

KOPELMA: Scientific Journal of Education and Teaching

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Volume 1 (2) 152 – 158 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/kopelma>

Implementation of Discussion Method in Islamic Education Learning to Increase Learning Motivation of Students of SMA IT Insan Cendekia Payakumbuh

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Abstract: This study aims to improve student learning motivation 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 indicators of research success. The results of the study indicate that the discussion method can improve student learning motivation 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 41.71%, the first cycle 63.39% and in the second cycle it increased to 83.66%. Thus, the use of the discussion method can be used as an alternative to improve student learning motivation in Islamic religious education learning.

Keywords: Discussion method, learning motivation, islamic education.

Received September 11, 2024; **Accepted** October 31, 2024; **Published** December 31, 2024

Citation: Andi, S. (2024). Implementation of Discussion Method in Islamic Education Learning to Increase Learning Motivation of Students of SMA IT Insan Cendekia Payakumbuh. *KOPELMA: Scientific Journal of Education and Teaching*, 1(2), 152–158.

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INTRODUCTION

Getting to know the Qur'an from an early age is the main and first step in a child's life before any other learning. Every Muslim family instills Qur'an values in the household which is a common commitment so that they must have a special time to teach the Qur'an, whether it is done by their own parents or in institutions of recitation in the surrounding environment. The ability to read the Qur'an is commonly known as reciting, which is the ability to understand the content of the Qur'an. Reading the holy verses of the Qur'an is closely related to the worship of a Muslim, for example, prayer, and other prayer activities. In prayer, for example, it is not valid to worship if it uses a language other than the language of the Quran.

Therefore, teaching children to read the Qur'an from an early age is something that must be done so that generations of Quranians can grow above their nature. We should try to study and read the Qur'an properly and correctly, not only understanding, studying, and practicing the contents of the Qur'an in our daily lives. It is indeed important, but it would be even more perfect if you could read the Qur'an properly and correctly. From the results

of observations, it turns out that there are still many students who are not slow to understand the lessons, especially in the case of reading the Qur'an, for example, many students are only able to read, but do not know how to read well and correctly. Inappropriate teaching methods will greatly affect students' ability to read the Qur'an.

Islamic Religious Education (PAI) has an important role in shaping students' character and personality, especially in the modern era which is full of moral and social challenges. One approach that can increase the effectiveness of PAI learning is to apply a discussion method that actively involves students in the learning process. The discussion method provides a space for students to participate directly, exchange ideas, and express their opinions on religious issues relevant to daily life. This approach is expected to be able to foster a greater sense of responsibility and desire to learn in students.

SMA IT Insan Cendekia Payakumbuh is one of the educational institutions that emphasizes strengthening religious values in learning. However, the challenge of increasing students' motivation to learn is still a major concern. One solution that can be applied is to utilize the discussion method in PAI learning. The application of the discussion method is believed to increase student learning motivation because of its interactive and participatory nature. By discussing, students not only listen to the material passively, but are also invited to think critically and express opinions based on their understanding of the material being taught. Student learning motivation is an important factor that affects the success of the learning process. Motivated students tend to have a greater interest in learning, so they are more active in participating in the teaching and learning process and achieving optimal results.

In the context of PAI learning, the discussion method not only functions as a medium to convey material, but also as a means to instill religious values and build a deeper understanding of Islamic teachings. Discussions allow students to relate theory to the realities of everyday life. The discussion method also encourages positive social interaction among students. Through group discussions, students learn to respect differences of opinion, work together, and find common solutions to the problems they face. This is very relevant in building a strong Islamic character. At SMA IT Insan Cendekia Payakumbuh, the application of the discussion method in PAI learning is one of the potential approaches to increase student involvement. This method provides an opportunity for students to explore religious concepts in depth and broaden their horizons. However, the application of the discussion method requires good planning and management from the teacher.

Teachers must be able to design relevant discussion topics, facilitate the course of the discussion, and provide appropriate directions so that the discussion remains focused on the learning objectives. With the right approach, the discussion method not only increases students' motivation to learn, but also strengthens their understanding of Islamic values. Therefore, research on the application of the discussion method in PAI learning at SMA IT Insan Cendekia Payakumbuh is important to explore more deeply the effectiveness of this method in improving the quality of religious education.

METHODS

The method used in this study is Classroom Action Research (PTK). Suharsimi Arikunto, 2009.2, stated that in classroom action research there are three terms that form this meaning, namely, 1) Research refers to an object by using certain methodological methods or rules to obtain data or information that is useful in improving the quality of a thing or problem; 2) Action, refers to an effort/activity that is deliberately carried out to achieve a certain goal; 3) Classroom, is a place that is not limited to a certain space, but contains understanding of a number of students in a group who participate in learning activities designed by the teacher. Furthermore, Suharjono explained, that classroom action research is research conducted with the intention of improving the quality of learning practices in the classroom. Even McNiff, 1992 in Supardi, 2009.102, in his book "Action

Research Pricipoles and Practice" explains that PTK is a form of reflective research carried out by educators themselves on the curriculum, school development, improving learning achievement, developing teaching skills, and so on. The test method is a series of questions or exercises as well as other tools used to measure the skills, knowledge, intelligence, abilities or talents possessed by an individual or group. The test is also used as another standardized measuring tool. The documentation method to strengthen the research results, the researcher also uses documentation sheets in the form of photos from classroom action research activities

RESULTS

Based on the description in the presentation of the data above, it can be concluded as follows; 1) Learning activities by applying the Problem Based Learning learning model can improve the learning outcomes of Phase D students of SMP Satu Atap Simamonen on the material "Performing prostration of thanksgiving, sahwī and recitation", this can be seen in the first cycle the average score obtained is 76 with 70% learning completeness and in the second cycle the average score is 85 with 90% learning completeness. 2) Student activities are declared active in learning activities by applying the Problem Based Learning learning model can improve the learning outcomes of Phase D of SMP Satu Atap Simamonen, this can be seen in the first cycle of student activities 70% and in the second cycle 85%.

So based on this percentage, classically, learning through the Problem Based Learning learning model is said to be successful because students who score 76 and above are 9 people or about 90%, while students who get a score below 76 are 1 person or 1%. In accordance with the success indicators that have been set, the use of the Problem Based Learning learning model is said to be successful, if the average class reaches a minimum standard of 76 as a KKTP score with the provision that most (85%) students are able to obtain a score of 76 and above in the post test so that the results obtained in the second cycle are said to be successful. In the observation stage, observations are made using observation sheets that have been prepared, fellow teachers who are in charge of observing both the teacher's activities and students' responses during learning. Student response data was collected using student response observation sheets. This is done so that students' responses to the use of the Problem Based Learning learning model are known. The aspects that were assessed to find out the student response according to the observation sheet were (1) Activeness, (2) Cooperation, (3) Completeness, and (4) Timeliness in participating in PAI learning.

This study uses a qualitative approach with the type of classroom action research (PTK). This approach was chosen because it aims to improve the learning process through direct intervention in the form of the application of discussion methods in Islamic Religious Education (PAI) learning. Classroom action research is carried out in several cycles that involve planning, implementation, observation, and reflection. With this approach, it is hoped that a deep understanding of the effectiveness of discussion methods in increasing student learning motivation can be obtained. The subject of the study was class X students at SMA IT Insan Cendekia Payakumbuh who were selected by purposive sampling. The location of the research was carried out in the classroom of the school. The selection of this location is based on the need to overcome the problem of student learning motivation in PAI learning which has previously been identified through initial observation and interviews with teachers.

Data was collected using several instruments, namely observation sheets, interviews, and questionnaires. Observation sheets are used to record student activities during the discussion process, including their participation and involvement. Interviews were conducted with teachers and students to get their views on the application of the discussion method. Meanwhile, the questionnaire was used to measure the level of student learning motivation before and after the application of the discussion method. The data

obtained was analyzed descriptively with reference to qualitative data analysis techniques. The steps include data reduction, data presentation, and conclusion drawn. In addition, the quantitative data obtained from the motivation questionnaire was simply analyzed using percentages to show changes in the level of students' learning motivation. The results of this analysis are used to evaluate the success of the implementation of the discussion method and provide recommendations for improvement in the next cycle.

DISCUSSION

The discussion method is one of the strategies implemented at SMA IT Insan Cendekia Payakumbuh to increase students' motivation to learn in Islamic Religious Education (PAI) subjects. With this method, students are given the opportunity to actively participate in learning, which allows them to exchange opinions and expand their understanding of the material. Discussions encourage more lively interactions between students, which in turn creates a more dynamic and engaging learning atmosphere. The application of discussion methods also helps strengthen the understanding of religious concepts. Through discussions, students can delve into PAI material by discussing relevant topics, as well as solving problems related to religious values. This activity provides space for students to ask questions, give responses, and clarify things they do not understand.

As a result, students can understand religious concepts more deeply and applicatively in daily life. In addition, discussions also play a role in increasing student confidence. By being given the opportunity to express their opinions in front of their peers, students gradually learn to be more confident in communicating. This confidence is not only beneficial in learning PAI, but can also be applied in various aspects of their lives, including in public speaking or arguing constructively. The discussion method also facilitates the development of critical thinking skills. Students are invited to analyze information, formulate arguments, and provide solutions to problems discussed in the discussion. This critical thinking ability is very important in understanding PAI material, especially in discussing contemporary issues related to religious values. By thinking critically, students can objectively evaluate information and deduce appropriate solutions. In addition, group discussions also teach students to work together and respect differences of opinion. In a discussion group, students learn to work collaboratively to achieve a common goal. They also learn to be tolerant and open to the views of others, which are important values in PAI. This attitude not only enriches the learning experience of students, but also forms a better social character. An interactive learning atmosphere through discussions can increase students' motivation to learn. When students feel actively involved in the learning process, they will be more enthusiastic about participating in the lesson.

Discussions provide variety in learning methods, so that students do not feel bored or bored with monotonous learning. This directly contributes to an increase in their motivation and enthusiasm for learning. The role of teachers in the discussion method is very important as a facilitator. Teachers are tasked with guiding the discussion to stay focused on learning objectives and provide constructive feedback. As facilitators, teachers not only direct, but also support each student to participate by providing a fair opportunity for all students to speak. By applying the discussion method, PAI learning becomes more interesting and not boring. Students are given space to engage in activities and contribute to learning, which makes the learning process more enjoyable and motivating. The discussions also allow students to better understand religious values in real-life contexts, which enriches their learning experience. However, the application of the discussion method is not without challenges. One of the main challenges is the dominance of some more active students or the lack of participation of quiet students. To address this issue, teachers need to design rules for fair discussion and give each student a chance to play a role. With the right strategy, the discussion method can have a significant impact on improving student motivation and learning outcomes at SMA IT Insan Cendekia

Payakumbuh. Overall, the application of the discussion method in learning Islamic Religious Education at SMA IT Insan Cendekia Payakumbuh has proven to be effective in increasing students' learning motivation. This method not only enriches students' understanding of religion, but also forms critical thinking skills, cooperation, and a sense of tolerance that are essential for their development as intelligent and responsible individuals.

The discussion method plays an important role in learning Islamic Religious Education (PAI) because it encourages students to think critically and actively in understanding religious concepts. By discussing, students not only receive information passively but also engage in a deep thinking process, explore various points of view, and find solutions to problems related to Islamic teachings. This helps them understand Islamic values more comprehensively and apply them in everyday life. In addition, the discussion method provides an opportunity for students to develop communication skills and courage in expressing opinions. In discussions, they learn to express ideas with logical arguments and listen to and respect the opinions of others. This attitude is very important in community life, where Islamic values emphasize the importance of tolerance, deliberation, and mutual respect in social interactions. The discussion method also plays a role in increasing students' understanding of the various differences of opinion in Islam. For example, when discussing topics such as fiqh or Islamic history, students will find that there are differences of opinion among scholars. Through discussion, they can understand the reasons behind these differences and learn to be wise in responding to the diversity of thought in Islam. This forms a moderate and open attitude in religion.

Furthermore, the discussion method is able to increase student involvement and motivation in learning Islamic Religious Education subjects. Interactive and interesting discussions can make the learning atmosphere more lively and enjoyable. Students will feel more motivated to dig deeper into the material being studied, because they get the opportunity to express their opinions and exchange ideas with their friends. This contributes to improving their understanding and memory of the material being taught. Finally, the discussion method in Islamic Religious Education learning can instill good moral values in students. In discussions, they learn to be patient, respect the opinions of others, and convey arguments politely. These values are in line with Islamic teachings which emphasize the importance of noble morals in everyday life. Thus, the discussion method not only improves students' religious understanding but also shapes their character to become individuals who are moral and responsible in social life.

CONCLUSION

The discussion method is applied in Islamic Religious Education (PAI) learning at SMA IT Insan Cendekia Payakumbuh to increase student motivation and understanding. In this method, students have the opportunity to interact actively, exchange opinions, and work together in groups. Discussions encourage students to think critically, understand religious concepts more deeply, and increase self-confidence. In addition, this method helps students to develop an attitude of cooperation, tolerance, and respect for differences of opinion. The role of teachers as facilitators is very important in ensuring that discussions run effectively and in accordance with learning objectives. The application of the discussion method in PAI learning at SMA IT Insan Cendekia Payakumbuh has a positive impact on student learning motivation. This method encourages students to be more actively participating, thinking critically, and working together, which in turn enriches their understanding of religious values. Discussions not only increase learning motivation but also develop students' social and communication skills. Although there are challenges in its implementation, such as the dominance of certain students and lack of participation, the right solution can overcome this problem. Overall, the discussion method is an effective strategy in PAI learning to improve student motivation and learning outcomes.

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