

Improving Islamic Education Students' Learning Outcomes Through Group Discussion Methods at SD Negeri 17 Sentosa

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the group 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 group 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 40.19%, the first cycle 56.87% and in the second cycle it increased to 92.32%. Thus, the use of group discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, group discussions methods.

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INTRODUCTION

Islamic Religious Education has an important role in shaping students' morals, morals, and spirituality in accordance with Islamic values. This subject not only aims to provide an understanding of religious teachings, but also to instill positive values that can be applied in daily life. However, in its implementation, Islamic Religious Education learning often faces challenges, both in terms of student learning activities and learning outcomes. The success of Islamic Religious Education teachers in learning is more or less influenced by the selection of the right learning model and method. Choosing the right learning method makes learning will run effectively. With effective learning, it is possible to increase student learning activities and achievements. The learning method chosen by the teacher is adjusted to the characteristics of the subject matter, potential, attitude and interest of the student. The Independent Curriculum is a significant reform in the Indonesian education system that was introduced to give schools and teachers more flexibility in designing learning that suits the needs and characteristics of students.

The purpose of the Independent Curriculum is to improve the quality of education by emphasizing the development of 21st century competencies such as critical thinking, creativity, collaboration, and communication. Conventional learning is teacher-oriented or teacher-centered. Teachers control almost all activities from the beginning to the end of

the learning process. Subject matter is contained in the textbook. All of these materials are the responsibility of teachers to convey to students. Learning tends to be carried out as a transfer of knowledge to students. Furthermore, students are asked to re-issue the information they have received by conducting a test or exam. This approach is carried out with one-way communication. The teacher gives explanations and gives examples, while students listen and take notes on the subject matter. Then the teacher asks the students to find out if the students have understood the lessons delivered. If the student has nothing Ask questions or be silent, then students are considered to have understood the subject matter. Next, students are given exercises or tests.

With this kind of learning, students are less motivated to follow the learning process. Students are less physically and mentally involved. In the context of Islamic Religious Education, the Independent Curriculum provides space for teachers to use various learning models and methods that can help students understand religious teachings more deeply and internalize Islamic values in daily life. Islamic Religious Education not only aims to transfer religious knowledge, but also to shape students' character and attitudes based on Islamic teachings. Therefore, innovative and effective learning methods are essential to achieve this goal. However, the implementation of the Independent Curriculum in the field faces various challenges, including: one of them is the low learning outcomes of students in PAI subjects in Phase B Class IV at SD Negeri 17 Sentosa Padang Gelugur, the results of initial observations show that most students have not reached the Criteria for Completeness of Learning Objectives (KKTP) that have been set. Factors contributing to this low learning outcome include the lack of active student involvement in the learning process and the dominance of teacher-centered teaching methods. Conventional methods such as lectures are often not effective enough in motivating students to be deeply involved in the learning process so that their understanding of the material becomes less than optimal. The discussion method provides alternative answers to solve various problems in learning. With the note that the problem to be solved must be mastered in depth. Discussions feel stiff if the issues to be discussed are not mastered. In the discussion, the teacher told the students to choose the right answer from the many possible alternative answers (Djamarah, 2003:198). According to Mulyasa, the discussion method is defined as a responsive conversation that is intertwined by problematic questions that is directed to obtain a solution to the problem. This is in line with the understanding stated in the great dictionary of Indonesian that discussion is a scientific meeting to exchange ideas about a problem. In the discussion, there are always main problems that need to be solved (Mulyasa, 2007: 116). Problems and group discussions are expected to increase student involvement, so that they are more active in the learning process and gain a deeper understanding of the material being taught so that their learning outcomes increase. Based on the above problems, the author wishes to conduct research on improving student Islamic Religious Education learning outcomes through the discussion method in Phase B grade IV at SD Negeri 17 Sentosa Padang Gelugur. This research is expected to make a real contribution to improving the quality of Islamic Religious Education learning and student learning outcomes in the school.

METHODS

This type of research is classroom action research. Classroom action research (PTK) is research conducted by teachers in their own classrooms through self-reflection with the aim of improving learning. This study seeks to describe the improvement of student learning outcomes with the group discussion learning method. Research Variable, arikunto (2010:50) stated that a research variable is a research object that is the center of attention of the research conducted. In this study, the researcher used free variables, group discussion learning methods and bound variables: Improvement of student learning outcomes. Population and Samples, according to Sugiyono (2015), population is a generalization area consisting of objects or subjects that have certain characteristics that

are determined by the researcher to be studied and drawn conclusions. The research population is all students of SD Negeri 17 Sentosa Padang Gelugur, Padang Gelugur District in 2024. The sample is part of the population selected using a certain method to be the subject of the study, namely Phase B Class IV students at SD Negeri 17 Sentosa Padang Gelugur, Padang Gelugur District in 2024. The research subjects were 16 people consisting of 12 female students and 4 male students who had heterogeneous abilities based on the initial test. Types, Sources, and Techniques of Data Collection; 1) Types of data, the types of data collected in this study are; 1) Qualitative data, which is data in the form of descriptions or narratives that cannot be measured numerically. Such as data obtained from learning activities carried out by students and teachers; 2) Quantitative data is data in the form of numbers or statistics that can be measured numerically. Such as student grades or learning outcomes. Data Source, The data sources in this study are; 1) Primary data is data obtained directly from the source. The research uses observation techniques, tests and student questionnaires; 2) Secondary Data is data obtained from other sources in the form of student grade documents of the previous year. Data Collection Techniques, The data collection techniques in this study are; 1) Observation (Observation), Observation is observation.

In this case, observation is an assessment that is carried out through observation of students during learning. Observations are carried out to collect quantitative and qualitative data in accordance with the competencies assessed; 2) Test, Test method is a set of stimuli (stimulus) given to a person with the intention of getting answers that can be used as a basis for determining the score of numbers. In other words, a test is a means of obtaining student scores through several questions or questions. The test here will determine the learning outcomes obtained by students in the form of scores. Through the group discussion method, the researcher was able to see the scores that students got when working on several questions related to the subject matter taught; 3) Data Analysis Technique, Quantitative technique by calculating the percentage. Data on the number of students who are actively involved in each activity item (indicator) and student behavior gradually.

RESULTS AND DISCUSSION

The implementation of this research was carried out at SDN 17 Sentosa Padang Gelugur. This research consists of 3 cycles with each cycle being carried out 1 meeting with a time allocation of 3 hours (3x35 minutes) on the theme "Faith in the Messenger of Allah" to improve student learning outcomes in phase B grade 4 by using group discussions. Each cycle will be known whether using the group discussion method can improve student learning outcomes or not through tests used by researchers, therefore researchers use steps from PTK. Planning Research Cycle. The authors will prepare in this planning stage as; 1) Make a teaching module plan with the theme "Understanding Faith and Understanding the Messenger" using the PBL model; 2) Conditioning the learning environment and organizing students; 3) Prepare the test sheet. The implementation of the first cycle of research was carried out on Saturday, December 22, 2024 with the learning theme "The Definition of Faith and the Meaning of the Messenger". The things that the author does at this stage are; 1) Teachers prepare Islamic Religious Education teaching modules based on the PBL model on the material "Definition of Faith and Understanding of the Messenger"; 2) The teacher provides an aperception of the learning material to be discussed; 3) Teachers use the group discussion method and the make a match method in the learning process; 4) The teacher divides students into 2 groups consisting of question groups and answer groups; 5) The teacher asks students to find a match between the question card and the answer; 6) The teacher asks for each couple to present their findings; 7) The teacher asks students to solve problems in pairs with their peers; 8) The teacher gives the test sheet to the students. Reflection, reflection that can be taken in the first cycle is the need for improvement in the next cycle. The learning

outcomes of students have not shown a significant improvement, this can be seen from the completeness table. From the results of the first cycle test, it is known that there are 3 students (18.75%) out of 16 students, with the highest score of 80 and the lowest score of 20 and an average score of 54.375. Based on the test results in the first cycle, it was obtained that the learning outcomes of students have not been satisfactory or have not reached the complete score, there are still many students who have not shown maximum improvement in learning outcomes. For this reason, in this second cycle, researchers will try to do better in using this group discussion method in order to improve student learning outcomes. Planning Cycle II Research.

The action plan in cycle II is carried out by paying attention to the results of reflection in cycle I. Based on the causative factors presented in the results of cycle I reflection, researchers are more prepared. The authors will prepare in this planning stage as; 1) Make a teaching module plan with the theme "Mandatory and Impossible Attributes of Prophets and Messengers" using the PjBL model; 2) Conditioning the learning environment and organizing students; 3) Prepare the test sheet. The implementation of Cycle II Research, the implementation of cycle II was carried out on Friday, January 3, 2025 with the theme of learning the theme "Mandatory and Impossible Attributes of Prophets and Messengers". The things that the author does at this stage are; 1) Teachers prepare PAI teaching modules based on the PjBL model on the material "Mandatory and Impossible Attributes of Prophets and Messengers"; 2) The teacher provides an aperception of the learning material to be discussed; 3) Teachers use the group discussion method in the learning process; 4) The teacher asks students to make posters as a form of project in learning; 5) The teacher asks students to discussate in their group and complete the project in the group; 6) The teacher asks each group to present the results of their discussion to the class; 7) The teacher gives the test sheet to the students. From the results of the second cycle test, it is known that the students who completed the KKM were 75 as many as 8 children (50%) out of 16 students, with the highest score of 90 and the lowest score of 60 and an average score of 70,625. However, treatment is still needed in the next cycle to obtain maximum results. The results of the Cycle III Research, based on the test results in the second cycle, were obtained that the completeness of student learning had increased from the first cycle.

For this reason, in cycle III, researchers will focus more on the difficulties experienced by students by improving scenarios to improve student learning outcomes; 1) Planning, at the planning stage, the teacher prepares the tools needed in the third cycle of activities. The things needed in this stage are; 1) Make a module plan with the theme "The Meaning of Faith in the Messenger of Allah" using differentiation-based learning (DBL); 2) Organizing students; 3) Prepare the test sheet. Implementation. The implementation of cycle III will be held on Friday, January 10, 2025 with the learning material "The Meaning of Faith in the Messenger of Allah". The things that the author prepares in this stage include; 1) Teachers prepare differentiated PAI teaching modules on the material "The Meaning of Faith in the Prophet and Messenger"; 2) The teacher provides an aperception of the learning material to be discussed; 3) Teachers use the group discussion method in the learning process; 4) The teacher divides students into several groups according to the student's learning style; 5) The teacher asks students to discuss completing the assignments that have been given by the teacher; 6) The teacher asks each group to present the results of their discussion to the class; 7) The teacher gives the test sheet to the students. The reflection that can be taken in this cycle III is that student learning outcomes have increased significantly compared to the previous cycle. From the results of the third cycle test, it is known that there are 15 students (93.75%) out of 16 students, with the highest score of 100 and the lowest score of 70 and an average score of 91.25. Thus, the writer concluded that the research of this PTK cycle had been completed and ended in cycle III.

CONCLUSION

Based on the results of research conducted in grade IV of SDN 17 Sentosa Padang Gelugur, it can be concluded that the application of the group discussion method can improve the learning outcomes of Islamic Religious Education (PAI) students in phase B. Before the application of the group discussion method, students tend to be passive and less active in learning. They find it difficult to understand the PAI material delivered through conventional lectures. However, after applying the group discussion method, students are more engaged in learning and are able to understand the material better. The group discussion method provides an opportunity for students to share their opinions and learn from each other. In the discussion process, students not only listen to explanations from the teacher, but they also actively think and express their opinions about the material being discussed. This creates a more interactive and fun learning atmosphere. By sharing thoughts and discussing Islamic Religious Education topics with friends, students can deepen their understanding of the material being taught. The application of the group discussion method also facilitates students to better understand the concepts in PAI in depth.

They not only learn from a personal point of view, but also from the point of view of friends in the group. The discussion process helps students see different perspectives and improve their critical thinking skills. Thus, this method not only improves the comprehension of the material but also hones students' social and communication skills. In addition, the results of the evaluation conducted after the application of the group discussion method showed a significant improvement in student learning outcomes. The average score of students in exams and tests given after learning using the group discussion method increased compared to the results obtained before the application of the method. This shows that students are better able to absorb the material and apply it well after discussing in groups. The group discussion method also provides benefits for students in improving their cooperation skills. In each group, students are required to work together, share tasks, and help each other in order to achieve the goals of the discussion.

It contributes to the development of students' social skills, such as communication skills, negotiation, and collective problem-solving. Students also learn to respect the opinions of others and express their opinions in a polite and constructive way. The application of the group discussion method also allows teachers to better monitor the development of students' understanding individually and in groups. By listening to the discussions that occur in the group, teachers can identify difficulties or mistakes that students may face, so that they can provide more appropriate guidance. This makes the learning process more effective and in accordance with the needs of students. However, although the application of the group discussion method provides many benefits, there are several challenges faced during its implementation. One of them is the limited time available in each learning session.

The discussion process involving many students takes more time to complete and ensures that each student gets the opportunity to participate. Therefore, good time management is very important so that the discussion remains focused and the material can be delivered optimally. In addition, some students feel less confident in expressing their opinions in front of their peers. To address this, teachers need to create a supportive atmosphere and encourage students to speak without fear of judgment. By giving encouragement and appreciation to each student's contribution, they will be more motivated to be active in discussions and learning as a whole. Overall, the application of the group discussion method in Islamic Religious Education learning in grade IV of SDN 17 Sentosa Padang Gelugur has proven to be effective in improving student learning outcomes. Students become more active, more confident, and able to understand the PAI material better after discussing in groups. This method also helps students develop important social skills, such as cooperation, communication, and problem-solving.

Therefore, it is recommended that this group discussion method be applied continuously in PAI learning and other subjects to create more interactive and meaningful learning.

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