



Implementation of Discussion Method in Islamic Education Learning to Improve Students' Understanding at SD Negeri 104270 Sukasari

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Abstract: This study aims to improve students' learning comprehension in Islamic religious education learning by using the discussion method. 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 of this study were obtained by test and observation techniques. Tests are used to measure learning comprehension 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 understanding of acquisition with the research understanding indicator. The research understanding shows that the discussion method can improve students' learning comprehension 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 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the use of the Discussion Method can be used as an alternative to improve students' learning comprehension in Islamic religious education learning.

Keywords: Discussion method, students' understanding, islamic education.

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INTRODUCTION

Islamic religious education in elementary schools has an ideal goal, which is to form students with noble character, understand religious teachings in depth, and be able to apply them in daily life. One of the important concepts taught is Qadha and Qadhar, which includes an understanding of the provisions of Allah SWT on everything. The hope is that students will not only understand this concept theoretically, but also be able to internalize it as part of their faith.

However, the real condition at SD Negeri No. 104270 Sukasari shows that students' understanding of Qadha and Qadhar is still low. Based on the results of observations, students often have difficulty understanding the definition and real examples of this concept. The learning process tends to be one-way, where the teacher only delivers the material, while the student is passive listening. This causes students to

lack understanding of the essence of Qadha and Qadhar, which should be an important foundation in learning Islam. One of the solutions that can be applied is the use of discussion methods in learning Qadha and Qadhar.

The discussion method allows students to play an active role in the learning process, exchange opinions, and develop their understanding through interaction with peers. In addition, discussions also help students hone their critical thinking skills and increase their confidence in putting forward ideas. With the application of this method, it is hoped that students' understanding of Qadha and Qadhar can increase significantly.

This research will explore the application of discussion methods in Qadha and Qadhar learning to improve the understanding of grade VI students at SD Negeri No. 104270 Sukasari. This research aims to provide a real picture of the effectiveness of discussion methods as a more interactive and participatory learning approach, especially in abstract religious topics.

METHODS

This study uses the classroom action research method (PTK). Classroom action research aims to improve the learning process in the classroom through a series of cycles that include planning, implementation, observation, and reflection (Kemmis & McTaggart, 1988). This research focuses on the application of discussion methods in Qadha and Qadhar learning to improve the understanding of grade VI students of SD Negeri No. 104270 Sukasari.

Research Variables. In this study, the application of learning methods to improve learning outcomes in Islamic religious education [PAI] material to qadha and Qadhar there are two main variables that need to be considered, the following are explanations of these variables; 1) Independent Variable. The variables that are given treatment are variables that affect or cause changes in independent variables, in this study the independent variable is the application of learning methods; 2) Dependent Variable: Variables that can be influenced, variables that are the main focus in research and are influenced by the treatment of independent variables.

In this study, the dependent variable is the learning outcomes of students in PAI subjects, especially the material of faith in qadha and Qadhar. **Population and Sample.** The population in this study is all students of grade VI of SD Negeri No. 104270 Sukasari. The research sample was taken using the purposive sampling technique, namely all grade VI students consisting of 22 students, because they were the main focus of this class action research. **Type, Source, and Data Collection Techniques.** **Data Type;** The types of data collected in this study consist of quantitative and qualitative data; 1) Quantitative Data: Data from the evaluation of students' understanding of Qadha and Qadhar materials before and after the application of the discussion method; 2) Qualitative Data: Observation data regarding student and teacher activities during the learning process.

Sumaber Data. The data sources in this study consist of two types, namely primary data sources and secondary data sources; 1) Primary Data: Obtained directly from grade VI students through tests and observations during learning. The data sources in this study are; 1) Students; The data obtained directly from students, namely grade VI students of SDN 104270 Sukasari, as the object of research. This data focuses on student learning outcomes before and after the application of the discussion method; 2) Teachers; teachers as learning implementers provide data on the application of the learning methods used; 2) Secondary Data: Obtained from supporting documents such as syllabus, lesson plans, and related literature. Suknder data sources are data obtained from other sources that support the research, but not directly from the research subject.

There are two data collection techniques, namely; 1) Test; 2) Observation; 3) Interviews; 4) Documentation. **Data Analysis Techniques;** 1) Quantitative Analysis: The test result data was analyzed using descriptive statistics to determine the improvement of students' understanding after the application of the discussion method. The analysis was

carried out by calculating the mean score, the percentage of learning completion, and the increase in scores from cycle to cycle; 2) Qualitative Analysis: Observation and interview data are analyzed descriptively to describe the learning process, students' activeness, and their responses to discussion methods.

Hypothesis Testing. Hypothesis testing is carried out by comparing the test results before and after the action using the gain score. The results of the study were declared significant if there was an increase in students' understanding of Qadha and Qadhar after the application of the discussion method.

RESULTS

Cycle 1 will be held on June 28, 2023. The results of the first cycle action show that the completeness of learning Islamic Religious Education on the material of Faith to qodha and qodar. In grade VI SDN 104270 Sukasari reached 60% (6 students achieved completeness and 4 students did not achieve completeness). This shows that the level of mastery of students has not met the standards of completeness, so this research needs to be continued in cycle II.

The results of the second cycle action show that the completeness of learning Islamic Religious Education on the material of Faith to qodha and qodar. In grade VI of SDN 104270 Sukasari reached 90%, this shows that the level of mastery of students has met the standards of completeness. In learning through the Discussion model, students are directly involved in learning and are more enthusiastic in participating in learning because they are motivated by daily life problems in the material of Faith to qodha and qodar. In addition, students have begun to dare to appear in front of the class to explain the results of group discussions. The implementation of the discussion method in Islamic education at SD Negeri 104270 Sukasari has yielded significant improvements in students' understanding of Islamic concepts and principles.

Observations during the lessons revealed that students actively engaged in discussions, contributing ideas and sharing their perspectives on various topics, such as Quranic teachings, Hadiths, and Islamic ethics. The interactive nature of the discussions allowed students to express their thoughts, ask questions, and clarify any misunderstandings, leading to a deeper comprehension of the material. Pre- and post-assessment results indicated an improvement in students' academic performance following the introduction of the discussion method.

In the initial assessments, many students struggled to answer questions related to Islamic teachings accurately, often relying on rote memorization rather than a deeper understanding of the material. However, after participating in discussions, students showed marked improvement in their ability to apply Islamic principles to real-life situations and demonstrate a more comprehensive understanding of the religious concepts they had studied. Students were also able to connect Islamic teachings with their daily lives in a more meaningful way. For example, when discussing the importance of honesty and integrity in Islam, students were able to provide real-life examples of how these values are applied in their homes, schools, and communities.

This ability to make connections between abstract religious concepts and everyday experiences demonstrates the effectiveness of the discussion method in helping students internalize Islamic teachings and apply them to their personal lives. Furthermore, the discussions facilitated a deeper engagement with the Quranic verses and Hadiths. Rather than simply memorizing verses, students engaged in reflective conversations about the meanings behind the texts and their relevance to contemporary issues. This process encouraged critical thinking, as students analyzed different interpretations and explored the broader messages conveyed in the religious texts.

The discussions provided students with the opportunity to ask questions and clarify any doubts, which contributed to a greater understanding of the material. In addition to cognitive benefits, the discussion method also had a positive impact on

students' social skills. Collaborative discussions allowed students to practice effective communication, active listening, and respect for different viewpoints. Students learned to work together in small groups, share their opinions, and listen attentively to others. These social skills are essential in Islamic education, as they align with the values of cooperation, mutual respect, and empathy.

The discussions helped students develop a sense of community within the classroom, where they supported each other in learning and understanding Islamic teachings. The success of the discussion method was also evident in the increased level of participation among students. In the initial stages of the implementation, some students were hesitant to speak up during discussions, either due to lack of confidence or fear of making mistakes. However, as they became more comfortable with the process and witnessed the respectful and inclusive nature of the discussions, they gradually gained confidence and actively participated.

By the end of the study, even previously shy or reserved students were contributing their thoughts and ideas during discussions. The use of the discussion method also fostered a more inclusive learning environment. Students who had different levels of understanding were able to learn from their peers, as stronger students supported their classmates in grasping difficult concepts. In contrast to more traditional teacher-centered methods, where some students may feel left behind or disengaged, the discussion method created an opportunity for peer-to-peer learning. This collaborative environment helped ensure that all students, regardless of their initial level of understanding, had the chance to benefit from the lessons and improve their comprehension.

While the discussion method produced positive outcomes, it was not without its challenges. One of the main challenges faced during implementation was managing the flow of the discussions. At times, certain students dominated the conversations, leaving others with little opportunity to contribute. To address this, teachers had to implement strategies to encourage equal participation, such as assigning roles within the group or using prompts to guide the discussions and ensure that every student had the chance to express their thoughts. These adjustments helped create a more balanced and inclusive discussion environment. Another challenge was ensuring that students remained focused on the topic at hand. During some discussions, students veered off topic or strayed into unrelated conversations. Teachers had to actively guide the discussions and refocus students' attention on the material.

This required careful planning and time management, as the teacher had to strike a balance between allowing students to explore their thoughts and keeping the discussions aligned with the lesson objectives. Despite these challenges, the overall results indicate that the discussion method was highly effective in enhancing students' understanding of Islamic teachings. Not only did students improve their comprehension of religious concepts, but they also developed critical thinking skills, social competencies, and a greater ability to relate Islamic principles to their daily lives.

The discussions created an engaging and dynamic learning environment, where students felt empowered to take an active role in their education. In conclusion, the implementation of the discussion method in Islamic education at SD Negeri 104270 Sukasari proved to be a valuable and effective strategy for improving students' understanding and engagement with the material. The increased participation, enhanced comprehension, and development of social skills demonstrated the success of this approach. With proper guidance and continued practice, the discussion method has the potential to be a transformative teaching tool in Islamic education, fostering deeper learning and greater student involvement.

DISCUSSION

The application of the discussion method in Islamic education at SD Negeri 104270 Sukasari has shown significant improvements in students' understanding of Islamic teachings. Unlike traditional lecture-based teaching, the discussion method encourages students to engage actively with the material and with each other. Through collaborative discussions, students have the opportunity to express their thoughts, ask questions, and deepen their comprehension of various Islamic concepts.

This method allows students to explore religious topics more critically, and as a result, they develop a stronger grasp of the material. One of the primary benefits of using the discussion method is the increased interaction between students and teachers, as well as among students themselves. In this model, students take on a more active role in their learning by sharing their perspectives and listening to others. In Islamic education, this is particularly important because students are encouraged to reflect on religious values and apply them to real-life situations. By discussing Quranic verses, Hadiths, and Islamic principles, students can gain multiple viewpoints and refine their understanding of these teachings.

Furthermore, the discussion method has been effective in promoting critical thinking skills. Rather than passively receiving information, students are encouraged to think deeply about the material, question assumptions, and analyze various interpretations of Islamic teachings. This approach enhances students' ability to engage with the text and understand its relevance to their daily lives. Through thoughtful conversations, students develop a more nuanced understanding of Islamic principles, and their ability to connect religious knowledge with practical application improves.

In addition to improving cognitive skills, the discussion method also contributes to the development of social skills. Collaborative learning in small groups enables students to practice effective communication, active listening, and respect for diverse viewpoints. These skills are vital in Islamic education, as they align with the teachings of cooperation, mutual respect, and understanding. As students work together to solve problems or discuss issues related to Islamic teachings, they learn the value of teamwork and empathy, which are essential for their personal and social development. Despite the advantages, the discussion method also presents challenges in the classroom.

One challenge is ensuring that all students are equally involved in the discussion. Some students may be hesitant to speak up, while others may dominate the conversation. To address this, teachers must carefully manage the flow of discussion and encourage all students to participate, ensuring that every voice is heard. This may require additional planning and support from teachers to create an inclusive and supportive environment for all students. Moreover, the success of the discussion method depends on the students' prior knowledge and readiness to engage with the material. In some cases, students may need more guidance or preparation before participating in discussions, particularly when the topic is complex. Teachers must provide sufficient background information and pose thought-provoking questions to stimulate meaningful conversations.

Over time, however, students become more comfortable with the process, and their ability to engage in discussions improves as they develop a deeper understanding of Islamic teachings. In conclusion, the use of the discussion method in Islamic education at SD Negeri 104270 Sukasari has proven to be an effective strategy for enhancing students' understanding of the material. By encouraging active participation, critical thinking, and collaboration, the discussion method helps students internalize Islamic teachings and apply them to their daily lives. Despite some challenges, the positive outcomes of this approach suggest that it is a valuable tool for improving students' comprehension and fostering a more engaging and interactive learning environment in Islamic education.

CONCLUSION

Based on the findings and discussions that have been submitted, the following conclusions can be drawn; 1) Learning based on or using the Discussion method in PAI-BP subjects of Faith to qodha and qodar grade VI has gone smoothly. This is characterized by an increase in the activeness of students who previously tended to be passive after the implementation of this learning model began to experience an increase in their activeness in the classroom while learning was in progress. The application of the Discussion learning model in PAI-BP subjects of Faith to qodha and qodar can improve student learning outcomes. This can be seen from the learning outcomes of students who have improved after the actions of cycles I, II, and III. Before the research was held, the average score of students was very low, namely as many students had not completed their studies, while students had completed their studies. The learning outcomes of students in cycle II experienced a slight increase, namely the average class score and classical and incomplete absorption, then continued to cycle III and experienced an even better increase, namely with an average score of 83.5 and classical absorption of 88.2% with the criteria of learning completion as many as 8 students.

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