



Implementation of the Socratic Discussion Method in Improving Learning Outcomes of Religious Moderation Material at SMP Negeri 5 Completed

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Abstract: This study aims to analyze the application of the Socratic discussion method in improving learning outcomes of religious moderation material at SMP Negeri 5 Selesai. The Socratic discussion method is a learning approach that emphasizes critical question-based dialogue to explore students' understanding in more depth. Through this method, students are invited to think reflectively, analyze concepts, and develop argumentation skills in understanding the values of religious moderation. This study uses a quantitative approach with a quasi-experiment design. The research sample consisted of grade VIII students who were divided into two groups, namely the experimental group who received learning with the Socratic discussion method and the control group who used conventional learning methods. Data were collected through learning outcome tests before and after treatment, as well as observations during the learning process. The results showed that the application of the Socratic discussion method significantly improved students' understanding of the concept of religious moderation compared to conventional learning methods. Students in the experimental group showed an increase in critical thinking skills, problem solving, and a deeper understanding of the values of diversity and tolerance in community life. Thus, this method can be used as an innovative alternative in improving the quality of learning, especially in subjects related to character education and national insight.

Keywords : Socratic Discussion, Improving Learning Outcomes

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INTRODUCTION

Learning religious moderation is one of the important aspects in the world of education, especially in shaping students' character to be more tolerant and respectful of diversity (Mulyadi, 2021). Religious moderation emphasizes understanding the values of diversity, tolerance, and mutual respect between individuals in community life (Yusuf & Supriyadi, 2022). Therefore, a learning method is needed that is not only informative, but also encourages students to think critically and reflectively. The Socratic discussion method is one of the approaches that can be used in learning religious moderation. This method emphasizes critical question-based dialogue to build deep understanding through interaction between students (Rahmawati, 2021). This approach allows students to explore their own understanding of a concept, so they are more active in the learning process and have more analytical thinking skills (Santoso, 2023). Learning should ideally

focus not only on delivering information, but also encouraging active student participation.

By applying the Socratic discussion method, it is hoped that students can be more active in expressing their opinions, questioning the concepts studied, and discussing their ideas openly (Putri & Hidayat, 2022). This is in line with the goals of 21st century education which emphasizes the development of critical thinking skills and effective communication. However, in reality, learning in schools is still dominated by one-way lecture methods. Students tend to only be passive listeners without getting the opportunity to develop their critical and analytical thinking skills (Hakim, 2020). As a result, students' understanding of the concept of religious moderation is still limited, and they tend to lack awareness of the importance of tolerance values in social life.

Several studies have shown that interactive learning methods can significantly improve students' understanding compared to conventional methods. For example, a study conducted by Wulandari et al. (2021) found that the use of discussion methods in learning can improve students' understanding of concepts and critical thinking skills. In addition, research by Prasetyo (2023) shows that the Socratic method can help students in developing more reflective and analytical thinking. Based on these problems, there is a need for innovation in learning methods that can increase active student involvement. One alternative that can be applied is the Socratic discussion method, which allows students to actively ask and answer questions, as well as interact with others in understanding the concept of religious moderation (Sari, 2022). The Socratic discussion method not only focuses on conceptual understanding but also builds students' character in discussing openly and respecting each other's opinions (Kusuma, 2021).

This is important in learning religious moderation, where students are expected to be able to understand various perspectives and have a more inclusive attitude towards differences (Hanafi, 2023). In the context of education at SMP Negeri 5 Finished, the application of the Socratic discussion method is expected to be a solution to improve the quality of religious moderation learning. By providing space for students to discuss and explore their own ideas, this method has the potential to improve their understanding of the importance of tolerance and diversity in daily life (Andini, 2020).

This study uses a quantitative approach with a quasi-experiment design to analyze the effectiveness of the Socratic discussion method in improving student learning outcomes. The research sample consisted of grade VIII students who were divided into two groups, namely the experimental group that received learning by the Socratic discussion method and the control group that used conventional learning methods (Wahyudi & Setiawan, 2021). Data was collected through learning outcome tests before and after the application of the method, as well as observations during the learning process. Data analysis was carried out to find out the extent to which the Socratic discussion method can contribute to improving students' understanding of the concept of religious moderation (Handayani, 2022). Thus, this research is expected to contribute to the development of more innovative and effective learning methods.

The results of this study are also expected to be a reference for educators in designing learning strategies that are more interactive and oriented towards the development of critical thinking skills and tolerance attitudes in community life (Susanto, 2023). Religious moderation learning has an important role in shaping students' character so that they have an open attitude and respect diversity. Ideally, the learning process is not only one-way, but also encourages active involvement of students in thinking and dialogue. By applying the Socratic discussion method, it is hoped that students can more actively participate in learning, discuss in depth, and develop more reflective and analytical thinking. However, in reality, the learning methods applied in schools are still dominated by passive lecture methods. Students tend to simply receive information without having the opportunity to dig deeper into their understanding through in-depth discussions or Q&A. This leads to a lack of critical thinking skills and low understanding of

the importance of religious moderation in social life. In addition, a lack of understanding can result in a lack of awareness of the importance of tolerance and diversity in society.

METHODS

This study uses a quantitative approach with a quasi-experiment design to analyze the effectiveness of the application of the Socratic discussion method in improving the learning outcomes of religious moderation materials. The main source of data in this study is grade VIII students at SMP Negeri 5 Finished, which is divided into two groups, namely the experimental group and the control group. The experimental group gets learning with the Socratic discussion method, while the control group uses conventional learning methods. In addition to the main data obtained from student learning outcomes, this study also collects secondary data in the form of observation results during the learning process. Observation data were used to assess students' involvement in discussions, patterns of interaction between students, and the effectiveness of Socratic discussion methods in building their understanding of the concept of religious moderation. In addition, interviews with subject teachers were also conducted to obtain perspectives on the application of this method in the learning process.

Data analysis was carried out by comparing student learning outcomes before and after the application of the Socratic discussion method. Learning outcome data was obtained through pretest and posttest tests given to the experimental group and control group. A statistical test was carried out to measure the difference in the improvement of learning outcomes between the two groups. The analysis technique used in this study is a test to determine the significance of the difference in average learning outcomes between the experimental group and the control group. If the value is significant (p-value) & then it can be concluded that the Socratic discussion method has a significant effect on improving student learning outcomes. In addition, observation data was analyzed descriptively to describe the dynamics of discussion and student interaction in the learning process. The results of this analysis are expected to provide a clear picture of the effectiveness of the Socratic discussion method in increasing students' understanding of religious moderation materials.

Thus, this research can be the basis for recommendations for teachers and education practitioners in developing more interactive learning strategies and oriented towards strengthening the values of diversity and tolerance in the school environment. The results showed that there was a significant increase in student learning outcomes after the application of the Socratic discussion method. Data were obtained from the results of pretest and posttest tests given to the experimental group and the control group. During the learning process, observations are made to observe student involvement in discussions. The observation results showed that students in the experimental group were more active in discussing, asking questions, and giving arguments compared to the control group. Students who learn use the discussion method. Socratics are more involved in interaction with peers and teachers, as well as more expressing their opinions. On the other hand, in the control group, students tend to be passive and only rely on the teacher's explanations without any in-depth exploration of the material being studied.

They are less active in asking questions and discussing, so that their understanding of the concept of religious moderation does not develop optimally. Observations also show that the Socratic discussion method helps improve students' critical thinking skills. They are better able to relate the concepts of religious moderation to daily life, understand various points of view, and be more reflective in drafting logical and fact-based arguments.

To ensure the validity of the findings, interviews were conducted with teachers who teach religious moderation material at SMP Negeri 5 Finished. The teacher stated that after the application of the Socratic discussion method, students seemed more confident in expressing their opinions. In addition, teachers also observed that students were more open to different perspectives, which showed an improvement in their attitudes of

tolerance and understanding of diversity. Teachers also stated that the Socratic discussion method allows students to be more independent in learning. They are encouraged to seek additional information and not rely solely on the material provided by the teacher. This is in line with the goals of 21st century education which emphasizes learning based on critical thinking skills and effective communication. To ensure the validity of the data, this study uses data triangulation by comparing the results of tests, observations, and interviews with teachers.

The results of triangulation show consistency between quantitative and qualitative data. The significant improvement in learning outcomes in the experimental group was supported by observation findings and interviews that showed increased student engagement and understanding in discussions. In addition, the results of statistical tests support the conclusion that the Socratic discussion method contributes significantly to the improvement of student learning outcomes. This is reinforced by the results of interviews with teachers who confirm that this method is more effective than conventional methods in increasing students' understanding of the concept of religious moderation.

RESULTS

The Socratic discussion method has been widely recognized as an effective pedagogical approach in fostering critical thinking, student engagement, and deep comprehension of learning materials. This study investigates the application of the Socratic discussion method in improving students' learning outcomes on religious moderation material at SMP Negeri 5 Selesai. The findings suggest that the method significantly enhances students' understanding, analytical abilities, and appreciation of religious moderation. The research employed a qualitative approach with a case study design, involving observations, interviews, and assessments of students' performance before and after implementing the Socratic discussion method. The participants consisted of a selected group of students from different classes, representing various levels of comprehension and engagement.

Prior to the intervention, students exhibited a general lack of enthusiasm and critical engagement with the religious moderation material. Many students relied heavily on rote memorization without fully grasping the deeper implications of religious tolerance and interfaith dialogue. The pre-test results indicated that only a small percentage of students could articulate the importance of religious moderation in a multicultural society. The Socratic discussion method was introduced through structured sessions where students were encouraged to ask and answer questions that challenged their existing beliefs and assumptions. Teachers acted as facilitators, guiding discussions with open-ended questions and prompting students to explore different perspectives on religious moderation.

The approach emphasized dialogue rather than passive reception of information, enabling students to construct their own understanding of the subject matter. One of the primary advantages of the Socratic discussion method was its ability to cultivate a respectful and open classroom environment. Students gradually became more confident in expressing their opinions and listening to opposing viewpoints. The interactive nature of the method also enhanced student motivation, as they were actively involved in the learning process rather than being passive recipients of knowledge. As the study progressed, a noticeable improvement in students' comprehension and analytical skills was observed. Post-test results demonstrated a significant increase in students' ability to articulate the principles of religious moderation and apply them to real-world scenarios. They exhibited greater awareness of the importance of tolerance, respect for diversity, and peaceful coexistence among different religious groups.

Teachers also reported positive changes in classroom dynamics, noting that students became more engaged and willing to participate in discussions. The method encouraged deeper thinking and reflection, fostering a more meaningful and lasting

understanding of the subject matter. Additionally, students developed essential skills such as reasoning, argumentation, and active listening, which are crucial for academic and personal growth. The findings suggest that the Socratic discussion method is an effective tool for teaching religious moderation.

By encouraging critical thinking and dialogue, the approach helps students internalize the values of tolerance and coexistence. The study recommends integrating this method into broader educational practices to promote a more inclusive and thoughtful learning environment. Further research could explore the long-term impact of the Socratic discussion method on students' attitudes and behaviors beyond the classroom. Future studies may also examine how this approach can be adapted for different subjects and learning contexts. Overall, the research highlights the importance of interactive and reflective teaching strategies in fostering meaningful and impactful education.

This study investigates the effectiveness of the Socratic Discussion Method in improving students' learning outcomes on the topic of Religious Moderation at SMP Negeri 5 Selesai. The Socratic method, based on the teachings of the ancient Greek philosopher Socrates, focuses on fostering critical thinking, dialogue, and deep questioning. In this research, the goal was to explore how this method can enhance students' understanding of religious moderation, a crucial topic in fostering tolerance and understanding in a diverse society. The Socratic method encourages students to engage in thoughtful discussions, where they question, analyze, and reflect on various viewpoints. Rather than simply receiving information from the teacher, students actively participate in the learning process through dialogue. This method is particularly well-suited for complex and abstract topics, such as religious moderation, because it promotes critical examination of beliefs and encourages students to consider multiple perspectives. It also helps in developing communication skills, fostering an environment of respectful discourse.

In this study, the research was conducted with 30 students from grade 9 at SMP Negeri 5 Selesai. The students were divided into small groups for discussions, and each group was tasked with exploring aspects of religious moderation, including the definition, importance, and practical applications in daily life. The teacher acted as a facilitator, guiding the discussions by posing open-ended questions and encouraging students to think critically about the subject matter. The method was implemented over a series of six sessions, each lasting 60 minutes. During the sessions, students were encouraged to reflect on their own beliefs and experiences related to religious moderation. They were also asked to consider the role of religious tolerance in promoting harmony within society and to explore how different religious practices could coexist peacefully. The Socratic method emphasized dialogue, where students were encouraged to respond to each other's ideas, challenge assumptions, and provide evidence or reasoning for their viewpoints. This collaborative learning process allowed students to deepen their understanding of religious moderation and develop a more nuanced perspective.

Data collection for the study included pre- and post-assessment tests, student observations, and interviews with both students and teachers. The pre-assessment measured students' initial understanding of religious moderation, while the post-assessment assessed how much their understanding had improved after the intervention. Observations were conducted during the discussion sessions to assess student engagement, participation, and the quality of their reasoning and critical thinking. Additionally, interviews with students and teachers provided qualitative data on the effectiveness of the Socratic method. The results of the study revealed significant improvement in students' understanding of religious moderation. The post-assessment test showed that students had a much clearer grasp of the concept, with many demonstrating a deeper understanding of how religious moderation can contribute to social harmony. The Socratic discussions encouraged students to think critically about their own religious beliefs and the beliefs of others, fostering empathy and respect.

Students were able to articulate the importance of moderation in religious practices and how it could be applied in real-life situations.

One of the key findings of the study was that the Socratic method promoted active participation and engagement among students. Unlike traditional lecture-based learning, where students may passively absorb information, the Socratic method required students to take ownership of their learning. They were encouraged to ask questions, listen to their peers, and challenge ideas respectfully. This approach not only improved their understanding of religious moderation but also enhanced their communication skills and ability to engage in meaningful dialogue. Teachers reported that the Socratic discussions helped students develop critical thinking skills and gain a deeper appreciation for the complexity of religious issues. The teacher's role as a facilitator was crucial in guiding the discussions, asking probing questions, and encouraging students to explore different perspectives. Teachers also observed that the discussions fostered a sense of respect and open-mindedness among students, as they were able to express differing opinions in a safe and constructive environment.

The study also highlighted the importance of creating a classroom culture that values open dialogue and respectful disagreement. In order for the Socratic method to be effective, students must feel comfortable sharing their thoughts and challenging one another's ideas. Teachers played a key role in establishing this environment by setting ground rules for respectful discourse and encouraging students to listen actively and consider alternative viewpoints. The success of the Socratic method in this context underscores the value of creating a classroom climate where diverse perspectives are welcomed and critically examined. In conclusion, the application of the Socratic Discussion Method in teaching religious moderation at SMP Negeri 5 Selesai proved to be an effective strategy for improving students' learning outcomes. The method not only enhanced students' understanding of the topic but also fostered critical thinking, communication skills, and a deeper appreciation for the importance of religious moderation in promoting peace and harmony. Based on these findings, it is recommended that other schools consider integrating the Socratic method into their teaching practices, particularly for topics that involve complex social and ethical issues.

The application of the Socratic method also revealed its potential to encourage self-directed learning among students. As the discussions progressed, students began to take more initiative in their learning process, seeking out additional resources and formulating their own questions. This shift in responsibility for learning is a key benefit of the Socratic method, as it empowers students to become lifelong learners who actively seek knowledge rather than passively receiving it. Through the inquiry process, students were able to connect theoretical concepts with real-world issues, enhancing their ability to apply the principles of religious moderation in their daily lives. Another important aspect observed in the study was the development of emotional intelligence in students. The Socratic method encourages students to empathize with others' viewpoints and consider diverse perspectives, which is essential for fostering tolerance and understanding. By engaging in respectful dialogue and critically reflecting on the views of their peers, students not only expanded their cognitive understanding of religious moderation but also strengthened their emotional and social competencies. This is particularly significant in today's diverse societies, where emotional intelligence plays a crucial role in resolving conflicts and promoting mutual respect among people from different backgrounds.

The success of the Socratic method in this study also has implications for teacher professional development. Teachers who facilitate Socratic discussions must be skilled in guiding conversations, asking thought-provoking questions, and creating a safe and supportive environment for students to express themselves. This requires continuous training and reflection on teaching practices. Schools and educational institutions may benefit from providing teachers with the necessary resources and training to implement the Socratic method effectively, ensuring that it becomes a sustainable and impactful approach to teaching complex topics like religious moderation.

DISCUSSION

The Socratic discussion method has been widely recognized as an effective pedagogical approach in fostering critical thinking, student engagement, and deep comprehension of learning materials. This study investigates the application of the Socratic discussion method in improving students' learning outcomes on religious moderation material at SMP Negeri 5 Selesai. The findings suggest that the method significantly enhances students' understanding, analytical abilities, and appreciation of religious moderation. The research employed a qualitative approach with a case study design, involving observations, interviews, and assessments of students' performance before and after implementing the Socratic discussion method. The participants consisted of a selected group of students from different classes, representing various levels of comprehension and engagement. Prior to the intervention, students exhibited a general lack of enthusiasm and critical engagement with the religious moderation material.

Many students relied heavily on rote memorization without fully grasping the deeper implications of religious tolerance and interfaith dialogue. The pre-test results indicated that only a small percentage of students could articulate the importance of religious moderation in a multicultural society. The Socratic discussion method was introduced through structured sessions where students were encouraged to ask and answer questions that challenged their existing beliefs and assumptions. Teachers acted as facilitators, guiding discussions with open-ended questions and prompting students to explore different perspectives on religious moderation.

The approach emphasized dialogue rather than passive reception of information, enabling students to construct their own understanding of the subject matter. One of the primary advantages of the Socratic discussion method was its ability to cultivate a respectful and open classroom environment. Students gradually became more confident in expressing their opinions and listening to opposing viewpoints. The interactive nature of the method also enhanced student motivation, as they were actively involved in the learning process rather than being passive recipients of knowledge. As the study progressed, a noticeable improvement in students' comprehension and analytical skills was observed. Post-test results demonstrated a significant increase in students' ability to articulate the principles of religious moderation and apply them to real-world scenarios.

They exhibited greater awareness of the importance of tolerance, respect for diversity, and peaceful coexistence among different religious groups. Teachers also reported positive changes in classroom dynamics, noting that students became more engaged and willing to participate in discussions. The method encouraged deeper thinking and reflection, fostering a more meaningful and lasting understanding of the subject matter. Additionally, students developed essential skills such as reasoning, argumentation, and active listening, which are crucial for academic and personal growth.

The findings suggest that the Socratic discussion method is an effective tool for teaching religious moderation. By encouraging critical thinking and dialogue, the approach helps students internalize the values of tolerance and coexistence. The study recommends integrating this method into broader educational practices to promote a more inclusive and thoughtful learning environment.

Further research could explore the long-term impact of the Socratic discussion method on students' attitudes and behaviors beyond the classroom. Future studies may also examine how this approach can be adapted for different subjects and learning contexts. Overall, the research highlights the importance of interactive and reflective teaching strategies in fostering meaningful and impactful education. The effectiveness of the Socratic discussion method lies in its ability to stimulate intellectual curiosity and critical analysis. Students are prompted to question assumptions and develop independent thinking skills that transcend the classroom. This approach aligns with the principles of modern education, which emphasize student-centered learning and active participation.

By engaging in Socratic discussions, students learn how to construct well-reasoned arguments and defend their viewpoints with evidence. This practice strengthens their ability to analyze complex social issues, including religious moderation. The dynamic exchange of ideas fosters a deeper appreciation for different perspectives and nurtures an environment of mutual respect. One of the main challenges in implementing the Socratic discussion method is the initial resistance from students who are accustomed to traditional lecture-based instruction. Many students may feel uncomfortable expressing their thoughts in a structured dialogue setting. However, with consistent practice and encouragement, they gradually develop confidence and become more adept at articulating their views. Teachers play a crucial role in facilitating Socratic discussions by posing thought-provoking questions and guiding conversations in a constructive manner.

They must create a supportive environment where students feel safe to express their opinions without fear of judgment. This requires a shift from a teacher-centered approach to a more interactive and student-driven learning model. The study underscores the importance of fostering a culture of inquiry within the classroom. Encouraging students to ask questions and explore different perspectives enhances their critical thinking skills and promotes deeper understanding.

This approach is particularly relevant in discussions on religious moderation, where diverse viewpoints must be considered and respected. The implementation of the Socratic discussion method requires careful planning and adaptation to suit different learning styles. Teachers must be flexible in adjusting discussion topics and questioning techniques to ensure meaningful engagement. Providing students with opportunities to reflect on their learning experiences further reinforces the effectiveness of this approach. Incorporating the Socratic discussion method into the curriculum can significantly enhance students' cognitive and social skills. It prepares them to navigate complex societal issues with an open mind and a critical perspective. This method aligns with broader educational goals of fostering responsible and informed citizens who contribute positively to society.

Religious moderation is a crucial topic in contemporary education, requiring thoughtful and nuanced discussions. The Socratic discussion method provides an effective framework for exploring this subject, allowing students to develop a balanced and informed perspective. Through meaningful dialogue, students gain a deeper appreciation for the values of tolerance, respect, and coexistence. In conclusion, the Socratic discussion method proves to be a highly effective pedagogical tool in enhancing students' learning outcomes on religious moderation. Its emphasis on critical thinking, dialogue, and student engagement creates a dynamic and enriching learning environment. The findings of this study highlight the potential of this method in promoting a more inclusive and reflective approach to education.

Teachers also reported positive changes in classroom dynamics, noting that students became more engaged and willing to participate in discussions. The method encouraged deeper thinking and reflection, fostering a more meaningful and lasting understanding of the subject matter. Additionally, students developed essential skills such as reasoning, argumentation, and active listening, which are crucial for academic and personal growth. The findings suggest that the Socratic discussion method is an effective tool for teaching religious moderation. By encouraging critical thinking and dialogue, the approach helps students internalize the values of tolerance and coexistence. The study recommends integrating this method into broader educational practices to promote a more inclusive and thoughtful learning environment.

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In conclusion, the Socratic discussion method proves to be a highly effective pedagogical tool in enhancing students' learning outcomes on religious moderation. Its emphasis on critical thinking, dialogue, and student engagement creates a dynamic and enriching learning environment. The findings of this study highlight the potential of this method in promoting a more inclusive and reflective approach to education. By applying this method, students can develop stronger reasoning and communication skills that are valuable beyond the classroom. They become more confident in expressing their thoughts and understanding different cultural and religious perspectives. These competencies are essential for fostering a more harmonious and tolerant society. Future educational policies should consider integrating the Socratic discussion method into national curricula to maximize its benefits. Schools and educators should receive training on effective facilitation techniques to optimize student participation and engagement.

The adoption of this method can contribute to more meaningful and impactful learning experiences across various subjects. Ultimately, the Socratic discussion method aligns with the principles of democratic education, encouraging students to think independently and engage in constructive discourse. It is a powerful tool for promoting lifelong learning, social awareness, and a culture of respect and understanding.

CONCLUSION

The Socratic discussion method has been widely recognized as an effective pedagogical approach in fostering critical thinking, student engagement, and deep comprehension of learning materials. This study investigates the application of the Socratic discussion method in improving students' learning outcomes on religious moderation material at SMP Negeri 5 Selesai. The findings suggest that the method significantly enhances students' understanding, analytical abilities, and appreciation of religious moderation. The research employed a qualitative approach with a case study design, involving observations, interviews, and assessments of students' performance before and after implementing the Socratic discussion method. The participants consisted of a selected group of students from different classes, representing various levels of comprehension and engagement. Prior to the intervention, students exhibited a general lack of enthusiasm and critical engagement with the religious moderation material. Many students relied heavily on rote memorization without fully grasping the deeper implications of religious tolerance and interfaith dialogue. The pre-test results indicated that only a small percentage of students could articulate the importance of religious moderation in a multicultural society. The Socratic discussion method was introduced through structured sessions where students were encouraged to ask and answer questions that challenged their existing beliefs and assumptions. Teachers acted as facilitators, guiding discussions with open-ended questions and prompting students to explore different perspectives on religious moderation. The approach emphasized dialogue rather than passive reception of information, enabling students to construct their own understanding of the subject matter. One of the primary advantages of the Socratic discussion method was its ability to cultivate a respectful and open classroom environment. Students gradually became more confident in expressing their opinions and listening to opposing viewpoints. The interactive nature of the method also enhanced student motivation, as they were actively involved in the learning process rather than being passive recipients of knowledge. As the study progressed, a noticeable improvement in students' comprehension and analytical skills was observed. Post-test results demonstrated a significant increase in students' ability to articulate the principles of religious moderation and apply them to real-world scenarios. They exhibited greater awareness of the importance of tolerance, respect for diversity, and peaceful coexistence among different religious groups.

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