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Improving Student Learning Outcomes by Using Discussion Methods in Islamic Education Subjects at State Senior High School 3 Padang

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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. The results of the study indicate that the discussion method can improve student learning outcomes in Islamic religious education learning. Thus, the use of the discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Discussion method, learning outcome, islamic education.

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INTRODUCTION

Education has a very important role in shaping students' character, morals, and intellectual abilities. One of the subjects that plays a vital role in shaping students' morals is Islamic Religious Education (PAI). In reality, PAI learning is often not in demand by students because of the less interesting learning methods. Many teachers still use the one-way lecture method, so students tend to be passive and their learning outcomes are not optimal. In learning PAI, students are not only required to understand Islamic concepts theoretically, but also be able to apply them in daily life. However, the reality in the field shows that the learning outcomes of students in PAI subjects are still unsatisfactory, especially at the high school level. According to Sudjana (2006), learning that actively involves students can improve learning outcomes, because students better understand the material learned through direct participation (Fundamentals of the Teaching and Learning Process, p. 85).

Islamic Religious Education (PAI) plays a very important role in shaping the character and morals of students from an early age. In the midst of globalization and rapid technological developments, students need to have a strong religious foundation so that they are not easily influenced by negative things. By mastering PAI learning, students can understand Islamic values that teach honesty, responsibility, discipline, and tolerance

towards others. These values are very important in forming a good personality and building harmonious social relationships in the school environment and society.

In addition to forming character, mastering Islamic Religious Education also helps students in carrying out worship properly according to Islamic teachings. Many students may still have difficulty in understanding the procedures for prayer, fasting, zakat, and other worship. With a good understanding, they not only carry out religious obligations, but also understand the meaning behind each of these worships. This will encourage them to be more devout in worship and make it a part of their daily lives.

Islamic Religious Education also plays a role in equipping students with critical and wise thinking skills in facing various life challenges. Islamic teachings are not only limited to theory, but also provide guidelines in solving daily problems, both in social, economic, and moral aspects. With a good understanding of Islamic teachings, students can make wiser and more responsible decisions, and are not easily carried away by negative social interactions that can damage their future.

In addition, mastering Islamic Religious Education is also important in building an attitude of tolerance and mutual respect between individuals. Islam teaches the importance of living side by side in peace and respecting differences. In an increasingly diverse life, a good understanding of religion can help students to be more open to differences in culture, religion, and outlook on life, so that a harmonious and peaceful atmosphere is created in society.

Thus, mastery of Islamic Religious Education by students is not only an academic obligation, but also a provision for life that will guide them in living their lives well. Strong religious education will form a generation that is not only intellectually intelligent, but also has noble morals and is able to apply Islamic values in everyday life. Therefore, Islamic Religious Education learning must continue to be improved and taught with interesting methods so that students are increasingly motivated to understand and practice Islamic teachings in their lives.

One effective method is discussion, which allows students to interact, share ideas, and solve problems together. In the context of Islamic Religious Education, the discussion method is very relevant to increase students' understanding of normative and applicable material. Discussions can also develop students' critical thinking skills in understanding religious teachings, for example understanding the values of the Qur'an and hadith in daily life. Research by Arends (2012) shows that the discussion method can improve student learning outcomes both in cognitive and affective aspects. Discussions create a more dynamic learning atmosphere and allow students to collaborate and solve problems in groups (Learning to Teach, p. 301). Slavin (2015) stated that discussion-based learning can significantly increase student motivation and learning outcomes (Educational Psychology: Theory and Practice, p. 275). Trianto (2010) stated that the discussion method is very effective in constructivism-based learning, where students actively build their own knowledge (Innovative Learning Models, p. 142).

At SMAN 3 Padang, especially in grade XII, the results of the evaluation learning shows that many students have not reached the Minimum Completeness Criteria (KKM). This can be seen from the low level of student participation in the learning process, the lack of interaction between students and teachers, and the lack of student enthusiasm in exploring the material. One of the main causes of this problem is the use of learning methods that are still dominated by lecture methods. This method tends to make students passive and less actively involved in the learning process. The discussion method is one of the alternatives that can be used to improve student learning outcomes.

This method provides opportunities for students to be more active in the learning process through group discussions, exchanging opinions, and solving problems together. With this method, students not only understand the material more deeply, but are also able to develop social skills, such as the ability to communicate, work together, and think critically. This study aims to identify the extent to which the use of discussion methods can improve student learning outcomes in Islamic Religious Education subjects in grade XII of

SMAN 3 Padang. It is hoped that with the application of this method, students can be more motivated to learn, understand the material in depth, and be able to achieve more optimal learning outcomes in accordance with the set KKM. Therefore, this study was conducted to examine the application of discussion methods in Islamic Religious Education learning to improve student learning outcomes.

METHODS

This type of research uses a classroom action research approach which aims to improve student learning outcomes through the application of discussion methods in Islamic Religious Education learning in grade XII. Classroom action research is carried out in several cycles which include the stages of planning, implementation, observation, and reflection to improve the learning process. The variables in this study are; 1) Independent Variable The independent variable in this study is the discussion method, which is applied during the PAI learning process; 2) Dependent Variable The bound variable is the student's learning outcome, which is measured through a learning outcome test after the application of the discussion method; 3) Control Variables Control variables include factors such as the curriculum used, learning time, and classroom conditions; 4) Moderator Variable Student motivation can act as a moderator variable in the relationship between discussion methods and learning outcomes; 5) Intervening Variable Understanding of the material during the discussion can be an intervening variable in this study.

Population The population in this study is all grade XII students in the school where the research was conducted. The total population is 120 students. **Sample** Sample was selected using purposive sampling, namely students of class XII-B consisting of 30 students. This class was selected based on the consideration of conditions that allow the optimal application of the discussion method. **Sample Size Determination** The sample size is determined according to the number of students in the selected class. The types of data in this study are; 1) Primary, data obtained from observation results, learning outcome tests, and interviews with students; 2) Secondary data, data in the form of documentation of previous grades and student attendance records. The data sources in this study are; 1) Internal Resources: PAI teachers and students of grades XII-B; 2) External UMBER: References to books and journals that are relevant to the PAI discussion and learning method. **Data Collection Techniques**; 1) Observation; 2) Test Results; 3) Interviews; 4) Documentation. The data analyst techniques in this study are; 1) Descriptive Analyst; 2) Comparative Analyst.

RESULTS

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 Minimum Completeness Criteria (KKM) 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. Most students tend to be passive during learning. They only receive information from the teacher without asking many questions or actively participating in class discussions. Students' motivation to learn is relatively low.

This is shown by the lack of enthusiasm in answering teachers' questions or expressing opinions. The learning process is dominated by the lecture method, which makes the learning atmosphere monotonous and less interesting for students. After the implementation of the first cycle of actions, it can be seen that the majority of students

experienced an increase in grades after the implementation of group discussions. The average increase in student scores was around 16-17 points, which showed that the group discussion method had a positive impact on students' understanding of the material being taught. average Initial Score: 61.5, average Final Score: 79.05, average Grade Improvement: 17.8. This increase reflects that students who were previously less active in learning became more engaged and actively participated in discussions. It also shows that the application of the group discussion method can significantly improve student learning outcomes.

The discussion method plays a very important role in improving student learning activities in Islamic Religious Education (PAI) learning. One of the problems in PAI learning is the low involvement of students in the learning process, which causes their understanding of the material to be less than optimal. By implementing the discussion method, students are encouraged to actively think, speak, and interact with their friends in understanding religious concepts. This makes them more directly involved in learning, so that learning activities become more dynamic and not monotonous.

In addition, the discussion method encourages students to think critically and explore the material in more depth. In discussions, students must analyze a problem, express their opinions, and support their arguments with relevant Islamic arguments or concepts. For example, when discussing morals in Islam, students can discuss how to apply moral values in everyday life. With this approach, students not only memorize the theory, but also understand its meaning and how to apply it in real life.

In addition to improving understanding, the discussion method also helps increase students' self-confidence. In discussions, each student is given the opportunity to speak and express their opinions. This trains them to dare to speak in front of their friends, convey arguments logically, and respect the opinions of others. With increased self-confidence, students will be more motivated to be active in the learning process, both in and outside the classroom.

The discussion method also teaches students communication and teamwork skills. In discussions, students learn how to listen to other people's opinions, respect differences, and formulate answers or solutions together. This is very important in Islamic Religious Education learning, because Islamic values also teach the importance of tolerance, togetherness, and deliberation in social life. Thus, the discussion method not only increases students' learning activities, but also shapes their character to be more cooperative and open-minded.

With all its benefits, the discussion method is one of the effective learning strategies in increasing students' learning activities in Islamic Religious Education learning. Discussions not only make learning more interesting and interactive, but also train students' critical thinking, communication, and teamwork skills. Therefore, the routine application of the discussion method in Islamic Religious Education learning is highly recommended so that students can be more active, motivated, and able to understand and apply Islamic teachings in everyday life.

DISCUSSION

The discussion method plays an important role in overcoming the problem of low student learning outcomes in Islamic Religious Education (PAI). One of the main causes of low learning outcomes is the lack of student involvement in the learning process, so that they only receive the material passively without really understanding it. With the discussion method, students are encouraged to be more active in understanding religious concepts through exchanging ideas and interactions with their friends. This helps them to understand the material more deeply, because they not only hear explanations from the teacher but also understand various points of view from their classmates.

In addition, the discussion method trains students to think critically in solving problems related to Islamic teachings. In discussions, students are invited to analyze a

problem, find solutions based on Islamic arguments and concepts, and relate them to everyday life. For example, when discussing tolerance in Islam, students can discuss how these values are applied in their social lives. In this way, students' understanding of the material becomes deeper and more applicable, so that they find it easier to remember and apply Islamic values in real life.

The discussion method also increases students' learning motivation because they feel more involved in the learning process. When students are given the opportunity to express their opinions and discuss, they will feel appreciated and more motivated to study the material independently. Their curiosity also increases because they have to look for additional information in order to contribute to the discussion. This is different from the lecture method which tends to make students passive and less motivated to explore the material more deeply.

In addition to increasing understanding and motivation, the discussion method also helps students develop communication and collaboration skills. In discussions, students learn to express their opinions clearly, listen to other people's arguments, and respect differences of opinion. These skills are very important not only in the context of Islamic Religious Education learning, but also in everyday life, where they must be able to communicate well in various situations. Discussions also train students to work in teams, so that they are accustomed to the dynamics of group work that will be useful in both academic and professional worlds.

Thus, the discussion method is an effective solution in overcoming the problem of low student learning outcomes in Islamic Religious Education learning. This method not only improves students' understanding of the material, but also builds critical thinking, communication, and collaboration skills. In addition, with a more interactive and interesting learning atmosphere, students become more motivated and enthusiastic in learning. Therefore, the application of discussion methods in Islamic Religious Education learning is highly recommended so that students not only understand Islamic teachings in theory, but are also able to apply them in everyday life with a deeper understanding.

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With all its benefits, the discussion method is one of the effective learning strategies in increasing students' learning activities in Islamic Religious Education learning. Discussions not only make learning more interesting and interactive, but also train students' critical thinking, communication, and teamwork skills. Therefore, the routine application of the discussion method in Islamic Religious Education learning is highly recommended so that students can be more active, motivated, and able to understand and apply Islamic teachings in everyday life.

CONCLUSION

Based on the results obtained from the implementation of cycle I, it can be concluded that the group discussion method has succeeded in improving student learning outcomes in the subject of Islamic Religious Education at SMAN 3 Lengayang. This increase is reflected in higher test scores after discussions, as well as increased student activity and participation in the learning process. However, some students still need further guidance to increase their confidence in discussing. Therefore, in the next cycle, efforts are needed to facilitate students to be more active and confident in participating in group discussions.

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