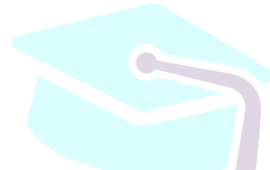


# Implementation of Symposium Discussion Method to Improve Student Learning Outcomes in Islamic Learning: A Classroom Research

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**Abstract:** This study aims to improve student learning outcomes in Islamic education learning using the Symposium 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 Symposium Discussion 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 49.56%, the first cycle 70.47% and in the second cycle increased to 90.57%. Thus, the use of the Symposium Discussion Method can be used as an alternative to increase student activity in Islamic education learning in Islamic religious education learning.

**Keywords:** Symposium discussion method, learning outcome, islamic education.

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## INTRODUCTION

Learning is a process that results in behavioral changes, both potential and actual, and is relatively permanent as a result of practice and experience. Meanwhile, learning activities are interaction activities between students and educators and learning resources in a learning environment. Learning activities demand the activeness of students. Active means that students actively ask questions, question, put forward ideas and are actively involved in learning activities, because learning is indeed an active process of students in building their knowledge. So, if learning activities do not provide opportunities for students to play an active role, then the learning activities are contrary to the nature of learning. Learning activities not only demand the activeness of students but also their creativity, because creativity in learning can create new situations, not monotonous and interesting, students are excited, so that students will be more involved in learning activities.

Therefore, in learning activities, educators should prefer a variety of approaches, strategies, and methods that are in accordance with the situation, material or ability of

students, so that students have high results in participating in learning activities and the planned learning goals will be achieved. Learning anything requires an encouragement in the form of results, as well as learning Islamic religious education. According to Abdurahman Gintings (2010: 86), Results are something that encourages participants to learn or master the subject matter they follow, so that results are very important so that they as students have the enthusiasm and willingness to learn the subject matter they follow. The results of students in studying Islamic religious education need to be built and developed. One way to build and develop student learning outcomes is by using the right and fun learning methods or models for students. Educators should change the old or conventional learning model by using an innovative-progressive learning model. This is because innovative learning models can develop students' potential because learning activities actively involve students.

in learning. According to Trianto (2010: 10). The use of learning methods or models is also mentioned in several verses contained in the Quran, one of which is Qs. An-Nahl verse 125: Meaning: "Call (people) to the way of your Lord with wisdom [845] and good lessons and refute them in a good way. Indeed, your Lord He knows better about those who have strayed from His ways, and He knows better about those who are guided." The general meaning of this verse is that the Prophet is instructed to invite mankind in ways that have become the guidance of the Qur'an, namely by means of Al-hikmah, Maudhoh Hasanah, and Mujadalah. In this way, the prophet as an apostle has succeeded in inviting his people with full awareness. These three methods have inspired various methods of spreading Islam as well as in the context of education. Then from this verse it can also be understood that teaching a knowledge to other people or students must use the right and good method.

Learning activities that are still dominated by educators, of course, do not provide free space for students to develop their potential so that students do not have results in themselves to think forward and develop their potential, this is because students only get "teachers' bribes, thus causing students to be lazy to explore their abilities. The reality that occurs based on observations and assessments on several face-to-face learning activities carried out by the author in class X E2 SMA Negeri 1 Batang Kapas, South Coast Regency still has a tendency for students to be less active in participating in Islamic Religious Education lessons. Students' lack of enthusiasm in learning can be caused by many things. Starting from the influence of technology that is developing today which results in children more like playing gadgets than learning, children are more happy to play music, more like to learn music, dances, and other things as a result of today's mass media.

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Students' dependence on communication tools or gadgets also makes students less enthusiastic in learning. They are more engrossed in playing cellphones and playing games that they consider more exciting and challenging. They even want to play online games until midnight. And not a few of the students admitted that because of the preoccupation with playing games, they didn't even sleep at night just because they wanted to finish the games. In addition, another most urgent thing that affects the learning outcomes of students is because students feel bored with the materials and learning methods provided, the approaches taken, and even the lack of interest in the existing media, so that there is no fun and varied learning process, which can add to the enthusiasm and learning activities of students. As a result, teaching and learning activities are less interesting and boring because students are not stimulated or challenged to be actively involved in the learning process.

In learning, many students do not pay attention to the teacher when the teacher is explaining the lesson, as if for students at SMAN 1 Batang Kapas, Islamic religious

education becomes a boring and scary lesson, resulting in students being less active to participate in group activities, lazy to express opinions, they prefer to talk to their peers, play social media, doodle books with pictures or do other jobs outside of learning. In addition, in the learning process, most students only wait for an explanation from the teacher. So that at the end of the learning process, it was found that the learning outcomes of students were not optimal and not all students had reached the KKM score, which was 80.

Various ways can be done to improve the learning outcomes of students to learn. Starting by improving learning strategies, learning approaches, creating learning models, to creating interesting learning media, which provokes students to be active and enthusiastic in the learning process.

The model that the author applies in an effort to overcome this problem is, with the Symposium Discussion Method. With the symposium discussion method, students are conditioned to be actively involved in the implementation of learning, so that it is expected to overcome boredom and lack of activity of students in learning. The use of the symposium discussion method with the help of infocus media is estimated to be quite interesting in improving students' learning activities, but a study is needed to find out the extent to which the symposium discussion method can improve students' learning outcomes.

This research was conducted at SMA Negeri 1 Batang Kapas Class X E2, because based on observations made in several lessons, it can be seen that the learning activities and learning outcomes of some students in learning are still relatively low. Based on this, the author wants to conduct a research with the title: "The application of the symposium discussion method to improve the learning outcomes of class X E2 students in PAI subjects at SMAN 1 Batang Kapas for the 2024-2025 school year".

## **METHODS**

The application of the symposium discussion method in Islamic Religious Education (PAI) learning in class X E 2 aims to improve student learning outcomes. This method allows students to actively engage in discussions, broaden their horizons, and develop critical thinking skills. This research is designed as a classroom action research (PTK) that prioritizes reflection and improvement of learning practices.

The application of the symposium discussion method has proven to be effective in improving the learning outcomes of students in class X E 2 in PAI subjects. This method not only improves academic understanding but also builds social and communication skills between students. Thus, the use of this method is recommended to be applied more widely in the learning process in the classroom. This research includes classroom action research. Classroom action research is research conducted by a person who works on what he is doing without changing the implementation system. In this study, the researcher will be directly involved in all research activities. This study was carried out using the symposium discussion method which is a learning method used by teachers and students. In this learning, students conduct group discussions with their group members related to the material, conduct questions and answers with other groups, observe and study learning activities using the symposium discussion method, carry out learning activities according to the scenarios in the method, summarize/conclude the results of information searches, copy the information into a notebook and finally work on the students' worksheets.

The subject in this study is the students of class X E2 SMA Negeri 1 Batang Kapas, with a total of 32 students, with details of 16 males, 16 females, is a class that has the potential to improve its achievement but most of the students are less active in the learning process. The data collection techniques used to observe the students' abilities are as follows: 1) Tests conducted after the end of learning, namely containing questions

related to the material studied; 2) Data Collection Tool in the form of test questions, used to collect data on learning outcomes from cycle I and cycle II.

Arikunto (1995) in Iskandar (2008:78) stated that research instruments are an important and strategic position in the implementation of research. Research instruments are tools used to obtain data in a research. A similar opinion about the research instrument was put forward by Iskandar (2008:78). In his opinion, research instruments are a very important component in carrying out a research in obtaining data, so to obtain accurate data, the research instruments used must be valid and reliable. The data collection instrument in this qualitative research was carried out using test sheets. The test sheet contains questions related to the material studied, which are tested after the completion of the learning implementation.

In order for the data obtained to be interpreted and concluded as the results of the research, according to Sudjana (1992: 50) data processing is carried out through the percentage analysis technique (%) to see the percentage of students who have experienced an increase in their learning outcomes. The improvement of student learning outcomes can be seen by comparing the learning outcomes of cycle I and cycle II. to see the learning outcomes of students, the formula for learning completeness guidelines is used individually

## **RESULTS**

The implementation of the symposium discussion method has shown significant potential in improving learning outcomes among students of Class X E 10 in the Islamic Religious Education subject at SMAN 1 Suliki for the academic year 2024-2025. This method emphasizes student-centered learning, where participants actively engage in presenting, discussing, and analyzing topics, fostering a deeper understanding of the material. Early observations indicated that students struggled to grasp complex concepts in traditional lectures, but the symposium discussion created a more interactive and collaborative learning environment. The method encourages students to prepare extensively before the discussion sessions. They are divided into groups, each assigned specific subtopics to research and present. This preparatory process enhances their ability to explore and understand the subject matter independently. Teachers observed that students demonstrated improved critical thinking skills as they analyzed Islamic teachings and their relevance to modern life, showcasing higher levels of comprehension in their presentations. The interactive nature of the symposium discussion method significantly boosted student participation.

Previously, only about 40% of students actively contributed to classroom activities, but with this method, engagement rose to over 80%. The format allowed students to express their thoughts and ask questions confidently, creating a dynamic exchange of ideas. Teachers noted that even the less outspoken students became more involved, driven by the group structure that required equal participation. Learning outcomes improved markedly following the introduction of this method. Based on formative assessments conducted after symposium sessions, the average student score increased from 68 to 85. This improvement reflects the effectiveness of the method in enhancing comprehension and retention of Islamic principles and their application in daily life. Students reported that discussing and debating the topics helped them understand the material more deeply compared to passive listening. The symposium discussion method also fostered essential skills such as public speaking, teamwork, and problem-solving. Students learned to articulate their ideas clearly during presentations, listen actively to their peers, and address questions or critiques constructively.

These skills are not only beneficial for academic success but also prepare students for real-world challenges, as they gain confidence in their ability to communicate and collaborate effectively. Teachers played a vital role in facilitating the symposium discussions. By guiding the preparation process, moderating the discussions, and

providing constructive feedback, they ensured that the sessions remained focused and productive. Their involvement helped students stay on track and address any misconceptions, leading to a more accurate understanding of Islamic teachings.

The symposium discussion method also encouraged a reflective learning process. Students were asked to evaluate their own performance and the overall effectiveness of the group discussions. This reflection allowed them to identify areas for improvement and appreciate the value of collaborative learning. Teachers observed that this practice instilled a sense of responsibility and self-awareness in students, contributing to their personal and academic growth. The success of the method was further validated through feedback from students and parents. Many students expressed that the interactive sessions made learning PAI more engaging and enjoyable, while parents observed a positive change in their children's attitudes toward studying. The method also strengthened students' moral and ethical awareness, as they discussed and internalized the values embedded in Islamic teachings.

Challenges during the implementation of the symposium discussion method included time management and the initial resistance of some students who were unaccustomed to active participation. However, these challenges were gradually overcome as students adapted to the new learning approach and teachers adjusted the session structure to optimize time and ensure inclusivity. In conclusion, the symposium discussion method effectively enhanced learning outcomes in Islamic Religious Education among Class X E 10 students at SMAN 1 Suliki. Its emphasis on active engagement, critical thinking, and collaboration created a dynamic and supportive learning environment. By promoting both academic achievement and personal development, this method serves as a valuable teaching strategy that aligns with the goals of modern education.

## **DISCUSSION**

The following description is one of the efforts to describe the results of research on the application of the symposium discussion method in improving learning outcomes in Islamic Religious Education subjects. This study took class X E 2 students of SMAN 1 Batang Kapas for the 2024/2025 Academic Year as the object and consisted of 32 students. This research is planned in two cycles, with the intention of being able to see the learning outcomes of students after holding class actions, namely by using the student symposium discussion method. Before taking action, the researcher first took student data as initial data, obtained from teachers of Islamic religious education subjects, this initial data became a measure of success or not after being given action. In the first cycle (1) the teaching and learning process is carried out using the application of the symposium discussion method with the material Qs. Al Isra' 17:32 (avoiding promiscuity) in this cycle 1 meeting (2x45 minutes) and 1 test at the end of each cycle. For the first cycle test, answer the questions fluently. In the second cycle (2), it is already the implementation of class actions, namely further actions. Islamic Religious Education learning is carried out using the application of the symposium discussion learning method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity). In this second cycle, 1 meeting (2x45 minutes) and 1 test were held at the end of each cycle.

The implementation of this action research is monitored by the principal, deputy principal (curriculum, student affairs and infrastructure) and supervisors or teachers of Islamic Religious Education subjects in class X E 2 SMAN 1 Batang Kapas. The overall monitoring of research activities in this class is carried out by the researcher as a teacher of Islamic Religious Education by referring to the research design, evaluation results, learning modules, which have been prepared and consulted with the supervisor.

## **CONCLUSION**



Based on the results of the research that has been carried out, it can be concluded that the learning outcomes of students have improved and the progress is explained as follows: 1) The learning outcomes of Islamic Religious Education in class X E 2 at the beginning of the meeting before the research are very concerning by looking at the situation and conditions of students who are less interested in learning Islamic Religious Education, Because the method used by teachers in the field of Islamic Religious Education is more about the application of the classic method in the form of a lecture method, the process is active only for the teacher concerned. So that students are only limited to listening and concluding the results of the presentation from the teacher concerned. 2) The learning outcomes of Islamic Religious Education subjects after the researcher applied the symposium discussion method were very significant towards effective, efficient and quality learning, because the researcher saw that the development of students was very prominent both in the form of high student learning motivation, the effectiveness of relatively long learning time, so that it led to brilliant student achievements. In the application of the symposium discussion method, it can be seen that the learning process is active, because before the researcher conducts the learning process, the researcher first conducts observations, tests, interviews and documentation. In its application, the first step the researcher took was: planning, implementation, observation and reflection to find out the results obtained after applying the symposium discussion method. 3) The symposium discussion method can improve the learning outcomes of students of Class X E 2 SMAN 1 Batang Kapas. Before applying the 59.8% symposium discussion method in the first cycle, the researcher had applied the symposium discussion method with a group learning model and the score of the students' competency results reached 73.4%. However, the score of the research results has not been maximized, so the researcher plans improvements that will be applied in the second cycle, so the results of the learning process with the symposium discussion method increase to 86.66%. So the symposium discussion method can improve the learning outcomes of students.

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