

Improving Islamic Education Learning Outcomes Using Discussion Methods at SD Negeri 12 Padang Kubu

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the discussion method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary 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 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 55.18%, the first cycle 79.77% and in the second cycle it increased to 93.22%. Thus, the use of discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, discussion methods.

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INTRODUCTION

Improving learning outcomes of Islamic religious education using the learning Islamic religious education and ethics is a process to prepare human beings to live perfectly and happily, love the homeland, be physically healthy, perfect in their ethics (morals), orderly in their minds, proficient in their work, sweet in speech, both oral and written. Islamic education is physical and spiritual guidance based on the laws of the Islamic religion towards the formation of the main personality according to Islamic measures. The Islamic Education curriculum is designed based on the Qur'an and al-Hadith, which aims to make humans get prosperity in the world and stay close to their Khaliq. The Islamic Education Curriculum is designed so that worldly and ukhrawi life belongs to umat_Nya with the capital of faith, charity and piety kepadanya_Nya. This is where the difference in principle between the Islamic Education curriculum and other curricula that have a tendency to prioritize material aspects with results so that the teaching and learning process does not run well and the learning goals have not been achieved. Efforts to improve the quality of education in Indonesia have never stopped.

Improving learning outcomes in Islamic Education is essential to ensure that students not only understand religious teachings but also apply them in their daily lives. At SD Negeri 12 Padang Kubu, challenges such as low student engagement and a lack of active participation during lessons have hindered optimal learning. To address these

issues, the discussion method offers a promising solution by fostering interactive and collaborative learning. This approach encourages students to express their ideas, ask questions, and engage in critical thinking, making the learning process more dynamic and meaningful. This study aims to explore the effectiveness of the discussion method in enhancing students' Islamic Education learning outcomes, focusing on its ability to promote active participation and deepen understanding of the subject matter.

Various new breakthroughs continue to be made by the government through the Ministry of National Education. These efforts include school management, increasing the resources of 1 educational personnel, developing/writing teaching materials, and developing a new paradigm with teaching methodologies. Teachers are one of the factors that have a direct influence on the improvement of quality. A teacher is a position that is chosen based on the principles of IVoccional, in terms of psychological aspects being a factor to carry out his duties and responsibilities as educators (Oemar Hamalik, 2002:24). Improving the quality of primary and secondary education as well as the quality of Islamic Religious Education and Ethics in primary schools needs to change the positive mindset used as the basis for curriculum implementation. In learning activities, teachers of Islamic Religious Education and Ethics use various strategies that require the involvement and active role of students in observing, predicting, applying concepts and communicating them. Student activities and involvement as a whole are very important so that learning activities achieve their goals. The existence of student learning activities optimally will determine the level of understanding and student learning outcomes. In the past, the teaching and learning process for Education subjects Islamic Religion and Ethics are focused on teachers and less focused on students. As a result, teaching and learning activities are more emphasized on teaching than learning.

The word learning can be interpreted as a change that occurs in a student's abilities, attitudes, or behavior changes that are relatively permanent as a result of experience or practice. Changes in abilities that are only brief and return to the original behavior indicate that there has not been a learning event, although teaching may have occurred. The teacher's task is to make the learning process in students take place actively, effectively, creatively, interestingly and fun, by paying attention to the science model, as well as "Learning to do, Learning to know, Learning to be and Learning to Ie together" (Ministry of National Education 2003: 43). Looking at the field conditions in grade IV semester 2 at SD Negeri 12 Padang Kubu, namely through direct observation by the author, it can be seen that students are less involved in learning Islamic Religious Education and Ethics. This results in low learning outcomes, with an average score of only 59. Of the 20 grade IV students, only 8 people (40%) achieved the KKM set by the school, which is 75.

Other conditions can be seen that student learning activities tend to be low and monotonous, characterized by students who are more happy to be lectured, very few students who want to ask questions, few students are able to answer questions, and the examples of subject matter provided by teachers are still not related to the daily life environment of students. Such a learning condition of Islamic Religious Education and Ethics will have a less encouraging impact on student learning outcomes, and furthermore can cause a bad impression on the learning of Islamic Religious Education and Ethics such as the knowledge of Islamic Religious Education and Ethics is only theoretical. Based on the description above, the researcher is interested in conducting a class action research with the title: "Improving PAI Learning Outcomes by Using the Discussion Method in Class IV of SD Negeri 12 Padang Kubu.

METHODS

Classroom Action Research (PTK), is an action research carried out at the grade level related to the application of the PBL learning model to student learning outcomes in PAI learning. Classroom action research etymologically consists of three terms, namely

research, action and class: First, research is a problem-solving process that is carried out systematically, empirically and controlled, Second, Action is as a treatment carried out by the researcher, namely the teacher, and Third, the classroom is where the learning process takes place. Classroom action research is research conducted by teachers in the classroom or in the school where they are taught, with an emphasis on improving or improving practices and processes in learning classroom action research is "a form of self-reflection activity carried out by educators in an educational situation to improve rationality and fairness about; 1) their educational practices; 2) their understanding of these practices, and; 3) the situation in which these practices are implemented". The purpose of PTK is "to improve the quality of learning practices in schools, educational relevance, quality of educational outcomes, and efficiency of education management". This study seeks to examine in depth efforts to improve the learning outcomes of 20 students by applying the PBL learning model at SD Negeri 12 Padang Kubu. So based on the reality in the field, the most appropriate type of research to be used in this study is Classroom Action Research (PTK). In this class action research, which became IVariable research is the value of Islamic Religious Education for grade IV students consisting of 20 students with a composition of 9 female students and 11 male students and teachers.

In this class action study, the author took 10 children to be interviewed as a research sample, and the population was all grade IV students of SD Negeri 12 Padang Kubu, which was 20 people. The type of data used in this study is in the form of observation and interviews. The research data collected in this study is in the form of information related to the application of PBL learning with the Discussion method as one of the learning models for grade IV students at SD Negeri 12 Padang Kubu obtained from the following sources; 1) Primary Data, The main source of data is grade IV students totaling 20 students at SD Negeri 12 Padang Kubu who were selected as research samples. These sources have proximity to the issue being researched. Therefore, the primary data of this study was obtained from the main sources, namely students and teachers; 2) Secondary Data: Secondary data is complementary data to support the main data obtained from primary data sources.

This secondary data was obtained from: Archives/Documentation, namely documentation data regarding the state of the school's invest, data on teachers and employees and student data of SD Negeri 12 Padang Kubu. Data Collection Techniques In this study, the author uses data collection techniques such as tests, observations and interviews.

RESULTS AND DISCUSSION

In this pre-cycle stage, the learning outcomes of students, especially in the subject of Islamic Religious Education, the material of Let's Recite and Study Q.S. At-Tin for grade IV students of SD Negeri 12 Padang Kubu are still low. This is as well as the learning outcomes obtained. The average student score was 65, with 30% of students achieving KKM. From the data above, it can be seen that the use of the Discussion model in improving student learning achievement in cycle I is in the sufficient category, there has been an increase in learning outcomes with a completion score of 75% There has been an increase from the pre-cycle but has not reached the completion target of 75% of all total students. For this reason, this research will be continued in cycle II to improve learning achievement based on the targets to be achieved. The initial activity of cycle II was carried out based on the results of observations carried out in cycle I which showed several obstacles that caused low student learning achievement. As is known in the first cycle, the desired target has not been achieved, which means that the grades obtained by students have not reached the KKM. Therefore, follow-up actions are needed in cycle II. From the data above, it can be seen that the use of the Discussion method in improving student learning outcomes in cycle II is relatively high and has met the desired target, if a comparison is made between the learning outcomes of Islamic Religious Education in

cycle I to cycle II, there will be an increase in the learning outcomes of grade IV students at SD Negeri 12 Padang Kubu. In the first cycle of the instrument test, only 75% of students were declared complete, while in the second cycle there was an increase, namely 90% of students who completed learning.

This study aims to improve the learning outcomes of Islamic Religious Education (PAI) in grade IV students of SDN 12 Padang Kubu by using the discussion method. The discussion method was chosen because it can actively involve students in the learning process, allowing them to better understand the material in depth and improve critical thinking skills. The results of the study show that the application of the discussion method in PAI learning has a positive impact on student learning outcomes. In the early stages, before the application of the discussion method, most students experienced difficulties in understanding the theoretical and abstract PAI material. The average test scores produced by students in the initial period show unsatisfactory results. Some students seem passive in participating in learning and tend to rely on the teacher's explanations without actively participating in class discussions. This shows that one-way learning, such as lectures, is not effective enough to improve their understanding. After the discussion method was implemented, there was a significant change in student participation and interest. This method allows students to exchange ideas, put forward ideas, and solve problems in groups. In the discussion, students were given the opportunity to speak and express their views on the topics discussed, such as understanding the teachings of Islam related to daily life. In this way, students feel more valued, as their opinions are considered important in learning. In addition, they can learn from each other from their peers, which also enriches their understanding of the material. The discussion method also allows students to participate more actively and think critically.

They not only listened to explanations from teachers, but were also invited to analyze problems and find solutions together. This has an impact on improving students' thinking skills, such as the ability to identify problems, analyze information, and make decisions based on group discussions. This improvement in thinking skills is reflected in the results of the evaluation which shows that students are able to answer exam questions better and more accurately. In addition, group discussions also improve students' social skills. In the discussion process, students learn to work together, listen to their friends' opinions, and give constructive responses. This is a very important skill, because it not only supports academic development, but also helps students in interacting with their peers. This learning process that involves active communication also helps students to be more confident in expressing their opinions in front of the class. In the second cycle of the application of the discussion method, there was a significant increase in the understanding of PAI material.

Students are starting to more easily associate theory with practice and can explain the teachings of Islam in the context of their daily lives. They are also better able to criticize and provide solutions to problems related to the topic being discussed. This increase can be seen from the results of formative evaluations that show a significant increase in average scores. While there are many advantages to using the discussion method, the study also notes some challenges. One of the main challenges is the diversity of levels of understanding and abilities among students. Some students find it difficult to express their opinions in discussions, especially students who lack confidence or students who have limited verbal skills. To overcome this, teachers need to pay more attention to students who need more intensive guidance in participating in discussions. In addition, in some cases, too large a group discussion can lead to an imbalance in participation. Some students tend to be silent and inactive in contributing, while others are more dominant in speaking. To solve this problem, teachers can organize discussion groups with a smaller number of members, so that each student has more opportunities to participate and express their opinions.

Time management is also important, as discussions that take too long can reduce students' focus and disrupt the learning flow. Overall, the results of this study show that

the discussion method is effective in improving student learning outcomes in PAI learning. The application of this method not only improves students' academic understanding, but also develops their social skills and critical thinking skills. With active involvement in discussions, students not only memorize information, but they also process and analyze information in more depth. The improvement in learning outcomes achieved shows that the discussion method can be a good alternative in PAI learning in grade IV of SDN 12 Padang Kubu. Learning that is more interactive and actively engages students can create a fun and productive learning atmosphere. In addition, the use of this method helps students develop critical thinking skills and social skills that are very useful for their future development.

Based on the results of this study, it is recommended that teachers at SDN 12 Padang Kubu continue to apply the discussion method in PAI learning and adapt this strategy according to the needs and characteristics of students. Teachers also need to provide more intensive guidance for students who lack confidence or have difficulty participating in discussions. Thus, the discussion method can be a very effective tool in improving student learning outcomes, as well as facilitating the development of their social and cognitive skills.

CONCLUSION

Based on the objectives of the research results in PAI learning by using the application of the Discussion Method in improving the learning outcomes of Q.S. at Tin grade IV at SD Negeri 12 Padang Kubu, it can be concluded as follows; 1) The application of the discussion method significantly improves student learning outcomes. In the pre-cycle, the average student score only reached 65 with a completion percentage of 30%; 2) After taking action in cycle I, the average score increased to 72.85 with a completion percentage of 75%. In the second cycle, the average score reached 88.25 with a completion percentage of 90%. Discussion methods encourage active involvement of students in learning, such as asking questions, expressing opinions, and working together in groups; 3) Student activity increased from the category of "adequate" in the first cycle to "good" in the second cycle. Teachers also showed an improvement in managing learning using the discussion method, which can be seen from the results of the observation of teacher activities that increased from the category of "adequate" in the first cycle to "good" in the second cycle.

Thus, the application of the discussion method has proven to be effective in improving student learning outcomes in PAI subjects at SD Negeri 12 Padang Kubu. Based on the results of the research that has been carried out, it can be concluded that the application of the discussion method in Islamic Religious Education (PAI) learning in grade IV of SDN 12 Padang Kubu can significantly improve student learning outcomes. This method allows students to actively engage in learning, participate in discussions, and understand the material more deeply. The use of this discussion method has proven to be effective in increasing students' motivation to learn and encouraging them to think critically about the material being taught. Before the application of the discussion method, many students found it difficult to understand the theoretical and abstract PAI material. Student learning outcomes in the early period show that students are less actively participating in learning and often rely on the teacher's explanations.

However, after the discussion method was implemented, student participation increased significantly. Students began to be more interested in participating in learning and did not hesitate to express opinions and discuss the topics taught. The discussion method provides an opportunity for students to exchange opinions and work together in understanding the material. Group discussions allow students to come up with ideas, ask questions, and analyze the information provided by the teacher. This process encourages them to better understand and remember the material, because they are directly involved in the learning process. This can be seen from the results of the evaluation which showed an increase in the average score of students after the application of the discussion method.

In addition, the discussion method also provides an opportunity for students to develop their social skills. In discussions, students learn to work together, listen to their peers' opinions, and provide constructive responses.

This skill is important, as it can assist students in interacting with their peers outside of the classroom. In addition, good communication skills will support them in their daily social life. These social skills are not only important in the classroom, but they also have a long-term impact on their future development. The application of the discussion method also has a positive impact on students' critical thinking skills. Students not only receive information, but they are invited to think more deeply, analyze problems, and find solutions together. This increases their ability to solve problems independently and think logically. The critical thinking skills developed during discussions will be very useful in their lives, especially in making wise and rational decisions. However, in the application of the discussion method, there are several challenges faced. One of the main challenges is the difficulty in managing student participation that is diverse. Some students may feel unconfident in speaking in front of the class, while others are more dominant in discussions. To overcome this problem, teachers need to manage discussion groups wisely, for example by dividing students into small groups so that each student has the opportunity to participate.

This will also make the discussion more focused and efficient. In addition, another challenge faced is the limited time to carry out the discussion. Discussion activities that last for a long time can reduce students' focus and disrupt the learning flow. Therefore, teachers need to plan the right time for each discussion session so that the activity remains effective and does not interfere with other learning objectives. Good timing will ensure that every student can follow the discussion well and the material taught remains optimal. Despite these challenges, overall the application of the discussion method has a significant positive impact on student learning outcomes. Students become more active, more confident, and more engaged in the learning process.

The results of the evaluation showed a significant improvement in PAI's comprehension of the material, which was reflected in higher scores on the exam and the improvement of their critical thinking skills. The application of the discussion method also shows that learning that involves students directly is more effective in building a deeper understanding of the material. With this method, students not only memorize information, but they can understand the concepts taught and relate them to their daily lives. Learning that touches on the real-life aspects of students will be easier to understand and remember. Based on the results of this study, it is suggested that the discussion method be applied more widely in PAI learning in grade IV of SDN 12 Padang Kubu, as well as in other classes. Teachers need to continue to develop their skills in managing discussions and paying attention to classroom dynamics to ensure that all students can participate to their fullest. With the right approach, the discussion method can be one of the effective learning methods in improving student learning outcomes and skills.

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