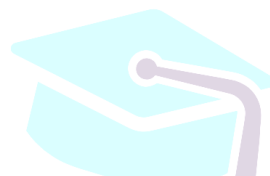


## Improving Islamic Education Learning Outcomes Using Group Discussion Methods for Students at State Elementary School 25 Sungai Nyalo

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**Abstract:** This study aims to improve Islamic education learning in Islamic religious education learning by using group 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 outcomes 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 the group discussion learning method can improve the group discussion method on Asmaul Husna 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 46.78%, the first cycle 53.81% and in the second cycle increased to 51.59%. Thus, the use of group discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Islamic education, learning outcomes, group discussion, state elementary school.

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### INTRODUCTION

Islamic Religious Education (PAI) is one of the subjects that has an important role in shaping the character and personality of students based on Islamic values. Through PAI, students are not only taught about the aspect of knowledge, but also instilled with moral, spiritual, and noble moral values. However, in practice, there are still many obstacles in PAI learning, especially in improving student learning outcomes. Based on initial observations in grade IV of SDN 25 Sungai Nyalo, student learning outcomes in PAI subjects are still not optimal. This can be seen from the average grade of the class which is still below the Minimum Completeness Criteria (KKM) and the low active participation of students in learning. Most students tend to be passive, less motivated to ask questions or discuss, and only rely on explanations from teachers. The dominant lecture method used by teachers is also considered less effective in attracting students' interest in learning more actively. To overcome these problems, innovations are needed in learning methods that are able to actively involve students and increase their understanding of the material. One of the methods that can be applied is the group discussion method. This method

allows students to learn collaboratively by discussing, exchanging opinions, and solving problems together. In addition, group discussions can improve students' critical thinking skills, build confidence, and strengthen cooperation between group members. This study aims to improve the learning outcomes of PAI students in grade IV of SDN 25 Sungai Nyalo by applying the group discussion method. Through this research, it is hoped that students can be more active in learning, understand the material better, and achieve more optimal learning outcomes.

## **METHODS**

This study uses Classroom Action Research (PTK), which aims to improve student learning outcomes through the application of the group discussion method in Islamic Religious Education (PAI) learning. PTK is carried out in stages through a cycle involving planning, action, observation, and reflection. This research focuses more on improving the quality of learning in the classroom and the active involvement of students in the learning process. The research variables consist of, 1) Independent variable (X) using the group discussion method, which is a learning method used to encourage students to actively participate in small groups and discuss PAI learning topics; 2) Dependent Variable (Y) by looking at student learning outcomes, which is measured through increasing students' understanding of the PAI material that has been taught. This learning outcome can be measured through written tests, observations, and evaluations during the learning process. The population in this study is all students in grade VII at SMP Negeri 7 Jakarta who take PAI subjects in the odd semester of the 2023/2024 school year.

The sample of this study is 30 students who are randomly selected from grade VII who will be treated with the group discussion method in PAI learning. The selection of the sample is based on certain criteria, such as gender representation, early ability, and student activity. The data collected in this study consists of qualitative and quantitative data. Qualitative data includes observations of student interactions during group discussions and interviews with teachers and students. Quantitative data is the results of student tests before and after the application of the group discussion method. The data sources consist of primary data sources (students and teachers in grade VII SMP Negeri 7 Jakarta) and secondary data sources (Relevant documents, such as learning materials, observation records, and students' daily test results). The data collection technique consists of observation, written tests, interviews and documentation. The data obtained will be analyzed qualitatively and quantitatively. To test the hypothesis, a t-test (mean difference test) was used to compare the test results of students before and after the application of the group discussion method. If the significance value (p-value) is less than 0.05, then the alternative hypothesis ( $H_a$ ) is accepted, which means that the group discussion method has a significant effect on student learning outcomes.

## **RESULTS**

In this section, the researcher will present the data obtained from the results of observations, tests, interviews, and documentation conducted during cycle I and cycle II. The description of this data aims to provide an overview of the conditions before and after the application of the group discussion method, as well as the changes that occur in the learning outcomes of Islamic Religious Education (PAI) students in grade 4 of SDN 25 Sungai Nyalo. Observations in Cycle I were carried out to see the extent to which the application of the group discussion method could affect student involvement in learning. The results of this observation include, 1) Student involvement in group discussions: In the first cycle, most students showed enthusiasm in participating in discussions, but there were some students who were still less active; 2) Classroom conditions and interactions: Interaction between students looks quite good, although there are still students who are

more dominant in speaking; 3) Time management: The time available for group discussions is quite limited, so some groups cannot complete the task well.

In the first cycle, a learning outcome test is carried out to measure students' understanding of the material that has been taught using the group discussion method. From the results of this test, it can be seen that most students have experienced an increase in scores after the application of the group discussion method, although there are some students who have not achieved maximum results. In the second cycle, improvements were made based on reflection from the first cycle, including giving more time for discussion, as well as giving clearer instructions about the role of each group member. In the second cycle, the learning outcome test showed a significant improvement compared to the first cycle. Most students successfully answered the questions correctly, and many achieved higher scores. The significant increase in learning outcomes shows that the application of the group discussion method has a positive impact on the understanding of the PAI material taught.

Research conducted at SDN 25 Sungai Nyalo regarding the application of the group discussion method in Islamic Religious Education (PAI) learning in grade 4 students showed significant results in improving student learning outcomes. Before the implementation of the group discussion method, most students showed a limited understanding of the PAI material taught. However, after the application of the group discussion method, their understanding of the material increased, as evidenced by the increase in test results conducted after learning. During the application of the group discussion method, students are more active in participating in the learning process. They were given the opportunity to discuss and share knowledge with their peers, which encouraged them to understand the PAI material more deeply. Group discussions facilitate students to express opinions, exchange information, and work together to achieve a better understanding of the topics discussed. A significant increase in learning outcomes was also seen in the aspect of students' social skills.

Through group discussions, students learn to work together, listen to the opinions of friends, and contribute to solving problems given by the teacher. This not only improves their understanding of PAI material, but also helps them develop communication and cooperation skills that are important in everyday life. In addition, the group discussion method also increases students' motivation to learn. Learning that is carried out in an interactive manner and involves a lot of discussion makes students feel more interested and involved in the material being taught. Students become more excited to learn PAI material, as they feel more empowered in a learning process that involves their own opinions and thoughts. Overall, the results of this study show that the application of the group discussion method in PAI learning in grade 4 of SDN 25 Sungai Nyalo has succeeded in increasing students' understanding of the material taught. By increasing student involvement and interaction, this method can be an effective alternative in optimizing student learning outcomes in PAI subjects. This shows that learning that actively involves students can result in a better and deeper understanding.

## **DISCUSSION**

In Cycle I, the application of the group discussion method showed an increase in student involvement, although there were still some obstacles. The observation results showed that most of the students showed enthusiasm in group discussions, but there were some students who were less active. In addition, despite the improvement in test results, some students have not achieved the expected scores. The improvement in learning outcomes that occurred in Cycle I was: 1) Student involvement: Student involvement in group discussions was quite good. Most students are able to speak and express opinions, although there are some students who tend to be passive. This shows that the group discussion method can increase student participation in learning; 2) Test results: The test score of learning outcomes shows a significant improvement, although it is not completely

optimal. Most of the students who previously had low grades showed improvement after participating in group discussions, but there were still students who needed more attention. This increase can be influenced by the active involvement of students in the process of discussion and collaboration with group mates. However, obstacles such as lack of time for in-depth discussions and the presence of students who are not fully active are important notes to be corrected in the next cycle. In Cycle II, the researcher made improvements based on the reflection and analysis results of Cycle I. Some of the changes made included providing more time for group discussions, as well as providing clearer directions regarding the role of each group member in the discussion. The observation results in Cycle II showed a significant increase in student engagement. All students are more active in discussions, and interactions between students go more smoothly. Time management is also more effective, which allows the group to complete tasks better.

The improvement in learning outcomes in Cycle II can be seen from, 1) Better student engagement: In Cycle II, almost all students actively participate in group discussions. A more structured learning process and a clear division of tasks in each group helps to increase student engagement; 2) Improvement of test results: Test of learning outcomes after the application of the group discussion method in Cycle II showing more satisfactory results. Most students obtained higher grades compared to the first cycle, with a significant increase in grade point average. This increase emphasizes that the application of the group discussion method has a positive impact on student learning outcomes, and the improvements made in Cycle II greatly help increase learning effectiveness. Reflection on the application of the group discussion method in these two cycles shows that this method is effective in improving students' PAI learning outcomes. Some of the things that are of concern in this reflection are, 1) Advantages of the group discussion method: The group discussion method is proven to increase student involvement in learning. Students are more courageous to speak and share opinions, as well as better understand the material because they can discuss and help each other. This creates a more interactive and collaborative learning atmosphere; 2) Obstacles faced: Some of the obstacles faced during the application of this method, especially in Cycle I, are the lack of time for discussion, as well as the presence of students who tend to be passive in groups. In Cycle II, although improvements have been made, these challenges still need to be overcome with better strategies, such as more effective group structuring and more proportional timing; 3) Improvements that need to be made: In Cycle II, the improvements made have proven to be effective in increasing student engagement. However, there needs to be further evaluation regarding class management and time management so that each group can discuss the material more deeply and optimally.

The results of the study showed an improvement in the learning outcomes of Islamic Religious Education (PAI) in grade 4 students of SDN 25 Sungai Nyalo through the application of the group discussion method in line with the learning theory which emphasizes the importance of active student involvement in the learning process. The group discussion method facilitates students to share ideas and opinions with each other about the material being taught, so that they understand the PAI material more deeply. In discussions, students not only receive information from the teacher, but also process it through interaction with their peers. This spurs students to think more critically and analytically about the topics discussed. The group discussion method provides an opportunity for students to discuss with each other, ask questions, and answer questions that are relevant to the material being studied. Through this activity, students can deepen their understanding by connecting the knowledge they have previously learned with the topics discussed. The social interaction that occurs in group discussions has a positive impact on students' understanding of PAI material, because students not only listen to explanations from teachers, but also compile knowledge collaboratively with their peers. In addition, group discussions create a more dynamic and fun learning atmosphere. This interactive learning makes students feel more involved in the learning process, thereby increasing their motivation to learn PAI material. Students who previously tended to be



passive in learning became more active and excited, as they were given the opportunity to speak, ask questions, and express their opinions in groups. It also increases their confidence in convey ideas and opinions in front of their friends. Group discussions can also improve students' social skills, such as communication skills, cooperation, and tolerance. In groups, students learn to listen to other people's opinions, work together in completing assignments, and respect differences of opinion. These social skills are very important, as they not only help students in the learning process, but they are also beneficial in their daily social lives. The interaction process that occurs in group discussions helps students to develop in terms of positive social attitudes. The improvement of students' understanding of PAI material after using the group discussion method also shows that this approach is effective in overcoming the difficulties faced by students in understanding religious material. Through discussions, students can explain each other difficult to understand material, as well as provide concrete examples related to the religious teachings being studied.

Learning that prioritizes discussion between students allows them to better understand religious concepts in an applied way, not just limited to theory. However, although the group discussion method brings many benefits, the challenge faced in its application is limited time management. Group discussions take longer compared to other learning methods. Therefore, teachers need to manage their time wisely so that each group can complete the discussion and understand the material well without rushing. In addition, the role of the teacher is very important in guiding the discussion so that it remains focused on the relevant material and provides the necessary direction. Overall, the application of the group discussion method in PAI learning in grade 4 of SDN 25 Sungai Nyalo has proven to be effective in improving student learning outcomes. By providing a space for students to actively engage in discussions, they can gain a better understanding of PAI materials, develop social skills, and increase their motivation to learn. Therefore, this method can be used as a good alternative to improve the quality of Islamic Religious Education learning in elementary schools.

## CONCLUSION

Based on the results of the analysis and discussion that has been carried out, the following are the conclusions and follow-up recommendations that can be given. The conclusions of the learning outcomes include, 1) Improvement of learning outcomes: The application of the group discussion method is proven to improve the learning outcomes of Islamic Religious Education (PAI) students in grade 4 of SDN 25 Sungai Nyalo. Although in Cycle I there were several obstacles, in Cycle II, with the improvements made, student learning outcomes experienced a significant improvement; 2) Student involvement: The group discussion method is able to increase student involvement in learning, where students become more active in participating and collaborating with their group mates. This shows that this method is effective in improving student interaction in PAI learning; 3) Time management: Better time management in Cycle II contributes to improving the quality of discussions and student learning outcomes. Therefore, sufficient time for discussion needs to be considered in learning planning. Follow-up recommendations such as, 1) More effective group structuring: In order for each student to contribute optimally to the discussion, group structuring must be done more carefully, taking into account the diversity of students' ability levels; 2) More optimal time management: Better time management is needed so that each group can complete the discussion in depth and not rush. A clear division of time between discussion and presentation can be a solution; 3) Discussion method training for teachers: To increase the effectiveness of the implementation of group discussion methods, it is recommended that teachers continue to practice and develop skills in facilitating group discussions, so that the learning process can take place more effectively and efficiently.

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