Efforts to Improve Student Learning Outcomes Through Discussion Methods in Islamic Education Learning at SMA Negeri 3 Lengayang

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Abstract: This study aims to improve student learning outcomes 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 high school students. The data for 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 research success indicators. The results of the study indicate that the use of the discussion method can improve student learning outcomes 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, discussions methods, Islamic education.

INTRODUCTION

Islamic Religious Education (PAI) and Ethics Learning has an important role in shaping the character of students, especially at the Senior High School (SMA) level. This subject is designed to develop religious values, morality, and positive attitudes in students' lives (Fauzi, 2020). At SMAN 3 Lengayang, PAI and Ethics learning has a similar goal, namely to build noble morals in grade X students. However, the learning results of PAI and Budi Pekerti in class X of SMAN 3 Lengayang show that the level of student understanding is still low. Based on the evaluation of learning in the odd semester of the 2024/2025 school year, out of 20 students, only 30% achieved a score above the Learning Objectives Completeness Criteria (KKTP) of 75. Meanwhile, as many as 40% of students scored in the range of 60-74, and the rest, 30%, got a score below 60. This data indicates the need for interventions to improve the quality of learning (Rizal et al., 2023). This condition shows that there is a gap between the learning goals and the results achieved by studen The low learning outcomes of students are influenced by various factors, both internal and external. From the internal side, low motivation to learn, difficulty understanding abstract material, and lack of confidence are the main obstacles (Hidayat, 2022). Meanwhile, from

the external side, the lack of variety of learning methods used by teachers is the dominant factor. Most of the learning is carried out monotonously with the lecture method, so that students are less active and easily lose concentration (Rahmawati, 2021). As a solution to this problem, the discussion method is seen as an effective approach to increase the active participation of students. This method provides space for students to exchange opinions, develop critical thinking skills, and deepen their understanding of the material (Harahap, 2020). In the context of learning PAI and Ethics, the discussion also encourages students to internalize moral values through healthy social interaction (Sanjaya, 2021). The implementation of the discussion method in PAI and Ethics learning has been proven to improve student learning outcomes in various previous studies. According to Putra et al. (2022), the application of group discussions is able to improve analytical skills and understanding concepts in value-based subjects. In addition, discussions also provide a more meaningful and relevant learning experience to students' daily lives (Fauzi, 2020). This research has important significance to provide a solution to the problem of low learning outcomes of PAI and Ethics in class X of SMAN 3 Lengayang.

Through a classroom action approach, this study aims to increase the effectiveness of learning by applying the discussion method as the main strategy (Rahmawati, 2021). By targeting to increase the active participation of students, this research is expected to make a real contribution to improving the quality of PAI and Ethics learning. In addition, the results of this study can be a reference for teachers in choosing learning methods that suit the needs of students, especially in the context of character education (Hidayat, 2022). Overall, this research not only contributes to improving learning outcomes, but also supports the development of students' social and emotional competencies. Thus, this research is relevant to answer the challenges in character-based learning in the modern era (Suryani, 2021). The low learning outcomes of students in class X of SMAN 3 Lengayang are a complex problem with various interrelated factors. Based on the evaluation, most students did not achieve the Criteria for Completeness of Learning Objectives (KKTP) in the subjects of PAI and Ethics. The main factor that can be seen is the low motivation of students to learn, which is reflected in their lack of involvement during the learning process. Many students look passive and unenthusiastic in attending lessons, so they have difficulty understanding the material presented. In addition, the limitations of the learning media used make students less stimulated to learn actively and creatively. Another factor is the lack of variety in learning methods.

Teachers tend to use the lecture method as the main approach, so that learning takes place in one direction and monotonous. This method is less effective in accommodating diverse learning styles of students, especially in subjects such as PAI and Ethics that require an interactive approach to inculcate moral values. As a result, many students feel bored, lack focus, and lose interest in the material being taught. The lack of support for a conducive learning environment is also one of the significant factors. A classroom environment that does not support interaction between students, limited learning facilities, and lack of supervision from parents at home also contribute to low learning outcomes. In this case, students not only need support from teachers at school but also attention from parents to build good study habits. The main root of the problem that causes low learning outcomes is less effective and invariable learning methods. The dominant lecture method does not provide space for students to be actively involved in learning, so they tend to be passive recipients of information. This is a major problem because learning methods play a key role in the success of the knowledge and value transfer process. When the methods used do not match the needs of students, the effectiveness of learning decreases, and students lose the opportunity to develop a deep understanding of the material. The lecture method is a major problem because it does not support the development of critical thinking, analysis, and discussion skills, which are actually very important in value-based subjects such as PAI and Ethics. In addition, one-way learning is not able to motivate students to learn independently or cooperate with their peers. As a result, the values taught become difficult for students to internalize, and

their learning outcomes remain low. Thus, less effective learning methods must be a priority to be improved. Teachers need to implement more interactive approaches, such as group discussions, case studies, or project-based learning, to increase student participation and help them understand the material better. This will have a direct impact on increasing students' learning motivation and academic outcomes. Based on the background of the above problems related to Efforts to Improve Student Learning Outcomes Through the Discussion Method in Class X PAI Learning at SMAN 3 Lengayang for the 2024-2025 Academic Year, the following problem formulation is prepared: What is the level of achievement of learning outcomes for students in grade X of SMAN 3 Lengayang in the subject of PAI and Ethics, What are the factors that cause low student learning outcomes in the subject of PAI and Ethics in class X of SMAN 3 Lengayang?, How can the implementation of the discussion method improve student learning outcomes in PAI and Ethics subjects in class X of SMAN 3 Lengayang?, Is the discussion method effective in improving student learning outcomes in PAI and Ethics subjects in class X of SMAN 3 Lengayang?

The discussion method was chosen as a solution to improve learning outcomes because this method actively involves students in the learning process. Discussions encourage students to think critically, express opinions, and work together in solving problems or understanding the material. This is in line with the learning objectives of PAI and Ethics, which not only focus on cognitive understanding, but also on the formation of attitudes and moral values. In Harahap's research (2020), the discussion method is proven to be able to increase students' understanding of concepts and build a sense of responsibility through positive social interaction. The main advantage of the discussion method is its ability to create interactive and engaging learning. With discussions, students can learn from the experiences and views of their peers, thereby broadening their horizons. In addition, discussions allow students to relate theories to real-life situations, which can increase the relevance of the learning material. According to Sanjaya (2021), this method also provides an immersive learning experience, strengthens communication skills, and builds students' confidence. In the context of learning PAI and Ethics, discussions provide space for students to reflect on moral values in their daily lives, so that they can more easily internalize the material.

Based on the formulation of the problem, the purpose of this study is: to describe the level of achievement of learning outcomes of grade X students of SMAN 3 Lengayang in the subjects of PAI and Ethics. Describe the factors that cause low student learning outcomes in PAI and Ethics subjects in class X of SMAN 3 Lengayang. Describe the implementation of the discussion method can improve student learning outcomes in PAI and Ethics subjects in class X of SMAN 3 Lengayang. Describe effective discussion methods in improving student learning outcomes in PAI and Ethics subjects in class X of SMAN 3 Lengayang. Benefits of research for students, It is hoped that this research can improve students' understanding of PAI learning materials, especially moral and ethical values. In addition, the discussion method helps students develop critical thinking skills, communicate well, and work together in groups. Thus, students not only obtain better academic learning outcomes, but also have a more positive character in daily life. For Teachers. This research is expected to be a reference for teachers in choosing and implementing more varied and effective learning methods. Teachers can understand the importance of discussion methods to increase student involvement in learning, so as to create an interactive classroom atmosphere. In addition, this study provides empirical evidence that can enrich teachers' insights into active participation-based learning strategies. For the principal. This research is expected to provide input to school principals regarding the importance of supporting learning innovations carried out by teachers. With the results of this study, school principals can focus more on providing facilities that support discussion-based learning, such as comfortable classrooms, teaching aids, and teacher training. This will help improve the quality of education in schools as a whole. For LPTK (Education Personnel Education Institute) This research is expected to be a reference in the

development of a training curriculum for prospective teachers, especially related to innovative learning methods such as discussions. The results of the research can be used by LPTK to update training materials and provide briefings to prospective teachers about the importance of an interactive approach in learning. Thus, LPTK can produce educators who are more professional and responsive to students' learning needs.

METHODS

The research that raised the topic "Improving Student Learning Outcomes Through Group Discussion Methods in PAI Learning at SMAN 3 Lengayang" is Classroom Action Research (PTK) or in English known as Classroom Action Research (CAR). PTK is a research approach that is carried out to improve the quality of learning in the classroom by making certain changes or actions applied by teachers as researchers to improve the teaching and learning process. This type of research is very relevant in this context, because it aims to test the application of the group discussion method in Islamic Religious Education (PAI) learning and see its impact on student learning outcomes. Explanation of Classroom Action Research (PTK) as follows This study uses the Classroom Action Research (PTK) approach, which aims to improve student learning outcomes through the application of discussion methods. This approach involves collaboration between teachers and researchers in identifying problems, designing actions, and conducting evaluations for continuous improvement. This type of research is cyclical, consisting of several repetitive stages: 1) Planning, the teacher prepares a lesson plan that includes discussion methods, teaching materials, and observation and evaluation instruments., 2) Implementation of Action, the teacher applies the discussion method in PAI learning in class X., 3) Observation, Observation is carried out to monitor student activity, group cooperation, and understanding of the material., 4) Reflection Data from observation is analyzed to assess success actions and design improvements for the next cycle. The main goal of PTK is to overcome problems in the classroom and improve the quality of the learning process and outcomes. In the context of this research, the purpose of PTK is to improve student learning outcomes in Islamic Religious Education (PAI) subjects by applying the group discussion method. Group discussions are designed to improve students' understanding of PAI materials, as well as to improve their communication, cooperation, and critical thinking skills. Thus, this PTK aims to improve the quality of PAI learning at SMAN 3 Lengayang through the application of more active and interactive methods.

Classroom Action Research is conducted in several cycles, each of which consists of four main stages: planning, action, observation, and reflection. Here is an explanation of each stage in PTK; First, planning, At this stage, the teacher as a researcher plans the steps that will be taken to introduce and apply the group discussion method in PAI learning. This plan includes the preparation of clear learning objectives, selecting materials relevant to the curriculum, and developing instruments used to assess student learning outcomes, such as tests or assessment rubrics. In addition, teachers also plan how group discussions will be managed in class, for example by dividing students into small groups, setting discussion topics, and providing guidance or questions that can spark discussions. Second, Action, This stage is the implementation of the plan that has been made before. Teachers apply the group discussion method in PAI learning activities, by dividing students into small groups to discuss the topics that have been prepared. Teachers provide direction to students regarding the purpose of the discussion and supervise the course of the discussion to ensure all students actively participate. Teachers also ensure that each student gets the opportunity to express their opinions and discuss with their friends in groups. Third, Observation, During the application of the group discussion method, the teacher makes observations on the learning process that takes place. This observation was made to see the extent to which the group discussion method affected the level of student participation, understanding of the material, as well as changes in students' attitudes and critical thinking skills. Teachers can use observation notes or assessment instruments to

measure student engagement in discussions, as well as to see changes in student learning outcomes from cycle to cycle. This observation is very important to find out whether the actions taken have a positive impact or need improvement. Fourth, Reflection, After actions and observations, teachers conduct reflection to evaluate the success of the application of the group discussion method. At this stage, teachers analyze the results of observations and data obtained, then have discussions with peers or collaborative researchers to evaluate whether the learning objectives have been achieved or not. If the results are not as expected, teachers can plan for the necessary improvements for the next cycle. This reflection is very important because it gives an idea of whether the method applied is effective or needs to be adjusted.

Reasons for Using Classroom Action Research (PTK). Classroom Action Research (PTK) is very appropriate to be applied in this study because it has characteristics that are in accordance with the purpose of improving the learning process in the classroom. In this case, PTK is used to improve student learning outcomes in PAI learning by applying a more participatory and group-based method, namely the group discussion method. PTK allows teachers to make immediate changes in learning practices and assess their impact directly on student learning outcomes.

Some of the main reasons why PTK is suitable for use in this study are as follows: Participatory and Collaborative Reasons: Teachers and students are directly involved in the learning improvement process, which allows for quick identification of problems and the implementation of solutions that are more in line with the needs of the class. then Flexibility and Action Cycle: PTK is carried out in several cycles, so that teachers can continuously make improvements based on the results of observation and reflection. If the application of the group discussion method in the first cycle has not been successful well, the teacher can improve it in the next cycle. then Improving the Quality of Learning: PTK provides an opportunity to evaluate and develop more effective learning methods, which can improve students' understanding and learning outcomes, especially in PAI subjects. then Problem-Based Learning: PTK provides an opportunity to overcome problems that occur in the learning process. In this case, the problem to be solved is the low learning outcomes of students in PAI, which can then be overcome through the application of the group discussion method.

In the study on Improving Student Learning Outcomes Through the Group Discussion Method in Islamic Religious Education (PAI) Learning at SMAN 3 Lengayang, the research variables can be divided into independent variables and dependent variables. The following is an explanation of the two types of variables: first, Independent Variable (X): Discussion Method. Operational Definition: Discussion method applied in PAI learning in class X E.2 SMAN 3 Lengayang. This method involves active interaction between students to discuss the topics taught in the PAI material, with the aim of improving students' understanding of the material as well as critical thinking and collaboration skills. The indicators are; Attendance and active participation of students in discussions. The type and variety of discussion methods applied (e.g. group discussions, large class discussions, and discussions with case studies). The effectiveness of the discussion in improving the understanding of the material based on the teacher's observation and reflection as well as feedback from students. Second, Dependent Variable (Y): Student Learning Outcomes, Operational Definition is Student learning outcomes are students' cognitive achievements in Islamic Religious Education (PAI) subjects which are measured before and after the application of the discussion method. These learning outcomes include students' understanding of the material being taught and the skills acquired during learning. The indicators include; Test Scores: Improvement of test scores given before and after the learning cycle with the discussion method. This test includes questions that test the understanding of key concepts in the PAI. Activeness in Learning: The level of student participation in discussions, both in speaking and providing opinions and questions relevant to the material. Student Reflection: Students' responses to learning carried out by the discussion method, through interviews or questionnaires that measure

students' perception of the success of the method in helping them understand the material. Teacher Assessment: The teacher's evaluation of the development of student understanding during the discussion process, based on observation of student responses during learning. The Control Variables are; 1) Student Characteristics, Factors such as academic background, activeness in learning, and different learning styles between students can affect learning outcomes. This variable will be controlled to ensure that changes in learning outcomes are caused by the application of discussion methods, not other external factors. 2) Teaching Factors (Other Teaching Methods), As a control variable, the teaching factors applied by teachers before and after using the discussion method must also be considered. This may include other approaches that teachers may use to support student understanding, such as lectures, assignments, or the use of other learning media. With these variables, the study can clearly measure the impact of the application of the discussion method on student learning outcomes in PAI learning in class X at SMAN 3 Lengayang.

The population in this study is all class X students at SMAN 3 Lengayang in the 2024/2025 school year. Overall, class X at SMAN 3 Lengayang consists of around 200 students spread across several classes. This population reflects a diverse academic and social background of students, which of course has different characteristics in terms of cognitive ability, learning interests, and learning styles. By using this population, the study is expected to provide a broader picture of the influence of discussion methods on improving learning outcomes among students with diverse characteristics. The sample of this study is students of class X E. 2 at SMAN 3 Lengayang, which totals around 20 students. The selection of this class is carried out using the purposive sampling technique, which is the determination of samples based on certain criteria that are relevant to the research objectives. Some of the criteria considered in the selection of the sample are Student Availability to Participate: Selected students are those who can commit to participating in the entire series of research activities, from learning with discussion methods, data collection, to reflection after the action is taken. Level of Activity in Learning: In the selection of this sample, students who have varying levels of activity in learning activities are considered, both those who are classified as active and those who are less active. This aims to see how discussion methods can affect students with varying levels of participation in the classroom.

Diverse Academic Abilities: Although class X E 1 has a diverse range of academic abilities, this is precisely the important reason why this class was chosen. The use of discussion methods is expected to stimulate more active involvement of students, including those with below-average academic achievement, so that the results of the study can provide insight into the extent to which discussion methods can improve learning outcomes for students with various abilities. Involvement in PAI Learning: The students who are sampled are those who are enrolled in Islamic Religious Education (PAI) subjects and have the opportunity to participate in discussion activities in this class. The selection of class X E 2 was carried out based on practical considerations related to the availability of time and active involvement of students as well as the readiness of PAI teachers to apply the discussion method. In this study, even though the class used as a sample only amounted to about 20 students, this study is expected to provide quite representative data regarding the influence of discussion methods in PAI learning. With a relatively small sample but purposively selected, this study aims to provide a deeper understanding of the influence of discussion methods on improving student learning outcomes at SMAN 3 Lengayang. It is hoped that the results of this study can make a significant contribution to more effective learning practices, especially in PAI learning.

The data sources in this study can be divided into two types, namely primary data sources and secondary data sources. Primary data sources are data obtained directly from the research object. This data is information collected through direct observation or direct interaction with the research subject. In this study, the primary data sources are: Students, The main data to be obtained from students, especially those who are research samples.

The information collected from students includes test results, attitude assessments, involvement in group discussions, and observation of changes in their learning outcomes (knowledge, skills, and attitudes). then PAI Teachers, Teachers as research instruments that also provide data on the learning process, classroom management, and the application of group discussion methods. The data obtained from the teacher will include the evaluation of the group discussion method applied, the success rate in implementing the method, and the results of reflection on the improvement of student learning outcomes. then direct observation by the Researcher, the researcher can collect data through direct observation of students during group discussions in class. These observations include student participation, the quality of interaction in discussions, and the involvement of each student in discussion activities. Secondary data sources are data obtained from existing documents, literature, or other sources. In this study, secondary data sources can be in the form of PAI Learning Documents, Documents such as Teaching Modules, syllabus, and teaching materials used in PAI learning. This data provides an overview of how the material is delivered and the relevance of the methods applied in the context of PAI learning. then Report on Exam Results or Previous Tests, Data on the results of previous exams or tests conducted by students in PAI subjects can provide an initial overview of the level of students' abilities before applying the group discussion method. This can be used as a comparison to see changes in learning outcomes after the application of the method. then Supporting Literature, Books or articles that discuss the application of group discussion methods in learning or the theories underlying this research, such as constructivist learning theory that supports the use of group discussion. Data capture techniques are methods used to collect information from predetermined data sources. Some of the data collection techniques that can be used in this study are; 1) Tests or Exams, Tests or exams are used to measure student learning outcomes in the form of knowledge or cognition. These tests can be formative tests (such as quizzes or multiple-choice questions) given before and after the application of the group discussion method to see if there is an increase in students' understanding or knowledge. 2) Pre-test and Post-test, Pre-test is given before the application of the group discussion method, while post-test is given after the application of the method. The difference in results between the pre-test and the post-test can indicate whether there is an improvement in the understanding of the PAI material after the group discussion is applied.

Observation is used to directly observe the learning process that takes place in the classroom. This technique is useful for collecting data on student involvement in group discussions, interactions between students, and the application of discussion methods in the context of PAI learning; Observation of Student Engagement: Researchers observe the extent to which students engage in group discussions, such as how often they speak, discuss, and express their opinions. Observation of Social Interaction, Observation of how students interact in groups, whether there is effective cooperation, whether there are students dominating or ignoring the group, and how group dynamics affect learning. Observation of Student Behavior: Through observation, researchers can record changes in students' attitudes towards learning, whether they are more active, more motivated, and more interested in participating in PAI learning after applying the group discussion method. Interview, Interview is used to dig deeper into the opinions, experiences, and reflections of students and teachers regarding the application of the group discussion method. This technique can provide more in-depth and qualitative information about how students feel about learning and whether they feel this method is effective in improving their learning outcomes. Interviews with students can help researchers understand how students feel about the group discussion method, whether they find it easier to understand the material or are more involved in the learning process. Interviews with teachers, Interviews with PAI teachers can provide perspective on how teachers plan and manage group discussions, as well as whether they see improvements in students' skills or learning outcomes. Documentation, Documentation is used to collect secondary data relevant to the research, such as learning documents, student exam results, lesson plans,

or teaching materials used in PAI learning. This technique is useful for completing the data obtained through observation and interviews, as well as providing a clearer picture of the learning context. Learning Documents, Documentation on Teaching Modules and syllabus can provide information about learning objectives and how group discussion methods are planned to be implemented. Test Results, Documentation of test results or exams can provide information about student learning outcomes before and after the group discussion method is applied.

Once the data has been collected through various data collection techniques (such as tests, observations, interviews, and documentation), the next step is to analyze the data. The analysis technique used depends on the type of data collected, both quantitative and qualitative data. If the data obtained is mostly quantitative (e.g., student pre-test and post-test results, student learning outcome scores), then the analysis techniques used can include: Descriptive Analysis, This technique is used to describe or provide an overview of the data collected, such as frequency, average, standard deviation, and score distribution of student pre-test and post-test. Descriptive analysis provides an initial overview of student learning outcomes before and after the application of the group discussion method. Example: Calculating the average pre-test and post-test scores to find out how much the student's learning outcomes have changed. Qualitative Data Analysis, If this study also collects qualitative data (e.g., interviews, observations), then qualitative analysis techniques that can be used include: Content Analysis; It is used to analyze data from interviews or observation notes by identifying specific themes or patterns that emerge from conversations or interactions during group discussions. Researchers can categorize student or teacher responses based on themes such as "motivation," "student engagement," or "attitude change." Interactive Analytics; Data from interviews or observations will be analyzed by looking at interactions and dynamics in group discussions and their influence on student learning outcomes. The researcher will analyze how interactions between students affect material understanding, collaboration, and attitude development. Data Triangulation: This technique is used to validate the results of qualitative analysis by comparing data obtained from various sources (e.g., student and teacher interview results) to ensure consistency of findings.F. Location, Time, and Subject of Research.

This research was carried out at SMAN 3 Lengayang, South Coast Regency, West Sumatra. The selection of this location is based on the consideration that the school is a place where researchers teach, thus facilitating the coordination and implementation of research. In addition, this location is relevant because the condition of students in class X requires innovative learning methods to improve their learning outcomes. The research will be carried out during the even semester of the 2024/2025 academic year, with details of the time: Research preparation: November 2024, Implementation of the research cycle: December 2024 – January 2025, Preparation of research reports: January 2025. The subject of the study was a class X student at SMAN 3 Lengayang. The number of students in the class is about 20 people with various levels of learning ability. The subject was chosen because students at this level have challenges in understanding Islamic Religious Education (PAI) material and learning with discussion methods is expected to increase their active participation.

RESULTS

Before the implementation of the action, the researcher made initial observations on the learning process and student learning outcomes in the Islamic Religious Education (PAI) subject in class X of SMAN 3 Lengayang. Based on the results of observation and data analysis, it was found that most students showed unsatisfactory learning outcomes. As many as 60% of students obtained a score below the Learning Objective Completeness Criteria (KKTP) which was set at 75. In addition, the learning atmosphere seems monotonous with the dominance of lecture methods, so that student participation in

discussions or questions and answers is very minimal. This condition indicates the need for innovation in learning methods that can increase active student engagement. Group discussions were chosen as a method that was considered capable of encouraging student participation and improving their learning outcomes. The results of the study are as follows; Pre-Cycle Conditions In the pre-cycle stage, learning in class X of SMAN 3 Lengayang is carried out using a conventional method (lecture).

Student learning outcomes at this stage show that most students have not reached the Learning Objectives Completeness Criteria (KKTP), which is 75. The one-way lecture method causes students to be less active in the learning process, so that the understanding of the material becomes less optimal. This condition shows the need for innovation in learning methods to improve student activity and learning outcomes. Based on the results of the initial test, out of 20 students, only 5 students achieved a score above KKTP. On the contrary, 15 students still get a score below KKTP. The average grade obtained by students is 70.4, which is below the standard of completeness. This low student score shows that conventional learning methods are not effective enough to help students understand PAI material in depth. The results of the analysis show that the level of student completeness is still low. Of the total scores obtained by all students, the average score produced was 70.4, while the percentage of completion only reached 25%. This means that most students have not been able to meet the expected standards of learning completeness. This low result is an indicator that conventional learning methods require evaluation and development. Based on this data, strategic steps are needed to improve student learning outcomes. One of the proposed methods is learning with the discussion method. This method is expected to increase students' active participation in learning and encourage them to better understand the material in depth. This pre-cycle stage is an important reference for designing more effective actions in the next cycle.

In the planning stage of cycle 1, the following steps have been taken to ensure that the implementation of learning with the discussion method runs optimally: Compiling Teaching Modules: Teaching Modules are designed with a group discussion-based approach. The learning material is Faith in Angels which includes the definition, function, and role of angels in the lives of Muslims. Dividing Discussion Groups: Students are divided into 5 heterogeneous groups taking into account the academic abilities of different students. Each group consists of 4 students. Compiling Student Worksheets (LKPD): LKPD contains open-ended questions designed to spur discussion, such as: "How to increase faith in angels in daily life?" Success Indicators: The average student score reaches 75. The percentage of classical completeness is at least 70% of students achieving a score above KKTP. Observation instruments: Observation sheets are prepared to record students' activity, level of participation in discussions, and students' responses to learning.

The implementation of Cycle 1, Cycle 1 was carried out in two meetings: The first meeting, the teacher gave a brief introduction to the faith material to the angels. After that, students are divided into discussion groups. The teacher provides directions regarding the discussion tasks in the LKS. In the discussion process, the teacher monitors the progress of activities in each group, provides guidance to groups that are experiencing difficulties, and ensures that all group members actively participate. Second Meeting, Each group presented the results of the discussion in front of the class. The teacher provides additional clarifications and explanations if needed. After the discussion, students work on individual tests as the final evaluation of cycle 1. Observation Cycle 1, Observation results show an increase in student activity during learning: As many as 80% of students show active involvement in group discussions, Most students seem to be more daring to express opinions and cooperate with group friends, However, there are some students who still tend to be passive and only listen without contributing to the discussion. Reflection of Cycle 1 includes Advantages: The discussion method has succeeded in increasing students' active participation in learning. Students look more confident in expressing their opinions. The classroom atmosphere becomes more dynamic and conducive to learning. Learning outcomes increased compared to pre-cycle, with an average student score of 76.15 and

60% of students completed. The weakness is that some students are still passive and do not contribute to the discussion. There are groups that do not make effective use of discussion time due to the lack of intensive guidance from teachers. Some students still have difficulty understanding the material before the discussion begins. The Revision of Cycle 1 Learning Improvement: Divide groups more heterogeneously by paying attention to students' academic abilities, so that active students can help less active friends. Provide additional learning materials (summary sheets) to help students understand basic concepts before the discussion begins. Teachers need to provide more intensive guidance to groups in need, especially to passive students so that they are more involved in discussions. Increase student motivation by giving appreciation to active groups and providing the best solutions in discussions. This reflection from cycle 1 is the foundation for the implementation of the next cycle with the hope of achieving higher success indicators and improving the overall quality of learning in cycle 2.

Results of Cycle 2 Research, In cycle 2, planning is focused on improving learning strategies based on reflection from cycle 1. The steps taken include: Determination of Discussion Topic: The material is focused on "Commendable Morals in Daily Life." Preparation of Teaching Modules: MODULES are adjusted to accommodate more efficient discussion time, group division, and evaluation of discussion results. Provision of Learning Media: Sources of discussion materials in the form of articles, short stories, and short videos related to commendable morals. Preparation of Assessment Instruments: Instruments include student activity observation sheets, discussion assessment rubrics, and individual evaluation questions. Coordination with Accompanying Teachers: Accompanying teachers help observe the implementation of discussions to provide input during the process. Implementation of Cycle 2, Implementation is carried out for 2 meetings with the following steps, First Meeting: The teacher gives an introduction to the importance of commendable morals. Students were divided into 5 discussion groups, each consisting of 4 students. Each group was given the task of analyzing real cases presented by the teacher. The discussion lasted for 30 minutes, followed by a presentation of the results of the discussion. Second Meeting: Discussions focused on practical solutions related to the cases discussed at the first meeting.

The results of the discussion were expressed in the form of a group poster presented in front of the class. Teachers give individual tests to assess students' understanding thoroughly. Observation of Cycle 2, During the implementation of cycle 2, observations were made on: 1) Student Activity: Most students actively gave opinions and asked questions during discussions, and there was an increase in student participation compared to cycle 1. 2) Group Cooperation, Cooperation between group members is more structured and productive., Each student has a contribution in completing group tasks. 3) Improvement of Material Comprehension: Based on the results of individual tests, there is an increase in the average class score. Reflection of Cycle 2, Advantages: The discussion method is more interesting to students., Students are able to relate learning materials to daily life., Significant improvement in learning outcomes. Disadvantages include; Some students still tend to be passive and need additional motivation. Discussion time management still needs to be improved. Success: As many as 85% of students achieved the score of the Learning Objectives Completeness Criteria (KKTP) which was 75. Follow-up: Provide more intensive assistance to students who have not reached KKTP. aDevelop a better discussion time management strategy. The implementation of cycle 2 with the discussion method showed better results than cycle 1. Student participation increased, class averages improved, and most students achieved KKTP. However, there needs to be an effort to increase the activeness of students who are still passive and the management of discussion time to be more optimal

DISCUSSION

The discussion of the research is as follows; Increasing Student Activity Through the Discussion Method, the findings in Cycle 2 showed a significant increase in student activity during the learning process with the discussion method. This is in line with research by Mahasiswa and Yunita (2023), which found that the discussion method has a significant effect on students' learning activity in the subject of Islamic Religious Education. Students' active participation in discussions allows them to be more engaged and motivated in the learning process.

The Effectiveness of Learning Media in Facilitating Discussion, The use of learning media such as articles, short stories, and short videos related to commendable morals has proven to be effective in facilitating group discussions. According to research by Sahnun (2022), discussion techniques in classical guidance can increase students' activeness in guidance services. Engaging and relevant learning media can increase students' interest and participation in discussions. Group Cooperation and Social Interaction, The increase in cooperation between group members in Cycle 2 reflects the effectiveness of discussion methods in encouraging positive social interaction. A study by Kamza, Ibrahim, and Lestari (2021) shows that the discussion learning method with the Buzz Group type has an effect on students' learning activity in social studies subjects.

Collaboration in groups allows students to share knowledge and experiences with each other, which in turn improves understanding of the material. Improvement of Material Understanding Through Directed Discussion, Individual test results that showed an increase in the average class score in Cycle 2 indicated that directed discussion could improve material comprehension. Research by Moma (2017) found that the development of students' creative thinking and mathematical problem-solving skills can be improved through discussion methods. Structured discussions assist students in analyzing and synthesizing information in depth. Emotional Engagement in Learning: Students who are able to relate material about commendable morals to everyday life show higher emotional engagement. According to Pekrun (2006), positive emotions in learning can increase student motivation and learning outcomes. By relating the material to personal experiences, students become more motivated and enthusiastic about learning.

Time Management in Discussion, Although there is an improvement in the implementation of discussions, time management still needs to be improved. Carroll (1963) stated that the time spent effectively greatly affects learning outcomes. Therefore, good timing of discussions is essential to ensure all topics can be discussed in depth without rushing. Additional Motivation for Passive Students, Some students still tend to be passive and need additional motivation. Deci and Ryan (1985) emphasized the importance of intrinsic and extrinsic factors in encouraging student engagement. A more personalized approach and positive feedback can help increase the motivation of less active students.

The Connection Between Learning and Real Life, A discussion method that relates the material to real life makes learning more meaningful for students. Johnson (2002) emphasizes that contextual learning can improve comprehension and retention of material. By seeing the relevance of the material in the context of daily life, students can more easily understand and apply the knowledge gained. Improving Students' Communication Skills, Group discussions also play a role in improving students' communication skills, such as speaking and listening skills. Hymes (1972) stated that a collaborative environment can improve students' communication competence. Through discussion, students learn to express opinions clearly and listen to the perspectives of others, which is an important skill in social life. Reflection and Follow-up, The results of the study show the need for in-depth reflection to improve the implementation of the discussion method. Kolb (1984) emphasized the importance of evaluation in the learning cycle for future practice improvement. By doing reflection, teachers can identify aspects that need improvement and plan more effective strategies for the next cycle.

CONCLUSION

The conclusions include' 1) Level of Student Learning Outcomes Achievement, Based on the results of the research, there is an increase in the level of achievement of learning outcomes of grade X students of SMAN 3 Lengayang in PAI and Ethics subjects. This can be seen from the increase in the average class score in Cycle 2, where 85% of students achieved the Learning Objectives Completeness Criteria (KKTP) with a minimum score of 75. Active participation in discussions and the use of relevant learning media contributes significantly to student learning outcomes. 2) Factors Affecting Low Learning Outcomes, Factors that cause low student learning outcomes in the previous cycle include lack of student involvement in learning, less effective learning media used, and limited social interaction between students.

The implementation of discussion methods and increasing the use of interesting learning media have succeeded in overcoming most of these obstacles, although some students still need additional motivation to be more active in the learning process, 3) Effectiveness of Discussion Methods in Improving Learning Outcomes, The implementation of discussion methods has proven to be effective in improving student learning outcomes in PAI and Ethics subjects. Directed discussions, the use of contextual learning media, and structured group divisions increase students' understanding of the material. The discussion method also helps students develop critical thinking, collaboration, and communication skills, resulting in a more meaningful and relevant learning experience to everyday life.

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