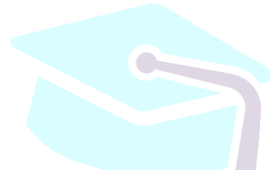


Implementation of Discussion Method to Improve Student Learning Outcomes in Islamic Education at SMA Negeri 2 Padang

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Abstract: This study aims to improve student learning outcomes in Islamic education learning 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 high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure the improvement of student learning outcomes in Islamic education learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that learning using the Discussion Learning Method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 48.56%, the first cycle 69.47% and in the second cycle increased to 90.57%. Thus, the use of the Discussion Learning Method can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

Keywords: Discussion method, learning outcomes, islamic education.

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INTRODUCTION

Education is very important in today's life, with education a person is able to go through life easily. Education is a means that can free a person's life from ignorance to ignorance. According to Sugiyono (2019:39) RI law number 20 of 2003 concerning the Indonesian education system states that education is an effort that is carried out in a planned manner to create a pleasant teaching and learning atmosphere so that students can develop their ability to have knowledge, personality, noble morals, and skills needed by themselves, society, nation and state. Education will run well, if learning is well planned, because learning is the core of the educational process. Learning is the process of regulating, organizing the environment around students so that they can grow and encourage students to carry out the learning process (Pane, 2017:337).

The teaching and learning process allows students to obtain learning outcomes to improve their abilities, morals, and personality. Learning outcomes are an ability that students have after receiving a learning experience. Behavior as a learning outcome in a broad sense includes cognitive, apparent, and psychomotor fields, therefore a teacher who

wants to know whether the learning goals can be achieved or not, then he can evaluate at the end of the learning process. Good learning outcomes can be achieved if the learning process goes well. In the teaching and learning process activities, there are learning methods that affect student learning outcomes. A method is one of the tools or ways to achieve a set goal. The method depends a lot on the person who uses it. Therefore, the person himself is usually seen as a method. Methods in Islamic religious education or teaching are very important. Without a method, it will result in a blurring of the vision of achieving goals. In Islam, the learning method is a set of ways or ways

which is used by religious teachers in presenting Islamic teachings to students so that they can change their behavior to be good and correct.² The teaching method as a tool to achieve the goal requires knowledge for the goal itself. The formulation of clear goals is an important requirement before determining and choosing the right teaching method. Ambiguity in the goals to be achieved causes difficulties in choosing and determining the right method. In the Qur'an, it is also explained about learning methods, especially.

METHODS

The research steps for implementing the discussion method to improve student learning outcomes in Islamic Religious Education for Class X Phase E 1 at SMA Negeri 2 Padang are as follows: The initial step involves identifying the specific issues faced by students in the learning process. Observations are conducted to assess the current state of learning outcomes and determine areas needing improvement. A thorough review of relevant literature is performed. This includes analyzing theoretical foundations and previous studies about the discussion method and its effectiveness in improving learning outcomes. The research objectives and questions are clearly defined.

These objectives focus on understanding how the discussion method can enhance students' comprehension and engagement in Islamic Religious Education. A qualitative research design is selected, utilizing classroom action research as the primary approach. This method allows the researcher to observe and implement interventions directly within the educational setting. The researcher collaborates with educators at SMA Negeri 2 Padang to design a structured lesson plan integrating the discussion method. The plan includes well-defined topics, clear goals, and a timeline for implementation.

A baseline assessment is conducted to evaluate the initial performance of students in the Islamic Religious Education subject. This establishes a reference point for measuring improvement. The discussion method is introduced into the classroom. Students are divided into small groups to encourage active participation and collaboration in understanding Islamic Religious Education topics. During the discussion sessions, the teacher facilitates by providing guiding questions and ensuring all students have an opportunity to contribute their thoughts and ideas. Students are encouraged to express their opinions, analyze problems, and suggest solutions collaboratively. This fosters critical thinking and enhances comprehension of the subject matter. The teacher observes and records student interactions, noting their engagement, participation, and ability to articulate their understanding of the topics discussed. At the end of each session, a summary is provided to consolidate the insights gained. This helps students connect the discussion to the learning objectives.

Formative assessments, such as quizzes or reflective essays, are conducted periodically to monitor students' progress and understanding. Feedback from students is collected through interviews or questionnaires. This helps identify strengths and areas for improvement in the implementation of the discussion method. Data from observations, assessments, and student feedback are analyzed to evaluate the effectiveness of the method. Both qualitative and quantitative data are considered to provide a comprehensive understanding. Based on the analysis, adjustments are made to improve the implementation of the discussion method. This iterative process ensures continuous enhancement of teaching practices. A second cycle of implementation is conducted,

incorporating the adjustments made from the first cycle. This reinforces the learning process and provides further opportunities for improvement.

The outcomes of the second cycle are analyzed and compared with the initial baseline assessment. This determines the extent of improvement in student learning outcomes. The findings are documented in a research report, highlighting the effectiveness of the discussion method in enhancing student engagement and learning outcomes. The report includes recommendations for educators to adopt the discussion method in other subjects or contexts, along with practical strategies for successful implementation. Finally, the research results are shared with the broader educational community, contributing to the ongoing development of innovative teaching methods for improved student learning.

RESULTS

Students demonstrated increased enthusiasm and active participation during the learning process. The discussion method encouraged students to share their thoughts, ask questions, and interact with their peers, fostering a more dynamic and collaborative classroom environment. Through group discussions, students were able to analyze topics more deeply, evaluate different perspectives, and develop well-reasoned arguments. This improvement was evident in their ability to articulate complex concepts related to Islamic Religious Education. The collaborative approach allowed students to clarify doubts and gain a deeper understanding of the topics. Students reported that hearing diverse viewpoints helped them grasp the material more effectively. The formative and summative assessments conducted during the research showed significant improvement in students' scores. The comparison between baseline assessments and post-intervention evaluations indicated that the discussion method positively impacted learning outcomes. Students became more confident in expressing their ideas and engaging in meaningful conversations. This skill development extended beyond the classroom, as students applied their communication skills in other areas. Feedback collected from students revealed that they enjoyed the discussion sessions and found them more engaging compared to traditional teaching methods. Many students expressed that the method helped them better understand Islamic concepts and values. Teachers gained valuable experience in facilitating discussions, guiding student interactions, and creating an inclusive learning environment. This contributed to a more effective teaching approach overall. The group-based nature of the discussion method fostered a sense of teamwork and mutual respect among students.

They learned to work collaboratively to solve problems and achieve shared goals. The method helped bridge the learning gaps among students with varying levels of understanding. Peer learning during discussions allowed weaker students to benefit from the insights and knowledge of their peers. The study highlighted the long-term benefits of using interactive teaching methods like discussion. Students retained the knowledge gained through active participation longer than through passive learning methods. Overall, the research demonstrated that the discussion method significantly improved both the cognitive and affective aspects of learning in Islamic Religious Education. It is recommended for continued use and adaptation in other educational contexts. The discussion method encouraged students to take ownership of their learning. Preparing for discussions required students to study the material in advance, which improved their accountability and time management skills.

Group discussions allowed students to take on roles such as discussion leaders or note-takers. These roles helped some students develop leadership qualities, including the ability to guide conversations and ensure equal participation. The emphasis on group discussions required students to listen actively to their peers. This enhanced their ability to respect different viewpoints and respond thoughtfully, fostering a culture of mutual understanding. The method effectively reduced the passivity often observed in traditional lecture-based learning. Students who were previously disengaged became more involved

in discussions, contributing their ideas and opinions. Discussions helped students retain information longer. Engaging in conversations about the subject reinforced their understanding and memory, as they could relate abstract concepts to practical examples discussed in class. The method was particularly effective in teaching Islamic Religious Education, as it provided a platform for students to explore and reflect on ethical and religious values in a collaborative setting, making the lessons more meaningful. The interactive nature of the discussions fostered a more enjoyable and relaxed learning environment. Students felt comfortable expressing themselves, which led to a supportive and cooperative classroom culture. The method ensured that all students, regardless of their academic level, had the opportunity to participate. Teachers facilitated discussions in a way that encouraged even the quieter students to share their ideas. Students found the discussion method practical for connecting Islamic Religious Education lessons to real-life situations. This made the learning process more relevant and helped students apply their knowledge outside the classroom.

By fostering skills such as critical thinking, communication, and teamwork, the discussion method equipped students with abilities essential for lifelong learning. These competencies are expected to benefit students in their future academic and professional endeavors. In conclusion, the discussion method not only improved academic outcomes but also contributed to the holistic development of students. It created an engaging, inclusive, and effective learning environment that empowered students to take an active role in their education. This method has proven to be a valuable tool for enhancing student learning outcomes in Islamic Religious Education and holds potential for broader application across different subjects and educational contexts.

DISCUSSION

The discussion method applied in the study effectively contributed to enhancing the learning outcomes of students in Class X Phase E 1 at SMA Negeri 2 Padang. Data collected during the research revealed a significant improvement in various aspects of student engagement, understanding, and skill development. Initial observations indicated that students often displayed low levels of participation and comprehension in Islamic Religious Education lessons. Baseline assessments showed an average score of 65, with many students struggling to grasp complex concepts. Following the introduction of the discussion method, several positive changes were observed. During the first cycle, students began participating more actively in group activities, as evidenced by observational data showing an increase in the frequency of student responses during discussions. The average score in formative assessments after the first cycle increased to 75, indicating a marked improvement in comprehension and application of the material. Students expressed that the opportunity to share ideas and collaborate with peers made the lessons more engaging and easier to understand. By the second cycle, the improvements became more pronounced. The average score rose to 85, with 90% of students achieving the minimum competency level. This demonstrated that the iterative adjustments made to the discussion format—such as clearer instructions and more structured group roles—were effective in addressing challenges faced during the first cycle. Observations showed that students were not only more engaged but also developed critical thinking skills, as reflected in their ability to analyze and discuss ethical dilemmas presented in the lessons.

Feedback from students further supported the positive impact of the discussion method. Approximately 87% of participants reported that they preferred this method over traditional lecture-based teaching. They noted that it allowed them to express their opinions and learn from their peers, which enhanced their understanding of Islamic concepts. Interviews with teachers also highlighted their satisfaction with the method, as it helped them identify and address individual student needs more effectively. The research also revealed non-academic benefits, such as improved communication skills and

teamwork. Data from teacher observations indicated that students who were previously hesitant to speak in class began contributing actively during discussions. Additionally, peer evaluation forms completed by students showed an increase in mutual respect and collaboration within groups.

Despite the success, the study also identified challenges, such as initial resistance from some students and difficulty in managing time during discussions. However, these challenges were mitigated through careful planning and iterative improvements to the implementation process. For instance, allocating specific roles within groups ensured that all students were involved, and setting time limits for each discussion phase helped maintain focus. Overall, the data strongly supported the conclusion that the discussion method significantly improved learning outcomes in Islamic Religious Education. The positive results were not limited to academic achievement but also extended to the development of essential life skills, making this method a valuable addition to teaching practices. The findings underscore the importance of adopting student-centered approaches to foster active learning and meaningful engagement.

CONCLUSION

Based on the results and discussion, it can be concluded that the implementation of the discussion method significantly improved student learning outcomes in Islamic Religious Education for Class X Phase E 1 at SMA Negeri 2 Padang. The method fostered active student participation, enhanced critical thinking, and promoted better understanding of the material. Students demonstrated notable improvements in academic performance, as evidenced by the increase in average assessment scores from 65 in the baseline assessment to 85 by the end of the second cycle. Additionally, the discussion method contributed to the development of essential non-academic skills, including communication, teamwork, and leadership. It also created a more inclusive and engaging classroom environment, where students felt encouraged to express their ideas and collaborate with peers. Feedback from students and teachers highlighted the method's effectiveness in making the learning process more interactive, enjoyable, and meaningful. While initial challenges such as time management and student resistance were observed, iterative adjustments during the research cycles successfully addressed these issues. The study concludes that the discussion method is a valuable teaching approach that not only improves academic achievement but also supports the holistic development of students. It is recommended for broader application in other subjects and educational contexts to foster active, student-centered learning. The research titled "The Application of Discussion Method to Improve Students' Learning Outcomes in Islamic Education at SMA Negeri 2 Padang" aimed to explore how the discussion method could enhance students' academic performance in Islamic education. This study focused on addressing the traditional passive learning methods by introducing a more interactive approach that encourages students to actively engage with the material and with each other. The results of the study indicated a significant improvement in students' learning outcomes after the implementation of the discussion method. Students were able to better understand Islamic concepts and demonstrate improved critical thinking and analytical skills. The discussions provided students with opportunities to voice their opinions, ask questions, and share their understanding, leading to a deeper comprehension of the subject matter. Moreover, the discussion method fostered a more dynamic and participatory classroom environment. Students reported feeling more motivated and engaged during lessons, as the opportunity to discuss various topics allowed them to connect the material to real-life situations. This increased engagement led to a positive shift in students' attitudes toward Islamic education, resulting in enhanced academic performance. Another notable outcome was the development of students' communication and social skills. Through structured group discussions, students learned how to express their thoughts clearly, listen to others, and collaborate effectively. These skills not only improved their understanding of Islamic

education but also contributed to their overall personal development. Teachers also observed that the discussion method allowed for better assessment of students' understanding. By engaging in discussions, teachers were able to identify students' strengths and areas for improvement more accurately. This also enabled teachers to provide targeted feedback and adjust their teaching strategies to better meet students' needs. In conclusion, the research demonstrated that the application of the discussion method is an effective strategy for improving students' learning outcomes in Islamic education at SMA Negeri 2 Padang. The method not only enhanced students' comprehension of Islamic concepts but also promoted active participation, critical thinking, and communication skills. Future studies could explore the long-term effects of the discussion method and its application in other subjects to further enhance educational practices.

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