

Discussion Method as an Effort to Improve Student Learning Outcomes in Fiqh Learning: A Classroom Action Research

Dewi Srianti ✉, MTsN 3 Lima Puluh Kota, Indonesia

✉ dewisrianti4@gmail.com

Abstract: Learning methods are one aspect that must be considered by every teacher in an effort to achieve learning objectives. To a certain extent, learning methods can create more meaningful learning. This study aims to improve student learning outcomes in fiqh learning by using the discussion method. This study is a classroom action research with the Kemmis & Mc Taggart design which uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of state junior high school 3 Lima Puluh Kota. The research data were obtained using observation and test techniques. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the discussion method can improve student learning outcomes in fiqh learning. This can be seen from the increase in learning outcomes in each cycle. Therefore, the discussion method can be used as one of the methods in fiqh learning.

Keywords: fiqh learning, discussion method, learning outcomes.

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INTRODUCTION

Teaching and learning are interrelated entities. Learning is one form of education. Schunk (2012) states that learning is a series of activities aimed at facilitating the student learning process. On the other hand, there is article 1 point 20 of Law No. 20 of 2003 concerning the National Education System. Furthermore, Wolfolk (2016) states that learning is a process of interaction between students and educators and learning resources in a learning environment.

The learning environment is a formal education that helps students develop themselves, so that children of the nation are born whose souls are firmly embedded in a combination of intellectual, ethical and national personality values (Darmadi, 2016; Lubis, 2023). This is in line with the objectives of national education which are implemented in the outlines of the state's policies as follows. National Education aims to improve the quality of Indonesian people, especially those who believe and are devoted to God Almighty, who have noble morals, personality, are independent, advanced, tough, intelligent, creative, skilled, disciplined, professional, responsible, and productive as well as physically and mentally healthy. However, there are rumors circulating in the community that the quality of education in Indonesia is very low compared to other countries. Of course this is a serious problem that needs to be resolved at the institutional, regional, and national levels. Likewise, it is necessary to further improve student learning outcomes in the Fiqh subject in class 8-1 MTsN 3 Lima Puluh Kota, Infaq and Alms

Material. Overall, the knowledge, skills and attitudes obtained from learning still do not meet expectations, namely the minimum standard of completion that has been set. Whereas learning outcomes are a form of performance achieved by students. Nurliza et al. (2024) stated that achievement is evidence of a successful effort achieved. Factors that generally influence learning outcomes are Internal and External factors. Internal factors are factors that come from within the person concerned, including physical (physical) and spiritual (psychic). While external factors are those that come from outside the individual concerned or are often referred to as environmental factors (Santrrock, 2011).

While specifically the factors that influence student learning success are lack of learning motivation, inappropriate learning media, students pay less attention to teacher explanations, lack of parental concern at home for children, lack of implementation, experiments and demonstrations, inadequate facilities and infrastructure, inappropriate learning methods. Among the existing problems, the main focus is on the use of learning methods that still need to be improved because the use of the right method affects student learning outcomes. The method used in this case is the discussion method.

The discussion method was chosen considering that learning with peer tutors can increase student enthusiasm (Dasopang & Lubis, 2021; Lubis & Dasopang, 2020, 2021). In addition, students are accustomed to thinking critically and creatively and are able to express opinions to improve understanding (Agusta & Pratiwi, 2020; Lubis et al., 2021; Mujib, 2019). The more understanding is improved, the more learning outcomes will improve (Anggareni et al., 2013; Deliany et al., 2019; Fatwa et al., 2024). Of course, the use of this method is not exclusive and is also supported by other methods, but the discussion method is prioritized. On the other hand, learning without using the right learning method will affect students' understanding and make it difficult for them to understand the concepts being studied (Fatwa et al., 2023; Lubis & Lubis, 2024; Putra et al., 2023). As a result, student learning outcomes are disappointing. Therefore, in this learning using discussion method to improve student learning outcomes. By considering the above, it is expected that the application of discussion method can improve student learning outcomes of MTsN 3 Lima Puluh Kota.

METHODS

The type of research used is Classroom Action Research which is an observation of learning activities in the form of an action and occurs in the classroom simultaneously. In accordance with the type of research chosen by using the discussion method. Where according to Suharsimi Harikunto, namely forming a spiral from one cycle to another which includes: Planning, Action, Observation and Reflection. The design of this study is described in the following material.



FIGURE 1. Research Design

The subjects of the study were students of Class 8-1 MTsN 3 Lima Puluh Kota, Guguk District, Lima Puluh Kota Regency, 2023/2024 Academic Year, Odd Semester with 28 students. 19 female and 9 male. The object of the study was the use of discussion methods for learning the Qur'an and Hadith in the material I share alms and charity sincerely. The data collection techniques used in this study were observation and testing. Observation is defined as experience and systematic recording of symptoms that appear in the object of research, this is done by the teacher (researcher) during the learning process with the assistance of colleagues. Observation is used to measure the learning activities of teachers and students in fiqh learning using the discussion method. A test is a set of stimuli or stimuli given to someone with the intention of answers being used as the basis for determining a score. In this case, it was given to students of class 8-1 MTsN 3 Lima Puluh Kota in the odd semester of the 2023/2024 Academic Year. With the aim of knowing the success in implementing the learning of the Qur'an and Hadith with the material of sharing alms and charity sincerely on the aspect of student knowledge. The data obtained were then analyzed using descriptive statistical techniques.

RESULTS

First Cycle

Cycle 1 was carried out in 2 meetings, the first meeting was held on Monday, October 31, 2023 and the second meeting on Monday, November 4, 2023. Observations of process data were carried out in accordance with the indicators of process success that had been set in the planning. The data that emerged in the implementation of the action were then observed and presented. The process data observed in this classroom action research included: (1) data regarding the accuracy of the procedure for implementing the action carried out by the teacher, (2) data regarding student activity, (3) student behavior data, (4) student participation data, (5) student presentation data, namely the frequency of being a speaker when representing or with their group in formulating and presenting the results of their group discussions in front of the class. Meanwhile, the student success data observed in this classroom action research was student activity during the discussion process which included student involvement in moderating, notaries, presenting a presentation on the Analysis of the verses of the Qur'an, Surah Al-Fajar verses 15-18, Surah Albaqarah verse 254 and Q.S Al-Baqarah verse 261, asking questions and answering questions.

Observations were conducted by teachers (researchers) with colleagues. In the observation activities observed were the activeness of students and teachers in the learning process and events that occurred during the learning process. Based on the results of observations, the learning process was quite good. Students were very enthusiastic in participating in learning. Supported by sufficient teaching aids, students were very active and felt happy. When analyzing the content of the letter Al-Fajar verses 15-18 and the letter Al-Baqarah verse 255, students enthusiastically discussed with their group members. Interaction between students was good, group leaders helped group members who did not understand. The teacher paid attention to student activities and guided students if they had difficulties. Students also actively asked the teacher if there was material that was not understood. So that the interaction between teachers and students was very good. Student Worksheets and evaluation sheets were worked on by students to measure the success of the learning that had been carried out. There are things that teachers need to pay attention to, when students analyzed the content of the letter Al-Fajr verses 15-18 and the letter Al-Baqarah verse 254 and had group discussions, there were several passive students, the teacher should motivate these children to be willing to do activities actively. Teachers (researchers) and colleagues conducted evaluations and reflections on planning, implementation, and observation activities. The holding of this reflection is expected to find weaknesses and strengths during the learning process so that

it can be used to improve further learning. In the first cycle, qualitative and quantitative data were obtained, including qualitative data, namely: student activity sheets and teacher performance sheets. While quantitative data is the value of student learning outcomes. The value of student learning outcomes was obtained through a written test, the test instrument used was an evaluation sheet. Data on student learning outcomes in cycle I is as in Table 4 below,

TABLE 1. *Cycle 1 Value Grouping*

Value	Interval Score	The number of students	%
A	85 - 100	4	14.28%
B	71 - 84	17	57.14%
C	< 70	8	28.58%
	The number of students	28	

The number of students who scored above 70 was 20 children. So, the number of students who had completed the learning was 20 children (71.43%) while those who had not completed were eight children (28.57%). Classroom Action Research Cycle 2 was implemented on the steps taken in cycle 2 were almost the same as the steps in cycle 1. The thing that differentiates cycle 1 from cycle 2 is in the planning. The planning of cycle 2 was based on the results of the reflection of cycle 1, so that the shortcomings and weaknesses in cycle 1 did not occur in cycle.

Second Cycle

Learning planning in cycle 2 is actually just a refinement of cycle 1 planning. Based on analysis and reflection results and considering input from observers about the advantages and disadvantages at the implementation stage of cycle 1. Learning activity planning in cycle 2 uses the same research instrument as the research instrument used in cycle 1. In the action planning of cycle 2, the researcher as a teacher makes improvements that will be made so that the learning process is more optimal. Student learning outcomes and student learning completeness can be improved. Improvements that will be made in cycle 2 are: Students are given an explanation about the presence of a supervisor to relieve tension, students are told to leave the classroom and record at least 3 types of plants in the school environment, The teacher provides motivation and special attention to students who are less active, The teacher prepares fairly large plants so that students can observe the roots of the plants clearly, So that the learning process is smoother and more effective, the teacher prepares plants in numbers according to the number of groups or more, Students are motivated to dare to ask if there is material that is not yet understood, The teacher pays attention to time so that all activities can be carried out smoothly and at the right time.

This stage is an implementation of the revised planning, regarding the use of group discussion methods, selection of learning tools or media, and time allocation. This action learning 2 is a continuation of the cycle 1 action. In the learning activities, the learning methods and steps are in accordance with the implementation of cycle 1 actions but by paying attention to the results of reflection 1 and also in accordance with the action plan 2. This activity is carried out by learning steps that are carried out according to the plan that has been made, namely the teacher opens the lesson and takes student attendance and conveys learning objectives. The teacher explains the learning material, namely the parts of the root and their functions. In groups, students work on student worksheets by observing and discussing. The teacher guides and motivates all students to be active, each group presents the results of their discussions and other groups respond to them. All students are active, each group presents the results of their discussions and other groups respond to them. Students collect the results of the discussion to the teacher. Furthermore,

students conclude the material that has been studied guided by the teacher. Students work on the evaluation sheet individually. Follow-up, the teacher gives homework and the teacher closes the lesson with messages conveyed to students. At the Observation stage, the focus of observation is the activities of students and teachers. Observations were made using observation guidelines in the form of observation sheets that had been provided. As in cycle 1, in cycle 2, observations were made on student and teacher activities during the learning process. Observations were made on every change in student behavior during the learning process by making notes that could be used as research data as material for analysis and reflection. Based on observations, the learning process in cycle 2 was better than the learning process in cycle 1. In conducting group discussions, all students were more active and there were no more passive students. The learning media prepared by the teacher were adequate according to the material. Learning activities were very smooth and orderly, all students could observe plant roots and discuss them with their group members. Interactions between students and students, students and teachers were well established. Students dared to ask the teacher if there was material that was not clear. To measure the success of learning, students worked on student worksheets and evaluation sheets. All activities could be carried out on time. The learning process was carried out safely, orderly, smoothly and successfully.

After the planning stage to observation, the researcher again conducted an analysis and reflection on the results or findings that had been recorded in the observation sheet. The purpose of the analysis and reflection of cycle 2 was to determine the improvement of students' abilities and the completeness of students' learning in mastering the material being studied. At the end of the learning activities of cycle 2, a test was held to determine the results of students' learning about the parts of the root and their functions. The results of student learning in cycle 2 are as in the table below. So it can be concluded that the number of students is 28 children, the total score is 2,280, the average student score is 81.42, the highest score is 100 and the lowest score is 50. The value data can be grouped as follows.

Tabel .2 *Cycle 2 Value Grouping*

Value	Interval Score	The number of students	%
A	85 – 100	10	35,71%
B	65 – 84	17	60.72%
C	< 65	1	3.57%
The number of students		28	100 %

DISCUSSION

Improvement of student learning outcomes in fiqh learning is obtained from the learning process using the discussion method. In the discussion process, students transform knowledge between groups, so that learning information is conveyed effectively. This is in accordance with the findings of Lubis (2019) which states that group learning will create a good learning atmosphere because discussions occur. Furthermore, Silvia et al. (2023) in their findings stated that the exchange of information between students can help achieve learning objectives. In addition to the information exchange process, the discussion method also emphasizes the formation of a character of responsibility for each student. This is because when forming groups, students are given the responsibility to explore and solve their respective problems. The process of solving the problems received by each student will make students try as hard as possible to master the material related to solving the problem, so that in the end students will master the problems they solve (Dasopang et al., 2023; Lubis & Wangid, 2019; Ningsih et al., 2023; Suarni et al., 2019).

CONCLUSION

From the results of the research that has been carried out, it can be concluded that using the group discussion method can improve the learning outcomes of Al-Qur'an Hadith students at MTsN 3 Lima Puluh Kota, Lima Puluh Kota Regency in the 2023/2024 Academic Year. Through the group discussion method, it will arouse students' enthusiasm for learning. The learning process will be more creative because all students can express their opinions, students will be more active and not feel bored in learning activities. So by using the discussion method, the learning process will be more fun, active, creative and not boring so that by using the discussion method, students' learning outcomes can increase.

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