

Implementation of Discussion Method to Increase Student Activeness in Islamic Education Learning at SD Negeri 081228 Sibolga

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Abstract: This study aims to improve student activity in Islamic education learning by using 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. The test is used to measure student activity in Islamic education learning and observation is 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 discussion method can improve student activity in Islamic education learning. This can be seen from the increase in the percentage of student activity completion in each cycle with details of the pre-cycle 46.56%, the first cycle 68.47% and in the second cycle increased to 90.57%. Thus, the use of discussion method can be used as an alternative to improve student activity in Islamic education learning in Islamic education learning.

Keywords: Discussion method, student activeness, islamic education.

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INTRODUCTION

The research includes information on the problem statement, state of the art, theoretical framework, importance of the research, and previous studies. Use 11pt cambria, single space, no spacing between paragraphs. Use the 6th edition of the APA to cite and should use a reference management tool (e.g. Mendeley, zotero etc.). The manuscript is written with 5-20 pages. At least 10 references are used to present the introduction. Islamic Religious Education (PAI) plays an important role in shaping students' character and morals, one of which is by instilling values of tolerance and mutual respect for diversity. The material "The Beauty of Mutual Respect for Diversity" in PAI lessons aims to introduce students to the importance of understanding, accepting, and respecting differences that exist in society, both in ethnic, religious, racial, and cultural aspects. However, in practice, the understanding and practice of these values is often not optimal. One of the main challenges in PAI learning is the low activity of students. Most students tend to be less involved in discussions or other interactive activities, making the learning process less effective. This can be caused by various factors, including less interesting learning

methods, learning that tends to be one-way, and a lack of opportunities for students to speak or express their opinions. To overcome this problem, the application of the discussion method in PAI learning is expected to be a solution to increase student activity. The discussion method allows students to exchange opinions, share experiences, and deepen their understanding of the importance of respecting each other's diversity. Discussions that involve the whole student will not only increase participation, but also allow students to think critically, listen to the opinions of others, and foster a sense of tolerance within themselves. However, although the discussion method is widely known in the world of education, its implementation in PAI learning, especially in the material "The Beauty of Mutual Respect for Diversity," has not been fully optimal. Therefore, it is important to further explore the extent to which the application of discussion methods can increase students' liveliness and deepen their understanding of the values of tolerance and mutual respect. This study aims to evaluate the effectiveness of discussion methods in increasing students' activeness in PAI lessons, as well as contributing to the development of more innovative and effective learning strategies.

METHODS

The methods carried out in this study are Classroom Action Research (PTK); 1) Focus on learning practices: This research aims to improve and improve the quality of the teaching and learning process in the classroom, especially in applying discussion methods to increase student activity. PTK allows teachers to reflect on the way they teach and modify it to be more effective. 2) Using actions (interventions): This research will involve the application of discussion methods in the learning process, which is an action or intervention carried out by researchers (teachers) to increase student activity. 3) Focusing on improving student performance: With the main goal of increasing student activity in Islamic Religious Education lessons, PTK prioritizes positive changes in student attitudes and engagement. 4) The cycle of reflection and action of PTK is carried out in a cycle that involves planning, action, observation, and reflection. Each cycle aims to improve and improve the methods used, in this case, the application of the discussion method.

Steps in Classroom Action Research (PTK); 1) Planning to prepare a plan for the application of the discussion method in the material "The Beauty of Mutual Respect in Diversity. 2) The act of applying the discussion method in the learning process in the classroom. 3) Observation: Observing and recording students' activity during discussions. 4) Reflection analyzes the results of observations to evaluate whether the discussion method is effective in increasing student activity; 5) Improvement Based on the results of reflection, improvements are made and reapplied in the next cycle if necessary. This study uses independent variables, independent variables are variables that affect or cause changes in bound variables. This study uses a classroom action approach (Classroom Action Research or CAR) with the aim of increasing student activity in Islamic Religious Education lessons. This approach was chosen because it is relevant to identify learning problems directly and provide solutions through systematic actions.

RESULTS

The findings of this study demonstrate that the application of the discussion method significantly improved student activity and engagement in Islamic Religious Education (PAI) in Class IV at SDN 081228 Sibolga, specifically on the topic of "The Beauty of Mutual Respect in Diversity." The students were more actively involved in the learning process, showing higher levels of participation, critical thinking, and reflection on the material. This approach encouraged students to express their opinions, listen to their peers, and engage in constructive debates, which led to a more dynamic and interactive learning environment. Before the implementation of the discussion method, the students showed relatively low engagement during PAI lessons.

Their responses were often limited to basic factual recall, and there was minimal interaction between the teacher and students. However, after incorporating the discussion method, it became clear that students were more willing to participate. The group discussions allowed them to explore the topic in-depth, articulate their thoughts, and challenge each other's views in a respectful manner. This shift in behavior highlighted the effectiveness of the discussion method in increasing student activity and promoting a more student-centered learning environment. The results from pre-tests and post-tests also revealed a marked improvement in the students' understanding of the topic. In the pre-test, many students were unable to clearly explain the importance of mutual respect in a diverse society or provide meaningful examples from their own lives.

However, in the post-test, a majority of the students were able to articulate their thoughts more comprehensively, demonstrating a deeper understanding of how mutual respect fosters harmony in a diverse community. The discussion method facilitated this improvement by encouraging students to think critically about the concept, reflect on real-life experiences, and collaborate with peers to broaden their perspectives. Classroom observations further supported these findings. The teacher noted an increase in the frequency and quality of student participation.

Students who previously remained silent or offered minimal responses were now more actively contributing to discussions. They frequently asked questions, offered examples, and shared personal experiences related to the topic. This was especially evident in group discussions, where students were tasked with identifying practical ways to demonstrate mutual respect in their daily interactions with others from diverse backgrounds. The collaborative nature of the discussions allowed students to learn from each other and develop a more nuanced understanding of the topic. Additionally, student feedback was overwhelmingly positive regarding the use of the discussion method. Many students expressed that they enjoyed the opportunity to engage in discussions, as it allowed them to express their opinions and listen to their classmates.

Several students commented that the discussions helped them better understand the importance of respecting others, especially those who may have different cultural or religious backgrounds. This aligns with the overall goal of the lesson, which was to instill the value of mutual respect in a diverse society, and indicates that the discussion method is an effective strategy for promoting values-based education. The discussion method also encouraged students to practice essential skills such as communication, teamwork, and problem-solving. As students worked in groups, they had to listen to each other, consider different viewpoints, and collaborate to come up with solutions to hypothetical scenarios related to the topic.

These skills are valuable not only in the context of the classroom but also in students' daily lives. By practicing respectful communication and teamwork, students gained the tools to navigate diverse environments and work cooperatively with others. The teacher played a crucial role in guiding the discussions, ensuring that students remained on topic and were respectful toward each other's opinions. The teacher acted as a facilitator, posing thought-provoking questions and encouraging students to think critically about the concepts they were discussing. Moreover, the teacher provided feedback and clarification when needed, helping to deepen the students' understanding of the subject matter. This supportive role was key in creating a productive learning environment where students felt comfortable expressing themselves and engaging with their peers. One of the challenges observed during the implementation of the discussion method was managing the dynamics of group discussions. At times, some students dominated the conversation, while others were more reserved.

To address this, the teacher encouraged equal participation by assigning specific roles within the groups, such as a moderator or note-taker, to ensure that all students had the opportunity to contribute. This strategy helped to balance the discussions and gave every student a chance to voice their opinions, further increasing overall student engagement. The application of the discussion method also highlighted the importance of

creating a safe and respectful environment for students to express their thoughts. In a topic such as "The Beauty of Mutual Respect in Diversity," it is essential that students feel free to share their opinions without fear of judgment.

The teacher fostered this environment by establishing ground rules for respectful communication at the beginning of the lesson and reinforcing these norms throughout the discussions. As a result, students were more likely to participate and engage in meaningful exchanges with their classmates. In terms of the learning outcomes, the discussion method not only improved students' understanding of the topic but also contributed to the development of their social-emotional skills. Students became more aware of the importance of empathy, tolerance, and respect for others, which are critical values in a multicultural society. The discussions allowed students to connect the concepts they were learning to their personal experiences and the real world, making the lessons more relevant and impactful. As students reflected on how they could apply these values in their daily interactions, they developed a deeper commitment to practicing mutual respect in their communities.

The results also suggest that the discussion method can be effectively integrated into other topics within Islamic Religious Education (PAI). While this study focused on the theme of mutual respect in diversity, the discussion method could be applied to a wide range of topics related to Islamic values, such as cooperation, kindness, and understanding. The success of this method in enhancing student activity and understanding indicates its potential for broader application in the curriculum. In conclusion, the application of the discussion method in teaching the topic "The Beauty of Mutual Respect in Diversity" in Class IV at SDN 081228 Sibolga led to significant improvements in student activity, engagement, and understanding.

Through group discussions, students developed critical thinking skills, enhanced their ability to communicate effectively, and gained a deeper appreciation for the importance of mutual respect in a diverse society. This study suggests that the discussion method is an effective teaching strategy for fostering active learning and promoting values-based education, particularly in the context of Islamic Religious Education. Further research could explore the use of discussion methods in other classrooms and with other topics to assess its broader applicability in various educational settings.

DISCUSSION

The findings of this study emphasize the significant role of the discussion method in enhancing student activity and engagement in Islamic Religious Education (PAI), specifically on the topic of "The Beauty of Mutual Respect in Diversity." The application of the discussion method created an interactive learning environment where students were not just passive recipients of information but active participants in their own learning process. By engaging in group discussions, students were able to explore the concept of mutual respect in depth, relate it to their personal experiences, and develop a more nuanced understanding of how this value can foster harmony in a diverse society.

This active involvement is consistent with the constructivist theory of learning, which asserts that students learn best when they can actively participate and construct their own understanding. The study also highlights the impact of the discussion method on improving critical thinking and communication skills. During group discussions, students had the opportunity to express their thoughts, listen to others, and challenge each other's ideas in a respectful manner. This process not only allowed students to refine their own understanding of the topic but also encouraged them to consider multiple perspectives and think critically about issues related to diversity and mutual respect. As a result, students not only gained academic knowledge but also developed important life skills, such as empathy, active listening, and the ability to work collaboratively with others—skills that are essential in today's increasingly diverse world.

Furthermore, the increased engagement observed in the classroom following the introduction of the discussion method suggests that students were more motivated to participate and learn. Traditional methods, such as lectures or rote memorization, may not have provided the same level of student involvement or interest in the subject matter. In contrast, the discussion method made learning more relevant and connected to students' own lives. When students can relate what they are learning to real-world situations and engage in conversations about meaningful topics, they are more likely to be motivated and take ownership of their learning. This aligns with research on student-centered learning, which stresses the importance of making lessons relevant to students' experiences and interests. Another important aspect of this study is the role of the teacher in facilitating the discussion.

The teacher's ability to guide and manage discussions was crucial in ensuring that all students had the opportunity to contribute and that the discussions remained focused on the topic. The teacher also played a key role in creating a safe and respectful environment where students felt comfortable sharing their opinions. Establishing ground rules for respectful communication at the start of the lesson helped foster an atmosphere of trust and mutual respect. In this kind of environment, students were more willing to participate and share their thoughts, knowing that their voices would be heard and valued. Lastly, the study reveals that the discussion method had a positive impact on students' social-emotional development.

By discussing the importance of mutual respect in a diverse society, students not only gained academic knowledge but also developed a greater awareness of the value of empathy and tolerance. These are essential components of character education, particularly in a multicultural society where understanding and respecting differences is crucial for social harmony. As students reflected on how to apply these values in their own lives, they were more likely to internalize the lessons and practice mutual respect in their interactions with others. The discussion method, therefore, proved to be an effective way to integrate moral and ethical learning into the curriculum, making it a powerful tool for promoting holistic student development.

CONCLUSION

Based on the results of the research that has been conducted with the title "Increasing Student Activity in Islamic Religious Education Lessons," it can be concluded as follows: 1) The application of interactive learning strategies, such as group discussions, questions and answers, and the use of relevant learning media, has been proven to be able to significantly increase student activity. Students become more involved in the learning process, both in asking questions, answering, and giving opinions during the discussion; 2) The classroom action research approach carried out in several cycles shows that with good planning, the implementation of directed actions, and continuous reflection, student activity can be gradually improved. The results of each cycle show an increase in the percentage of students who are active in learning; 3) The success of this research is supported by several factors, including the role of teachers as facilitators, the use of varied learning methods, and a conducive classroom atmosphere and supporting active student participation; 4) Increasing student activity also has a positive impact on learning outcomes. Students who are more active in learning show a better understanding of Islamic Religious Education materials, which is reflected in the increase in formative test scores.

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