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## Improving Student Learning Outcomes in Islamic Education Learning through the Symposium Discussion Method at SMA Muhammadiyah 2 Padang

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using the symposium discussion method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were high school students. The data for this study were obtained 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 symposium 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 46.71%, the first cycle 68.39% and in the second cycle it increased to 87.66%. Thus, the use of the symposium discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Learning outcome, symposium discussion method, islamic education.

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### INTRODUCTION

Learning is a process that brings about changes in behavior, both potentially and tangibly, and those changes are permanent reactivity as a result of practice and experience. Meanwhile, learning refers to interaction activities between students, educators, and learning resources in the learning environment. In learning, the active involvement of students is very necessary. This activeness includes asking questions, conveying ideas, and actively participating in learning activities. This is in line with the essence of learning as an active process for students in building their knowledge. Therefore, if a learning activity does not provide opportunities for students to play an active role, then the activity is contrary to the essence of learning itself. The learning process not only demands students' activeness, but also their creativity.

Creativity in learning is able to create a fresh, non-monotonous, and interesting atmosphere, so that students become more engaged and actively involved in learning activities. Therefore, educators need to apply a variety of approaches, strategies and

methods that are in accordance with the situation, material, and ability of students. Thus, students can achieve optimal results in learning, and planned goals can be achieved. Learning something, including Islamic religious education, requires encouragement in the form of motivating results. As explained by Abdurrahman Gintings (2010:86), results are a factor that encourages students to learn or master the material studied. Therefore, the results are very important so that students have the spirit to understand the subject matter they are learning.

The learning outcomes of students in Islamic religious education subjects need to be strengthened and improved. One of the steps to achieve this is with a learning method or model that is suitable and interesting for students. Educators are advised to replace old or conventional learning models with more innovative and progressive approaches. This is because innovative learning models are able to optimize students' potential by actively involving them in the learning process. As explained by Trianto (2010:10). The use of learning methods or models is also mentioned in several verses contained in the Quran, one of which is Qs. An-Nahl verse 125 which means, "Call (people) to the way of your Lord with wisdom[845] and good lessons and refute them in a good way. Indeed, your Lord He knows better about those who have strayed from His ways, and He knows better about those who are guided."

## **METHODS**

**Research Design/Procedure.** The application of the symposium discussion method in Islamic Religious Education (PAI) learning in class X E aims to improve student learning outcomes. This method allows students to actively engage in discussions, broaden their horizons, and develop critical thinking skills. This research is designed as a classroom action research (PTK) that prioritizes reflection and improvement of learning practices, 1) Research Methodology which includes research design, the type of research used is qualitative with a descriptive approach. This research was carried out in four cycles, where each cycle consisted of planning, implementation, observation, and reflection. The subject of the research is class X E students which totals about 14 students. Implementation Procedure, planning to prepare a learning module that includes learning objectives, materials, and steps for symposium discussion.

The implementation consisted of, 1) The teacher introduced the topic to be discussed; 2) Students are divided into small groups to discuss the topic; 3) Each group chooses a leader to facilitate the discussion and record the results; 4) After the group discussion, each group conveys the results of their discussion to the class. Observation, that is, observing student interaction during the discussion and recording the level of student participation and understanding. The indicator used in this study is whether or not there is an increase in student learning outcomes in learning after the implementation of cycle II. The criteria for the improvement is the achievement of 80% completeness of classical learning outcomes.

Improving the learning outcomes of students in class X E in Islamic Religious Education (PAI) subjects through the symposium discussion method can be done with strategic steps that involve careful preparation and structured implementation. Symposium discussion is a method that allows students to convey ideas or views in the form of an organized presentation, followed by a question and answer or group discussion. This method not only encourages active student engagement, but also improves critical thinking and communication skills. The first step is careful learning planning. Teachers need to prepare a learning implementation plan (RPP) that includes learning objectives, materials to be discussed, and organizing symposium discussions. The material chosen must be relevant to the student's life and be able to provoke critical thinking, such as issues related to morality, tolerance, or worship. Teachers also need to divide students into groups that will act as panelists and audiences, with a clear division of tasks. Furthermore, the teacher gave a briefing to the students about the format and

mechanism of the symposium discussion. Students who act as panelists are given the responsibility of preparing presentations according to the given theme, while the audience is trained to formulate questions or provide relevant responses. Teachers can provide reference materials or encourage students to look for their own sources to support their understanding. The implementation of the symposium discussion began with a presentation by a group of panelists, where each group member conveyed their ideas in turn. The teacher acts as a moderator to ensure that the course of the discussion remains in accordance with the specified topic and time. After the presentation is over, a question and answer session is conducted between the panelists and the audience.

At this stage, students are invited to think critically, ask questions, and provide responses or solutions to the issues discussed. At the end of the session, the teacher gave reflection and feedback on the course of the symposium discussion. Feedback is given constructively to help students understand their strengths and weaknesses in presentations and discussions. Teachers also assess student performance based on engagement, critical thinking skills, and contribution to discussions. These assessments can be a motivation for students to improve their skills at the next opportunity. The next step is learning evaluation. Teachers can use a variety of instruments, such as student worksheets, formative tests, or affective assessments to measure learning success. The results of this evaluation are the basis for designing the next learning and improving aspects that still need to be improved. Evaluation also helps students understand their achievements and motivates them to continue learning. The discussion method of this symposium allows students of class X E at SMA Muhammadiyah 2 Padang not only to understand the concept of PAI theoretically, but also to apply it in the context of daily life. With active involvement in discussions, students are invited to develop critical thinking, communication, and cooperation skills, which are important in facing life's challenges in the future.

## **RESULTS**

The following description is one of the efforts to describe the results of research on the application of the symposium discussion method in improving learning outcomes in Islamic Religious Education subjects. This study took class X E of Muhammadiyah 2 Padang High School Students for the 2024/2025 Academic Year as the object and consisted of 14 students. This research is planned in two cycles, with the intention of being able to see the learning outcomes of students after holding class actions, namely by using the student symposium discussion method. Before taking action, the researcher first took student data as preliminary data. This initial data becomes a measure of success or not after being given an action. In cycle I (1) the teaching and learning process is carried out using the application of the symposium discussion method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity) in this cycle 1 meeting (2x45 minutes) and 1 test at the end of each cycle. For the first cycle test, answer the questions fluently.

In cycle II (2), it is already the implementation of class actions, namely further actions. Evaluation from cycle I, Islamic Religious Education learning is carried out using the application of the symposium discussion learning method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity). In this second cycle, 1 meeting (2x45 minutes) and 1 test were held at the end of each cycle. The implementation of this action research is monitored by the principal, deputy principal (curriculum, student affairs and pre-facilities) and supervisors or teachers of Islamic Religious Education subjects in class X E SMA Muhammadiyah 2 Padang. The overall monitoring of research activities in this class is carried out by the researcher as a teacher of Islamic Religious Education by referring to the research design, evaluation results, learning modules, which have been prepared and consulted with the supervisor.

Based on the results of observation and evaluation in cycle I, it can be concluded that the discussion method is effective in increasing student participation, but it needs to

be improved to cover all students equally. The understanding of the material has shown improvement, but it is still not optimal because not all students have reached the KKM. Follow-up Plan (Cycle II) includes, 1). Using media or learning aids to clarify the discussion material; 2). Assign individual assignments after the discussion to ensure each student understands the material in depth; 3). Increase the variety of questions in the discussion in order to stimulate the active participation of students; 4). Engage passive students through direct appointment or appreciation of their contributions.

Description and Results of Cycle II, In cycle 2 of PTK, the researcher again carried out learning with a discussion approach to improve the learning outcomes of Islamic Religious Education (PAI) in SMA Negeri 1 Sutera students. Cycle 2 aims to improve and develop the learning process based on the reflection of cycle 1 that has been carried out. The stages carried out include, 1). Planning; 2). Implementation/Action; 3). Observation. The learning outcome score showed an increase compared to before cycle 1, but there were still some students who had not reached the KKM (Minimum Completeness Criteria). Description and Results of Cycle III, In the implementation of Cycle III, the researcher made improvements and refinements from the results of reflection in Cycle II. Learning strategies through the discussion method are more optimized by grouping students based on balanced academic ability. The researcher also clarified the rules and objectives of the discussion and provided more effective time for students to focus more on expressing their opinions. In addition, researchers use more interesting learning media, such as videos and case studies that are relevant to the material, to increase students' interest in learning.

The results of the learning test showed an increase compared to before cycles 1 and 2, but there were still some students who had not reached the KKM (Minimum Completeness Criteria). Description and Results of Cycle IV, In Cycle IV, improvements and refinements of the implementation of the discussion method are carried out based on reflection from the previous cycle. Teachers optimize their role as facilitators by providing clearer directions regarding the flow of discussions and the division of tasks in groups. The learning media used is more varied, such as the use of opening videos and relevant case studies, to improve students' understanding of the material "Avoiding Anger, Habituating Self-Control, and Dare to Defend the Truth". The value of the learning evaluation results shows that it has reached the KKM (Minimum Completeness Criteria).

From the table above, it can be understood that there is an increase in student learning outcomes from each cycle, namely the initial data of students obtaining an average score of 61.5 in the first cycle, the average score of students is 72.8, and the average score of students in the second cycle reaches 82.2. Thus, it can be concluded that the symposium discussion method is able to improve the learning outcomes of students in the subject of Islamic Religious Education.

## **DISCUSSION**

Discussion on improving the learning outcomes of class x e students of pai subject through the symposium discussion method at sma muhammadiyah 2 padang. Islamic Religious Education (PAI) is one of the important subjects that aims to form the character of students who are religious, have noble character, and have a deep understanding of Islamic teachings. In the learning process, student success is not only measured from the cognitive aspect alone, but also from an affective and psychomotor perspective. To achieve this goal, effective and relevant learning strategies are needed to meet the needs of students, one of which is through the symposium discussion method. Symposium discussions are a learning method that combines panel presentations with group discussions. This method encourages students to play an active role in the learning process, both as panelists who present material and as audience members who provide responses or questions. Thus, this method is able to develop critical thinking,

communication, and collaboration skills, which are very relevant in PAI learning. The first step in the application of the symposium discussion method is careful planning.

Teachers need to prepare a Specific Learning Implementation Plan (RPP) for class X E, taking into account the needs and characteristics of students. In the lesson plan, the teacher sets the learning objectives, the material to be discussed, and the steps to implement the symposium discussion. The selected material should be related to relevant religious issues, such as morals, worship, and social relations, so that learning is more contextual and interesting. In the preparation stage, students are divided into groups of panelists and audiences. The panelists are in charge of presenting the material that has been prepared, while the audience provides responses in the form of questions, criticisms, or suggestions. The teacher gave directions on the procedures for the symposium discussion, including time rules, presentation formats, and question and answer mechanisms. In this stage, students are encouraged to conduct independent research or read relevant references to deepen their understanding of the material.

The implementation of the discussion began with a presentation by a group of panelists. Each group member is given the opportunity to express their views in turn according to the theme that has been determined. The teacher acts as a moderator to ensure that the discussion runs smoothly and in accordance with the learning flow. During this session, the audience is invited to take note of the key points of the presentation and prepare questions or responses. After the presentation is over, a question and answer session is conducted between the panelists and the audience. At this stage, students are trained to think critically and provide logical and relevant responses. The discussions that take place create an interactive and dynamic learning atmosphere, where every student has the opportunity to participate.

Teachers continue to monitor the course of the discussion and provide intervention if necessary, such as directing the conversation that begins to deviate from the topic. At the end of the session, the teacher gave a reflection on the learning process that had taken place. This reflection includes an evaluation of the content of the material, the way the panelists delivered, and the quality of the discussion that occurred. Teachers also provide constructive feedback, both to the panelists and the audience, so that they can correct their shortcomings and develop their skills in the next lesson. Learning evaluation is an important stage in the application of this method. Teachers can use a variety of evaluation instruments, such as observation sheets, formative tests, or individual assignments, to measure student achievement. Assessment is not only focused on cognitive aspects, but also on affective aspects, such as students' activeness in discussions and their attitudes towards the material studied. The results of the application of the symposium discussion method showed that students of class X E were able to understand the PAI material better.

Students who were initially passive became more courageous in expressing opinions and asking questions. This shows a significant improvement in students' affective aspects, such as self-confidence and communication skills. In addition, discussions involving religious issues also help students internalize Islamic values in daily life. From the teacher's side, the application of this method requires an effective facilitator role. Teachers must be able to create a conducive discussion atmosphere, manage time well, and motivate students to be actively involved. Teachers are also required to have a deep understanding of PAI material in order to provide the right direction during the discussion. The challenge in applying this method is the limited time and readiness of students. The ideal symposium discussion process takes enough time to allow for in-depth exploration of the material. In addition, not all students have good communication skills, so teachers need to provide additional guidance to students who are still struggling. Facility support is also an important factor in the success of this method. A comfortable classroom, presentation tools such as projectors, and adequate reference materials will greatly help smooth discussions. With adequate support, students can be more focused and motivated to learn.

The implementation of the symposium discussion also encourages the formation of a collaborative learning culture. Students are invited to respect the opinions of their classmates and learn to work together in groups. These values are in line with the learning objectives of PAI, which not only teaches religious knowledge, but also forms a character based on Islamic values. In the context of PAI learning, this method provides an opportunity to discuss actual issues that are relevant to students' lives. For example, a discussion of the importance of tolerance in religious life can provide a deeper and more applicable understanding for students, especially in a pluralistic society environment.

The application of the symposium discussion method is also in line with the principle of active learning, where students are the main subjects in the learning process. With this method, students are invited to play the role of independent learners who are able to explore, analyze, and conclude information critically. The success of this method also depends on continuous evaluation. Teachers need to continue to monitor student development and adjust learning strategies according to their needs. With proper evaluation, teachers can ensure that learning objectives are optimally achieved. Overall, the symposium discussion method had a positive impact on the learning outcomes of class X E students at SMA Muhammadiyah 2 Padang.

This method not only improves students' understanding of PAI materials, but also helps them develop critical thinking, communication, and cooperation skills. This increase in learning outcomes shows that learning methods that involve active student participation are more effective than conventional methods that are one-way. With consistent application and the support of all parties, the symposium discussion method can be one of the solutions in improving the quality of PAI learning. This method also provides a more meaningful learning experience for students. They not only learn from teachers, but also from classmates through discussions that occur. This helps to create an inclusive and collaborative learning atmosphere. With all its benefits and challenges, symposium discussions deserve to be one of the main approaches in PAI learning. Teachers, students, and schools need to work together to optimize the application of this method in order to create effective, relevant, and meaningful learning.

## **CONCLUSION**

Based on the results of the research that has been carried out, it can be concluded that the learning outcomes of students have improved and progressed, this is explained as follows, 1) The learning outcomes of Islamic Religious Education in class X E at the beginning of the meeting before the research are very concerning by looking at the situation and conditions of students who are less interested in learning Islamic Religious Education, Because the method used by teachers in the field of Islamic Religious Education is more about the application of the classic method in the form of a lecture method, the process is active only for the teacher concerned. So that students are only limited to listening and concluding the results of the presentation from the teacher concerned; 2) The learning outcomes of Islamic Religious Education subjects after the researcher applied the symposium discussion method were very significant towards effective, efficient and quality learning, because the researcher saw that the development of students was very prominent both in the form of high student learning motivation, the effectiveness of relatively long learning time, so that it led to brilliant student achievements. In the application of the symposium discussion method, it can be seen that the learning process is active, because before the researcher conducts the learning process, the researcher first conducts observations, tests, interviews and documentation. In its application, the first step the researcher takes: planning, implementation, observation and reflection to find out the results obtained after applying the symposium discussion method; 3) The symposium discussion method can improve the learning outcomes of students of Class X E SMA Muhammadiyah 2 Padang. Before applying the 61.5% symposium discussion method in the first cycle, the researcher had applied the symposium discussion method with a group learning model and the score

of the students' competency results reached 72.8%. However, the score of the research results has not been maximized, so the researcher plans improvements to be applied in the second cycle, so the results of the learning process with the symposium discussion method increased to 86.42%. However, the score of the research results has not been maximized, so the researcher plans improvements that will be applied in cycle III, so the results of the learning process with the symposium discussion method increase to 85.2%. And the researcher continued to cycle IV, the results of the learning process with the symposium discussion method increased to 87.71%. So the symposium discussion method can improve the learning outcomes of students.

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