Approach. This approach emphasizes student

involvement in project activities that are relevant to the material being studied. In the context of learning the attributes of the Apostles, the DBL approach can facilitate students to participate more actively, because they will be directly involved in the exploration and application of the values contained in the attributes of the Apostles through creative and applied design. The application of the DBL approach is expected to create more fun, interactive, and meaningful learning.

By providing opportunities for students to collaborate, discuss, and apply the concepts they have learned, it is hoped that it can increase their understanding of the attributes of the Prophet as well as increase their active participation in learning. Therefore, this study was conducted with the aim of exploring the extent to which the DBL approach can increase student participation in learning the traits of the Prophet at SD Negeri 10 Kandang Baru. The main problem faced in this study is how to increase student participation in learning the attributes of the Apostles, by implementing the DBL approach. This research aims to provide solutions to these problems, as well as provide new insights for teachers and schools about the importance of more innovative learning approaches to improve the quality of learning in elementary schools.

## **METHODS**

This research is a Class Action Research (PTK) which aims to increase student participation in learning about the attributes of the apostles by applying the Design-Based Learning (DBL) approach in grade IV of SD Negeri 10 Kandang Baru. Classroom Action Research (PTK) itself is an approach that aims to improve the quality of learning through actions carried out by teachers reflectively in order to improve the learning process in the classroom. In the context of this research, PTK is carried out with an approach that focuses on the action cycle consisting of four important steps, namely planning, implementation (action), observation (observation), and reflection. Each of these cycles is carried out repeatedly to ensure that the desired changes are truly achieved and effective. This research focuses more on improving the learning process through real actions taken by teachers in the classroom. The population in this study is all grade IV students of SD Negeri 10 Kandang Baru registered in the 2024/2025 school year. This population includes students who take Islamic religious education lessons, especially material on the traits of the Prophet Muhammad SAW. The sample of this study is grade IV students consisting of 16 students, who are selected by purposive sampling, namely students who show low participation in learning the traits of the Prophet. The selection of this sample aims to increase student participation through the application of the Design-Based Learning (DBL) approach.

This sample consisted of 6 male students and 10 female students, with ages ranging from 9 to 10 years. There are two types of data, namely; 1) Qualitative data; 2) Quantitative data. There are two sources of Primary Data in this study, namely; 1) Students; 2) Teachers. There are three secondary data sources in this study, namely; 1) Documents; 2) Literature. There are five data collection techniques in this study, namely; 1) Observation; 2) Interview; 3) Test; 4) Documentation; 5) Questionnaire. Data analyst technique, the design of this research research uses a Classroom Action Research (PTK) approach with the Kemmis and McTaggart model which consists of a cycle of planning, implementation, observation, and reflection. Each cycle aims to increase student participation in learning the attributes of the apostle through the Design-Based Learning (DBL) approach. There are two types of data in this study; 1) Qualitative data; 2) Quantitative data. The data sources come from Students and Teachers.

## **RESULTS**

In the first cycle, this research began with the identification of the problem that students were less active in learning about the attributes of the Apostles. Based on initial

observations, learning activities tend to be monotonous and do not involve active participation from students. Therefore, the purpose of this cycle is to increase student participation in learning the attributes of the Prophet by using the Design-Based Learning (DBL) approach. The learning process begins with an explanation of the objectives and materials to be learned. The students were then divided into small groups of 3 to 4 people, and each group was given the task of creating a project regarding the attributes of the Apostles.

Each group was asked to discuss the nature of the Apostle which would be the main focus of their project. At the time of observation, there are several aspects that are considered to assess the extent of student participation in learning; 1) Involvement in group discussions: Students appear to be more active in group discussions. They discussed and shared opinions with each other about the attributes of the Apostle they had chosen; 2) Ability to ask questions and give opinions during the presentation, some students ask other groups questions about the nature of the Apostle being studied. This indicates an interest in the material and a deeper understanding; Interest in the material, students seem to be more interested in the material of the attributes of the Prophet when they are given the freedom to choose and work on projects creatively. Many of them showed enthusiasm when presenting their work. In addition, the results of the project also show positive progress. The posters made by these groups clearly illustrate the attributes of the Apostles, using creative and easy-to-understand images and texts. Some groups even use eye-catching colors and designs to make their posters more lively and informative. After analyzing the observation results, it can be concluded that the goal of increasing student participation is achieved in this first cycle. Student participation increased, as evidenced by their active involvement in group discussions, questions asked during presentations, and enthusiasm in presenting their projects. In Cycle II, planning was adjusted based on the results of the reflection from Cycle I.

The reflection showed that some groups of students were less active, and therefore, actions were more focused on increasing their participation. The main objective of Cycle II is to increase student participation by introducing variations in presentation methods, such as discussions in the form of drama or role play. This approach is expected to invite more students' involvement and facilitate their understanding of the material of the Prophet's attributes. The tools and materials used in Cycle II include props for role play, additional learning materials about the attributes of the Apostles, and other supporting media such as relevant images and videos. During the implementation of Cycle II, observations were made to assess student participation and the quality of their presentation results. Some of the observations found include; 1) Student Participation Rate: After being given the freedom to choose the presentation method, students look more active.

They are not only passive listeners, but also more involved in the process of creating materials, such as in group discussions or when practicing for role plays. Students also appeared to be more confident in presenting their work, there was a significant increase in participation, especially from groups that were previously less active; 2) Creativity in Delivering Material, many students show high creativity in choosing and delivering their presentation methods. Some groups managed to create short plays that not only depicted the qualities of the Prophet, but also related them to everyday life, so that the material was more receptive and understandable; 3) Understanding of the Material: Students who use the drama or role play method show a deeper understanding of the attributes of the Apostles. They can better explain these traits in real-life contexts, which shows that they not only memorize the material, but are also able to apply it in everyday life; 4) Presentation Quality: The results of the presentation show a significant improvement in quality. Groups that use the role play or drama method provide more vivid and easy-to-understand explanations. Some groups may even point to the connection between the attributes of the Apostle and behaviors that can be applied in their own lives. Based on the observations made, the goal of increasing student participation in learning

the attributes of the Prophet can be said to be successful. Student participation increased significantly compared to Cycle I.

Students appeared to be more confident, more creative, and more active in presenting their work, especially after being given the freedom to choose the presentation method. The changes that occurred between Cycle I and Cycle II were very positive. In Cycle I, some groups were seen to be less active in presentations and relied only on more traditional methods, such as posters. However, in Cycle II, a variety of presentation methods, including drama and role play, succeeded in motivating students to be more actively involved in learning. From this reflection, it can be concluded that providing freedom in choosing presentation methods can significantly increase student participation. In addition, a more interactive and creative approach to learning also strengthens students' understanding of the material being taught

## **DISCUSSION**

The application of the group discussion method in Islamic Religious Education (PAI) learning in grade XI of SMKN 9 Padang aims to improve student learning outcomes through a participatory and interactive approach. The group discussion method allows students to be actively involved in the learning process, so that they not only become passive listeners but also active actors who exchange ideas and opinions. In the context of PAI learning, this method is relevant because it can connect religious values with students' real experiences. The results of the study show that the application of group discussions is able to increase students' understanding of PAI subject matter. When students discuss in groups, they have the opportunity to explore and understand religious concepts in more depth. This discussion also provides space for students to ask questions and find solutions together, thereby increasing the absorption of the material presented.

One of the factors for the success of the group discussion method is the clear division of roles within the group. Each student is assigned a specific task, such as being a moderator, note-taker, or presenter. This not only helps students understand the material, but also teaches responsibility and cooperation skills. In the context of PAI learning, students can discuss religious values, analyze verses of the Qur'an, or discuss the application of religious concepts in daily life. Group discussions also encourage the creation of a conducive and inclusive learning environment. In the atmosphere of discussion, students feel more comfortable expressing their opinions without fear of being wrong. This supportive environment is very important in PAI learning, as religious material is often related to moral and ethical values that require a deep understanding. In addition to improving cognitive comprehension, group discussions also have a positive impact on students' social skills. Through interaction with group mates, students learn to respect disagreements, work together, and build constructive arguments. This skill is important in character education, which is one of the main goals of PAI learning.

The results of observation during the application of the group discussion method showed a significant increase in student participation. If previously students tended to be passive and less engaged, the group discussion method encourages them to be more active in speaking and contributing. This shows that this method is effective in changing classroom dynamics to be more lively and interactive. The implementation of group discussions also provides challenges for teachers as facilitators. Teachers need to make sure that each group stays focused on the topic being discussed and avoids deviating discussions. Additionally, teachers should provide relevant feedback to each group to ensure students' understanding of the material remains directed. The evaluation of student learning outcomes showed an increase in both grades and understanding. Students who previously had difficulty understanding PAI material, such as verse interpretation or Islamic ethical case analysis, showed progress after being actively involved in group discussions. This indicates that the group discussion method is able to

bridge the gap in students' understanding of material that is considered difficult. From a psychological point of view, the group discussion method also increases students' motivation to learn. Interaction with peers provides a positive stimulus that makes students feel motivated to learn better. In addition, the atmosphere of healthy competition between groups also triggers a higher spirit of learning.

Overall, the application of group discussions in class XI of SMKN 9 Padang on the PAI map succeeded in significantly improving student learning outcomes. This method is not only effective in improving material comprehension, but also supports the development of students' social skills and character education. With optimal support from teachers, adequate learning facilities, and active student involvement, this method can continue to be used as an effective learning strategy in Islamic religious education.

The discussion method is one of the very important learning approaches in Islamic Religious Education (PAI). This method allows students to actively participate in learning, so that they do not only receive information passively but are also involved in exploring and analyzing the material being discussed. In the context of PAI, the discussion method can be used to explore various Islamic concepts, such as faith, worship, morals, and Islamic history, so that students are able to understand religious teachings more deeply and apply them in everyday life.

One of the main benefits of the discussion method is to improve understanding of religious concepts more critically and analytically. When students are given the opportunity to discuss an Islamic topic, they will try to understand the concept more comprehensively and find the relationship between theory and life practice. This is very important in PAI, considering that Islamic teachings are not just theories, but must also be applied in everyday life. In addition, the discussion method helps develop critical and logical thinking skills. In discussions, students must be able to express their opinions with a strong basis, both from the Qur'an, Hadith, and the thoughts of scholars. They must also learn to respect other people's opinions, assess arguments objectively, and express their views in a polite and wise manner. This is in line with Islamic teachings that emphasize the importance of knowledge and manners in discussions.

The discussion method also strengthens students' communication skills. In Islam, good communication is highly recommended, such as speaking politely, not hurting others, and using arguments based on truth. Through discussion, students will get used to conveying ideas clearly and systematically, so that they are more confident in expressing their views in various situations, both in academic and social environments. Furthermore, discussions in Islamic Religious Education can help students understand differences of opinion in Islam with a wise attitude. In the history of Islam, there are various schools of thought and different schools of thought, but all remain within the framework of Islamic brotherhood. Through discussion, students learn that differences in understanding religion are not something to be disputed, but rather become intellectual property that must be respected and studied properly.

The discussion method also contributes to building students' character in accordance with Islamic values. In discussions, students are taught to be honest, fair, respect others, and be responsible for the opinions they express. These values are very important in forming a generation of Muslims who are not only intellectually intelligent but also have good morals and are able to be role models for society. In addition to intellectual and character aspects, the discussion method can also increase a sense of togetherness and solidarity in the classroom. Discussion teaches students to work together in understanding a problem and finding a solution together. This is in line with Islamic teachings which emphasize the importance of *ukhuwah Islamiyah* or brotherhood in community life.

The discussion method also encourages students to be more active in seeking knowledge. They will be encouraged to read more references, both from classical Islamic books and contemporary literature, in order to strengthen their arguments in the discussion. This attitude is very positive because Islam itself emphasizes the importance of

seeking knowledge throughout life. In its implementation, the discussion method in Islamic Religious Education can be combined with various other strategies, such as case studies, presentations, and role plays, so that learning becomes more interesting and effective. Teachers also play an important role in guiding the discussion so that it remains in accordance with Islamic teachings and ensures that all students get the opportunity to participate actively. The discussion method in Islamic Religious Education has many benefits, both in terms of intellectual, character, communication, and togetherness. By implementing this method, Islamic Religious Education learning not only becomes more interactive and interesting, but also more effective in forming students who have a strong understanding of Islam and are able to practice it in everyday life.

## CONCLUSION

Based on the results of the research that has been carried out regarding the application of the Learning-Based Design Approach (DBL) to increase student participation in SD Negeri 10 Kandang baru, it can be concluded that; 1) The DBL approach is effective in increasing student participation in learning activities. Through projects that are carried out in groups, students have the opportunity to collaborate, discuss, and be active in the learning process; 2) The implementation of DBL has a positive impact on student involvement in various learning activities, both in cognitive, affective, and psychomotor aspects. Student participation in projects showed significant improvements in both quantity and quality; 3) Teachers as facilitators in the implementation of DBL need to utilize the right methods so that students are more interested and active in participating in learning. The preparation of projects that are interesting and in accordance with the interests of students also increases the chances of success of this approach; 4) Students feel more motivated to learn because they feel that the project they are working on is relevant to their daily life and can provide immediate benefits. This causes them to feel more involved and responsible for their learning outcomes.

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