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Improving Learning Outcomes of Islamic Religious Education and Character Education Through the Small Group Discussion Model at SD Negeri 3 Pamuatan

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the small group discussion model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using 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 small group discussion model 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 44.18%, the first cycle 72.67% and in the second cycle it increased to 95.22%. Thus, the use of small group discussion model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, small group discussion.

INTRODUCTION

Education cannot be separated from human life, because through education human behavior can be changed and continue to develop from one time to the next. Education is a medium that plays a very important role in creating quality and potential human beings, through education there will be a process of self-maturation so that in the process of making decisions on a problem faced is always accompanied by a great sense of responsibility. Law No. 20 of 2003 concerning the national education system states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Given the role of education, this aspect should be the government's concern in order to improve quality Indonesian people's resources. Various efforts have been made to improve the quality of education in schools, including by improving the quality of teaching and learning. Teaching and learning at school is a series of activities that have been consciously planned. With good planning, it will support the success of teaching.

Teaching planning efforts are sought so that students have maximum abilities and increase motivation, challenges and satisfaction so that they are able to meet the expectations of both teachers as material bearers and students as science practitioners. One of the efforts to improve human resources is through the learning process at school. The learning process is one of the efforts to develop students' activities and creativity through interactions and approaches provided by teachers for the development of students' creativity. However, in reality, teachers emphasize learning activities in the cognitive realm only so that other aspects such as the affective and psychomotor realms receive less attention by teachers and students only focus their learning on the level of knowledge. One of the problems that causes the low quality of education is the low quality of the learning process. Education in Indonesia tends to be very theoretical and not tied to the environment in which students are located. As a result, students are unable to apply what they learn in school to solve problems faced in daily life-day. So far, educators have pursued more targets that are oriented to final exam scores, using monotonous conventional models. The conventional learning model is a learning model that is most widely applied by teachers/educators to their students, especially for learning in basic education. A special feature of this learning is that a teacher/educator actively delivers learning materials to his students directly or in other words, educator-centered learning. So that this makes learning known as lecture learning, passive students are active educators. Seeing the above reality, the role of teachers as teachers should be returned to their nature, namely teachers as organizers as well as facilitators of students in the process of distilling values or knowledge, especially related to life and the surrounding environment.

Teaching is not only a process of dripping values and knowledge, but teaching is also a process of raising the potentials contained in students whose goal is to find and direct students to be themselves. Islamic education is basically an education that aims to form a complete Muslim person, develop all human potential, both physical and spiritual. The ideal basis is the words of Allah SWT and the Sunnah of the Prophet PBUH. If education is like a building, then the content of the Qur'an and hadith is the foundation. The Qur'an is the source of truth in Islam, its truth cannot be doubted. Meanwhile, the Sunnah of the Prophet PBUH which is used as the basis for Islamic Religious Education is in the form of words, deeds or confessions of the Prophet PBUH in the form of gestures. The Prophet recommends using methods or approaches in a gentle way without coercion to students, in accordance with the Divine Verse which means: Therefore it is by the mercy of Allah that you act meekly towards them. If you are harsh and rude-hearted, of course they will distance themselves from your surroundings. Therefore forgive them, ask for forgiveness for them, and counsel with them in the matter. Then when you have made up your mind, then put your trust in Allah. Indeed, Allah loves those who put their trust in Him. (Q.S Ali Imran: 159). Education is synonymous with teaching and learning activities and all aspects that affect it, to achieve learning goals, the learning process must be carried out optimally, so that students can achieve better learning achievements. Educators are required to be more creative so that learning activities are not boring and make students more active in learning. Therefore, in teaching and learning activities, teachers must have a strategy so that students can learn effectively and efficient, reaching the expected goal.

Thus, the teaching method is a teaching strategy as a tool to achieve the expected goals. The selection of learning strategies should be determined based on the following criteria; 1) Strategic orientation to learning objectives; 20 Relevant to the content/learning material; 3) The methods and techniques used are focused on the goals to be achieved; 4) The learning media used can stimulate students' senses simultaneously and variously, can overcome students' passive attitudes. Learning activities will be successful if they are based on the motivation of the students themselves. If the teacher imposes in KBM (teaching and learning activities), students will feel pressured and as a result, the material taught will only enter the right ear and come out of the left ear just like that. The difficult task of teachers is to try to make students want to learn and have a

desire to learn continuously without being limited by time. The learning outcomes of students are obtained after the end of the learning process. Regarding learning outcomes, Dimyati said: "Learning outcomes are the result of learning and teaching interactions. From the teacher's side, the teaching action ends with the evaluation of learning outcomes, from the student's side, the learning outcome is the peak of the learning process." Abdurrahman also emphasized that: "In achieving learning outcomes, students make an effort, namely actions that are directed at completing learning tasks. The amount of effort is an indicator of motivation while the learning results are influenced by the effort made". Some of these opinions can be understood that learning outcomes are actual achievements displayed by children from learning interactions and teaching actions that are influenced by the amount of effort made by students.

Meanwhile, the completeness of learning is a common problem, especially in Islamic Religious Education (PAI) subjects. This problem occurs because, among other things, teachers only use expository strategies, namely learning that emphasizes the process of verbally delivering material from a teacher to a group of students with the intention that students can master the subject matter optimally. Based on the initial observation that the author made when carrying out the PAI lesson, in the learning process teaching using lectures, questions and answers, and assignments in the learning process in the classroom and using learning media on whiteboards, markers, printed books and PAI LKS. Judging from this situation, the methods and strategies used are still not good so that it can be seen that there are more teacher activities than student activities in the learning process. Students tend to be bored in the learning process, from the results of the repetition on the zuhud and tawakal material, there are 5 students who have not completed (did not reach the KKM). Therefore, it is necessary to strive for a form of learning that is more student-centered so that it can improve students' understanding and it is also hoped that the learning process implemented can make students interested in being involved in teaching and learning activities as much as possible.

One of the factors to support the achievement of learning objectives is the application of the learning model used. Therefore, the use of the learning model must be adjusted to the needs and learning materials. One of the learning models that can apply students to play an active role, not only as listeners but also can find their own answers to a problem in learning through the process of thinking, searching, processing, deciphering, combining, summarizing, and solving the problem itself is the small group discussion learning model. The small group discussion learning model is a learning process that involves 3-5 students in a group, which has the purpose of discussing information or knowledge of each group member. The small group discussion learning model is able to motivate students to dare to express ideas or opinions. When every student dares to express their opinions, the learning that occurs in the classroom will be more meaningful. Meaningful learning is able to bring out every potential possessed by students. The potential of students is further developed so that students are able to innovate.

Learning model small group discussion has a uniqueness compared to the lecture and demonstration learning methods. The uniqueness is that in the small group discussion learning model, learning materials or materials are found and organized by the students themselves. Basically, learning materials will be easily accepted by students if they have high activeness and curiosity supported by the right methods that can encourage students to be more active, meaning students who dominate learning activities. Students can find the main idea of the material, solve problems and apply what they learn to real life. After class observation, it can be concluded that the problem is caused by two factors. The first factor is a factor from within the students, namely the students' enthusiasm for learning is very low, the ability to think and concentrate is proven during the learning process students are more engrossed in telling their own stories to their friends and do not pay attention. The second factor is that the learning process has not used innovative methods so that students feel bored faster and the learning process still tends to be teacher-centered, few students ask or answer questions asked by the teacher, students are also

still difficult to express their opinions, only a few students are willing to pay attention when the teacher explains the learning material.

METHODS

The method used is the Classroom Action Research method. Kunandar in his book entitled Easy Steps for Classroom Action Research as Teacher Professional Development explained that classroom action research has a very important and strategic role to improve the quality of learning if implemented properly and correctly. Properly implemented means that the parties involved in PTK (teachers) try to consciously develop the ability to detect and solve problems that occur in classroom learning through meaningful actions that are calculated to be able to solve problems or improve situations and then carefully observe their implementation to measure the level of success. Based on the explanation above, it can be concluded that classroom action research (PTK) research is carried out based on a cycle. Each cycle includes the stages of planning, implementation, evaluation and reflection. A cycle will continue if the expected success criteria have not been reached and the cycle will stop if the success criteria have been achieved. Research methods are the methods used by researchers in collecting their research data. The method used in this study is classroom action research.

Classroom action research in English is called classroom action research. The Class Action Research in this proposal includes qualitative research because the description is descriptive in the form of words. Quoting Bodgan and Taylor, Lexy J. Moleong said that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from observable people and behaviors. In the sense of research running in accordance with the course of the teaching and learning process, by conducting observations, conducting research systematically and drawing conclusions as appropriate for qualitative researchers. Classroom action research is action research carried out with the aim of improving the quality of learning practices in the classroom. The results of the research are then made according to the real conditions carried out by teachers in their classes in an effort to improve the quality of learning with methods, strategies or learning models that are adapted to classroom conditions.

With the classroom action research method, it is hoped that it can improve and improve the quality of learning so that the desired learning indicators are achieved. In this study, the author took the place or location of the research at SDN 3 Pamuatan. The location of SDN 3 Pamuatan is located in Jorong Pamuatan Timur, Nagari Paloadan, Kupitan District, Sijunjung Regency. This research was carried out in the first semester of the 2024/2025 academic year. In this study, the author focuses on the research subject in grade VI of SDN 3 Pamuatan. This Class Action Research Procedure is carried out using several cycles, each cycle consists of 4 stages, in detail the action research procedure of this class is as follows; 1) Planning, At this stage the author plans actions based on the research objectives. The author makes a plan to look for actions to be taken in the classroom in connection with the low interest in learning students. This plan was then outlined in the form of a teaching module. In addition, at this stage, the author also prepares questions that must be answered by students, observation sheets and interviews; 2) Implementation (Action), The activity carried out in this stage is to carry out the learning plan that has been prepared. This action is the core of PTK, where this implementation action is carried out in the learning program as it is in the classroom. The action steps must be carefully controlled and must be carefully and thoroughly planned; 3) Observation, Observation or observation is made at the time of the action in progress. Author assisted oleh observer who observe all student activities during the learning process.

In this observation sheet, there are several indicators that will be observed, namely student attention, student activity, student interest, and student enthusiasm which is intended as an activity to observe, recognize and document all symptoms or indicators

of the process or the results of their actions. The results of observation of students will be presented in the form of a table by formulating the percentage of student competency achievement. Reflection according to Wijaya Kusumah and Dedi Dwitagama is thinking about something or an evaluation effort carried out by collaborators or participants related to a PTK that is being implemented. Reflection activities are carried out when the researcher has finished taking action. The data obtained through observation are collected and analyzed. Based on these observations, teachers can reflect on efforts to improve student learning outcomes. Based on the results of this reflection, it will be possible to know the weaknesses of learning activities carried out by teachers so that they can be used to determine classroom actions in the next cycle. Data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. Without knowing the data collection technique, the researcher will not get data that meets the data standards that are set. The data collection techniques used in this study are; 1) Test. F.

Research Instruments. Research instruments are tools used to collect data. This instrument is designed in accordance with the data collection method that has been determined to ensure the validity and reliability of the data obtained. The following are the instruments used in this study; 1) Test Instruments. Data analysis is a process Systematically searching and compiling data obtained from the results of interviews, field notes, and documentation, by organizing the data into categories, describing them into units, synthesizing, organizing them into patterns, choosing which ones are important and what will be studied, and making conclusions so that they are easily understood by themselves and others. The data analysis model in this study follows the concept given by Miles and Huberman. Miles and Hubermen revealed that activities in qualitative data analysis are carried out interactively and take place continuously at each stage of the research until it is complete. Components in data analysis; 1) Data reduction. The data obtained from the report is quite large, for that it needs to be recorded carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns; 2) Data presentation, qualitative research data presentation can be done in the form of brief descriptions, charts, relationships between categories, and the like; 3) Verification or conclusion of data, the initial conclusions presented are still provisional, and will change if strong evidence is found to support it at the next stage. However, if the conclusions presented at the initial stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions presented are credible conclusions.

RESULTS AND DISCUSSION

Cycle I Data Description Cycle I The learning process was carried out with a small group discussion model on December 23, 2024. The material taught is QS reading material. Al-'Ala. Cycle I is divided into several stages, namely; 1) Planning, at this planning stage there are several things that need to be prepared by the researcher, namely; 1) Preparing learning materials; 2) The learning material prepared is about the Qur'an Hadith Material (CHAPTER 6. Let's study the Qur'an Surah Al-'ala, SUB CHAPTER 1 Reading QS. Al-'ala); 3. Prepare teaching modules that are in accordance with the Qur'an Hadith Material (CHAPTER 6. Let's study the Qur'an Surah Al-'ala, SUB CHAPTER 1 Reading QS. Al-'ala); 4) Preparing learning media; 5) Compiling LKPD; 6) Create research instruments that include assessment instruments for cycle I test questions. Al-'Ala. The author begins this learning process by saying greetings and inviting all students to pray, attend students, connect past lessons with the present by giving an awareness of reading QS. Al-'Ala, explained the material about reading QS. Al-'Ala and identify examples of reading QS. Al-'Ala in his daily life then conducted a question and answer. The next step, the teacher divides the students into several small groups, where each group consists of three students so that there are three groups, by appointing a group leader. Then the teacher gave the LKPD about reading

QS Al-'Ala to each group. Each group discusses according to the steps in the LKPD. First, students solve the problems in the LKPD and write the answers on the LKPD sheet.

The two students in each group read each other's readings in the group and other students were asked to give responses and assess. Next, the teacher instructs each group to discuss each answer to the case and the teacher ensures each group member actively participates in the discussion. After the discussion, the teacher instructed each group through the appointed spokesperson to present the results of the discussion in the class forum. Other groups are welcome to refute and add and give applus to the group that has finished presenting. At the end of the lesson, the teacher clarifies, concludes, and follows up by giving questions to each question made by the teacher, according to the assessment instruments that have been prepared. In the last stage, the teacher closes the learning and tells the students to collect the results of the questions in the future, then the teacher invites the students to pray and say greetings. Observations, observation results in the learning process in cycle I can be found that; 1) Application of the small group learning model of dicussion in dBP learning subjects in grade VI with QS reading materials. Al-'Ala, its implementation can run in accordance with the teaching modules; 2) The researcher divides students into several small groups according to the stages in the teaching module; 3) Students become more active and participatory in learning; 4) Students are very enthusiastic in discussing subject matter with their fellow group members. This can be seen in each individual who expresses opinions with each other; 5) Students do the LKPD given by the teacher well; 6) Students do the assessment with enthusiasm; 7) Students with the application of the small group learning model still have few obstacles and are not perfect; 8) There are still students who do not understand the QS reading material. Al-'Al, especially about the makharijul of letters; 9) Students are not all actively involved in group discussions; 10) Students are still confused and embarrassed in presenting the results of the discussion in front of the class; 11) At the time of the learning video delivery, there are still some students who do not pay attention. Reflection, based on the results of the observation of the first cycle, in its implementation the teacher carried out the learning action quite smoothly in accordance with the procedures listed in the teaching module. But there are some students who are not so enthusiastic and there are even many who are still joking in learning.

Furthermore, the author evaluates the activities in cycle I, looking for solutions together with problems found in the classroom by taking action; 1) The teacher explains the learning scenario more clearly; 2) Using image media to stimulate students' knowledge; 3) The teacher explains the material in more detail; 4) Building students' motivation in group work; 5: Changes in the position of teachers who do not only stand in one place when monitoring the course of learning activities, but can also be carried out walking around among students; 6) Editing the class to be more communicative with the setting of forming the letter U; 7) Record activities that occur in the classroom during learning activities. Based on the results of the above improvements, it is then used as a formula to be applied in cycle II as an effort to take improvement actions in cycle I. Data Description Cycle II Cycle II The learning process was carried out with a small group discussion model on December 30, 2024. The material taught is QS writing material. Al-'Ala. Cycle II is divided into several stages, namely; 1) Planning, at this planning stage there are several things that need to be prepared by the researcher, namely; 1) Prepare learning materials; 2) The learning material prepared is about the Qur'an Hadith Material (CHAPTER 6. Let's study the Qur'an Surah Al-'ala, SUB CHAPTER 2 Writing QS. Al-'ala); 3) Developing teaching modules that are in accordance with the Qur'an Hadith Material (CHAPTER 6. Let's study the Qur'an Surah Al-'ala, SUB CHAPTER 2 Writing QS. Al-'ala); 7) Preparing learning media; 8) Compiling LKPD; 9) Create research instruments that include assessment instruments for cycle II test questions. Implementation, at this stage of implementation, the author carried out the learning process of QS writing material. Al-'Ala. The researcher started this learning process by saying greetings and inviting all students to pray, attend students, connect past lessons with the present by providing an awareness

about writing QS. Al-'Ala, explains the material about writing QS. Al-'Ala and explained the steps to write QS. Al-'ala then conducted a question and answer. The next step, the teacher divides the students into several small groups, where each group consists of three students so that there are three groups, by appointing a group leader. Then the teacher gave the LKPD about reading QS Al-'Ala to each group. Each group discusses according to the steps in the LKPD. First, students make a help line in writing QS. Al-'ala, then students start writing QS.-Al-'ala starting from the right. Next, the teacher instructs each groups to work together and teachers ensure each group member actively participates in discussions. After the discussion, the teacher instructed each group through the appointed spokesperson to present the results of the discussion in the class forum. Other groups are welcome to refute and add and give applus to the group that has finished presenting. At the end of the lesson, the teacher clarifies, concludes, and follows up by giving questions to each question made by the teacher, according to the assessment instruments that have been prepared.

In the last stage, the teacher closes the learning and tells the students to collect the results of the questions in the future, then the teacher invites the students to pray and say greetings. Based on the results of cycle II above, it can be seen that in this cycle II, the learning outcomes of students in grade VI of SDN 3 Pamuatan in learning PAI QS reading material. Al-'Ala with the small group discussion model shows that there has been an increase compared to the first cycle, namely the number of students who completed the study increased to 5 students with the percentage of students who completed the study to 56%. This means that there are 4 students who are incomplete or 44% of all students, but they are not in accordance with the specified indicators and need to be carried out in the third cycle. Observations, observation results in the learning process in cycle II can be found that; 1) The application of the small group learning model in PAdBP learning subjects in grade VI with QS writing materials. Al-'Ala, its implementation can run in accordance with the teaching modules; 2) The researcher divides students into several small groups according to the stages in the teaching module; 3) Students become more active and participatory in learning; 4) Students are very enthusiastic in discussing subject matter with their fellow group members. This can be seen in each individual who expresses opinions with each other; 5) Students do the LKPD given by the teacher well; 6) Students do the assessment with enthusiasm; 7) Students with the application of the small group learning model still have few obstacles and are not perfect; 8) There are still students who have not mastered QS writing material. Al-'Ala, especially about neatness in writing the Qur'an; 9) There are still students who are not actively involved in group discussions. Reflection, based on the results of the observation of cycle II, in its implementation the teacher carried out learning actions quite smoothly in accordance with the procedures listed in the teaching module. But there are some students who are not so enthusiastic and there are even many who are still joking in learning. Furthermore, the author evaluates the activities in cycle II, seeks joint solutions to problems found in the classroom by taking action; 1) The teacher explains the learning scenario more clearly.; 2) Using image media to stimulate students' knowledge; 3. The teacher explains the material in more detail; 4) Building student motivation in group work; 5) Changes in the position of teachers who do not only stand in one place when monitoring the course of learning activities, but can also be carried out walking around among students; 6) Editing the class to be more communicative with the setting of forming the letter U; 7) Record activities that occur in the classroom during learning activities. Based on the results of the above improvements, it is then used as a formula to be applied in cycle III as an effort to take corrective action in cycle II. Description of Cycle III Data.

Cycle III will carry out a learning process with a small group discussion model on January 7, 2025. The material taught is QS memorization material. Al-'Ala. Cycle III is divided into several stages, namely; 1) Planning, at this planning stage there are several things that need to be prepared by the researcher, namely; 1) Prepare learning materials; 2) The learning material prepared is about the Qur'an Hadith Material (CHAPTER 6. Let's

learn the Qur'an Surah Al-'ala, SUB CHAPTER 3 Memorizing QS. Al-'ala); 3) Developing teaching modules that are in accordance with the Qur'an Hadith Material (CHAPTER 6. Let's learn the Qur'an Surah Al-'ala, SUB CHAPTER 3 Memorizing QS. Al-'ala); 4) Preparing learning media; 5) Compiling LKPD; 6) Creating research instruments that include assessment instruments for cycle III test questions. Implementation. At this stage of implementation, the author carried out the process of learning QS memorization material. Al-'Ala. The researcher started this learning process by saying greetings and inviting all students to pray, attend students, connect past lessons with the present by providing an awareness about memorizing QS. Al-'Ala, explained the material about memorizing QS. Al-'Ala and explained the steps to memorize QS. Al-'ala Then do a question and answer.

The next step, the teacher divides students into several small groups according to the student's learning style, where each group consists of three students so that there are three groups, by appointing a group leader. Then the teacher gave the LKPD about memorizing QS Al-'Ala to each group. Each group discusses according to the steps in the LKPD. The first group of students with an audio learning style of lerners listened to QS readings. Al-'ala through youtube then recited it while memorizing. The second group of students with a visual learning style of learners read QS. Al-'ala through the Qur'an repeatedly while memorizing. The third group of students with a kinesthetic learning style of learners read QS. Al-'ala through the Qur'an while rewriting the verses to be memorized. Next, the teacher instructs each group to work together and the teacher ensures each group member actively participates in the discussion. After the discussion, the teacher instructed each group through the appointed spokesperson to present the results of the discussion in the class forum.

Other groups are welcome to refute and add and give applus to the group that has finished presenting. At the end of the lesson, the teacher clarifies, concludes, and follows up with each student practicing his memorization in front of the teacher, according to the assessment instruments that have been prepared. In the last stage, the teacher closes the learning, then the teacher invites students to pray and say greetings. Based on the results above, it can be seen that in this third cycle, the learning outcomes of students in grade VI of SDN 3 Pamuatan in learning PAdBP QS memorization material. Al-'Ala, with a small group discussion learning model. Based on the results of cycle II above, it can be seen that in this cycle III, the learning outcomes of grade VI students of SDN 3 Pamuatan in learning PAI QS memorization material. Al-'Ala with a small group discussion model shows that there has been an increase compared to the second cycle, namely the number of students who completed the study increased to 8 students with the percentage of students who completed the study to 89%. This means that there is 1 student who is incomplete or 11% of all students, this shows that PAI and ethics learning in Grade 6 SDN 3 Pamuatan with the small grop discussion learning model has been successful. To further deepen this small grop discussion learning model, a third cycle was carried out. Observations, observation results in the learning process in cycle II can be found that; 1)   Application of the small group learning model in PAdBP learning subjects in grade VI with QS memorization materials. Al-'Ala, its implementation can run in accordance with the teaching modules; 2) The researcher divides students into several small groups according to the stages in the teaching module; 3) Students become more active and participatory in learning; 4) Students are very enthusiastic in discussing subject matter with their fellow group members. This can be seen in each individual who expresses opinions with each other; 5) Students do the LKPD given by the teacher well; 6) Students do the assessment with enthusiasm. Reflection. Based on the results of the observation of the third cycle, in its implementation, teachers carry out learning actions quite smoothly in accordance with the procedures listed in the teaching module. Students are so enthusiastic in the learning process.

Furthermore, the researcher evaluates the activities in cycle III, maintains what is already good and tries to improve it even more by taking action; 1) The teacher explains the learning scenario more clearly; 2) Using image media to stimulate students'

knowledge; 3. The teacher explains the material in more detail; 4) Building students' motivation in group work; 5) Changes in the position of teachers who do not only stand in one place when monitoring the course of learning activities, but can also be carried out walking around among students; 6) Editing the class to be more communicative with the setting of forming the letter U; 7) Record activities that occur in the classroom during learning activities. Based on the results of the above improvements, it is then used as a formula to be applied in cycle IV as an effort to make improvements in cycle III. Description of Cycle IV Data. Cycle IV will carry out a learning process with a small group discussion model on January 14, 2025. The material taught is the material Types of destiny and examples. Cycle IV is divided into several stages, namely; 1) Planning At this planning stage, there are several things that need to be prepared by researchers, namely; 1) Prepare learning materials; 2) The learning material prepared is about the Faith Material (CHAPTER 7. Believe in Qada and Qadar, SUB CHAPTER 2 Types of destiny and examples); 3) Preparing teaching modules that are in accordance with the Faith Material (CHAPTER 7. Believe in Qada and Qadar, SUB CHAPTER 2 Types of destiny and examples); 4) Preparing learning media; 5) Compiling LKPD; 6) Create research instruments that include assessment instruments for cycle IV test questions. Implementation at this stage of implementation, the author conducts the process of learning material on types of destiny and examples. The researcher begins this learning process by saying greetings and inviting all students to pray, absent students, connect past lessons with the present by providing an aperception of the type of destiny and examples, explaining the material about the types of destiny and examples then conducting questions and answers.

The next step, the teacher divides the students into several small groups, where each group consists of three students so that there are three groups, by appointing a group leader. Then the teacher gave the LKPD about the types of destiny and examples in each group. Each group discusses according to the steps in the LKPD. First, students solve the problems in the LKPD and write the answers on the LKPD sheet. The two students of each group exchanged opinions in the group. Next, the teacher instructs each group to work together and the teacher ensures each group member actively participates in the discussion. After the discussion, the teacher instructed each group through the appointed spokesperson to present the results of the discussion in the class forum. Other groups are welcome to refute and add and give applus to the group that has finished presenting. At the end of the lesson, the teacher clarifies, concludes and follows up with each student doing the final assessment of learning, according to the assessment instruments that have been prepared. In the last stage, the teacher closes the learning, then the teacher invites students to pray and say greetings.

Based on the results above, it can be seen that in this third cycle, the learning outcomes of students in grade VI of SDN 3 Pamuatan in learning PAdBP QS memorization material. Al-'Ala, with a small group discussion learning model. Based on the results of cycle II above, it can be seen that in this cycle III, the learning outcomes of grade VI students of SDN 3 Pamuatan in learning PAI QS memorization material. Al-'Ala with a small group discussion model shows that there has been an increase compared to the second cycle, namely the number of students who completed the study increased to 8 students with the percentage of students who completed the study to 89%. This means that there is 1 student who is incomplete or 11% of all students, this shows that PAI and ethics learning in Grade 6 SDN 3 Pamuatan with the small grop discussion learning model has been successful. To further deepen this small grop discussion learning model, the third cycle was carried out. Observation.

The results of observations in the learning process in cycle II can be found that. Application of the small group learning model in PAdBP learning subjects in grade VI with QS memorization materials. Al-'Ala's implementation can run in accordance with the teaching module. The researcher divided students into several small groups according to the stages in the teaching module. Students become more active and participatory in learning. Students are very enthusiastic in discussing subject matter with their fellow

group members. This can be seen in each individual who expresses their opinions to each other. Students do well in the LKPD given by the teacher. Students work on the assessment with enthusiasm.

Reflection, based on the results of the observation of the third cycle, in its implementation, teachers carry out learning actions quite smoothly in accordance with the procedures listed in the teaching module. Students are so enthusiastic in the learning process. Furthermore, the researcher evaluates the activities in cycle III, maintains what is already good and tries to improve it even more by taking action; 1) The teacher explains the learning scenario more clearly; 2) Using image media to stimulate students' knowledge; 3) The teacher explains the material in more detail; 4) Building students' motivation in group work; 5) Changes in the position of teachers who do not only stand in one place when monitoring the course of learning activities, but can also be carried out walking around among students; 6) Editing the class to be more communicative with the setting of forming the letter U; 7) Record activities that occur in the classroom during learning activities. Based on the results of the above improvements, it is then used as a formula to be applied in cycle IV as an effort to make improvements in cycle III.

CONCLUSION

So it can be concluded that the small group discussion model can improve the learning outcomes of halal and haram animal material in grade VIII SMP SDI Silungkang even semester of the 2018/2019 school year where the learning outcomes of students and student learning activities that reach the specified indicators are 84%. Teachers are focused on being a good motivator and mentor for students, especially teachers guided by student activity, not teacher centered. The success of learning with this learning model is determined by learning ability. It is even better if it is done together in small, well-structured study groups. Through learning from peers and under the guidance of teachers, the process of accepting and understanding the education will be easier and faster with the material studied. So, there is an integration between the theory and the implementation of the research carried out by the author.

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