

Improving Islamic Education Learning Outcomes with Discussion Methods at SMA Negeri 1 Sutera: A Classroom Action Research

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Abstract: This study aims to improve student learning outcomes in Islamic education learning 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 high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure improvements in student learning outcomes in Islamic education learning 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 learning using the Discussion Method can improve student learning outcomes in Islamic education learning. This can be seen from the increase in the percentage of completeness of improving student learning outcomes in each cycle with details of the pre-cycle 47.56%, the first cycle 79.67% and in the second cycle increased to 88.77%. Thus, the use of the Discussion Method can be used as an alternative to increase student activity in Islamic education learning in Islamic education learning.

Keywords: Discussion method, learning outcomes, islamic education.

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INTRODUCTION

Islamic Religious Education (PAI) has a very important role in shaping students' character, morals, and morals. However, challenges in PAI learning are often found, especially in terms of improving student learning outcomes. At SMA Negeri 1 Sutera, student learning outcomes in PAI subjects still do not reach the expected target. This is characterized by low average scores in several evaluations, low student participation in the learning process, and their lack of enthusiasm to explore PAI material. One of the factors that contribute to this problem is learning methods that tend to be monotonous, such as one-way lectures, which do not involve students actively.

Students often feel bored and find it difficult to understand the material in depth due to the lack of interaction and discussion. In fact, active involvement of students in the learning process is essential to improve their understanding and learning outcomes. The discussion method is one of the learning approaches that can be a solution to these problems. This method provides opportunities for students to actively participate, exchange opinions, and help each other understand the material. With discussions, students are expected to be more critical, creative, and collaborative, so that their

understanding of PAI material can increase significantly. The use of discussion methods is expected not only to help improve student learning outcomes, but also to foster the values of cooperation, tolerance, and mutual respect that are the core of religious education. Therefore, this study was conducted to explore how the application of the discussion method can improve the learning outcomes of PAI at SMA Negeri 1 Sutera, as well as to identify challenges and solutions in its implementation.

METHODS

The method used is Classroom Action Research (PTK) based on the Kemmis and McTaggart spiral model, which involves reflective cycles. Each cycle consists of stages of planning, action, observation, and reflection. Kemmis and McTaggart Research is a widely known model of Action Research in the world of education and social development. This model aims to help practitioners, such as teachers or social workers, to improve the quality of their practice through a systematic process of reflection and action.

Kemmis and McTaggart's research consists of several main stages that are carried out cyclically, 1). Planning; 2) Action; 3) Observation; 4) Reflection. This study uses the classroom action research method (PTK) with the aim of improving the learning outcomes of Islamic Religious Education (PAI) students through the application of the discussion method at SMA Negeri 1 Sutera. This research was carried out in two cycles, each cycle consisted of planning, implementation, observation, and reflection. Each cycle is designed to improve the quality of learning through the use of active discussion methods, by involving students in group discussions to discuss PAI material in depth.

The subject of this study is 30 students in class X of SMA Negeri 1 Sutera. During the conduct of the research, students are divided into small groups that will discuss specific PAI topics, such as the basic concepts of morality, worship, and values in Islam. Each group was given the task of preparing discussion materials and presenting the results of their discussion in front of the class. The discussion was carried out with the aim of exploring understanding, asking questions, and finding solutions to problems related to the PAI material being studied. To collect data, this study used two main instruments: observation and test. Observation was carried out to observe the discussion process, student involvement, and group dynamics during learning. Meanwhile, tests are given after each cycle to measure students' understanding and learning outcomes of the PAI material that has been discussed.

The test result data was then analyzed to find out the extent to which the discussion method could improve student learning outcomes. Reflection is carried out after each cycle to evaluate the success of the applied method and to plan improvements in the next cycle. By using the PTK approach, it is hoped that this study can provide a clear picture of the influence of discussion methods on improving student learning outcomes in PAI subjects, as well as provide recommendations for the application of similar methods in other classes.

RESULTS AND DISCUSSION

Description and Results of Cycle I, in this chapter, the researcher will explain the implementation of actions in cycle I regarding the improvement of PAI learning outcomes with the discussion method at SMA Negeri 1 Sutera. The stages carried out include, 1) Planning; 2) Implementation/Action; 3) Observation; 4) Reflection. The steps in planning are, a) Teachers design learning with discussion methods that aim to increase active student participation; b) Prepare a Learning Implementation Plan (RPP) for PAI class X chapter VIII with the theme "avoiding madzmumah morals and habituating mahmudah morals so that life is more comfortable and blessed" whose main material is the benefits of avoiding temperamental attitudes (ghadhab), fostering self-control and daring to defend the truth; c) Develop a scenario of the learning process by combining the Problem Based

Learning learning model with the discussion method; d) Forming a discussion group (4-5 students per group) with heterogeneous members based on the results of the student pretest; e) Preparing LKPD/group worksheets with the subject material of avoiding temperamental attitudes (ghadhab), fostering self-control and daring to defend the truth; f). Develop an evaluation instrument in the form of an observation sheet or questionnaire to measure student learning outcomes.

The implementation steps are, a). Carry out the learning process in accordance with the lesson plan that has been designed; b). Opening learning with perception; c) Conveying learning objectives; d). Presenting learning materials, PPT through video shows that are in accordance with the main material, avoiding temperamental attitudes (ghadhab), fostering self-control and daring to defend the truth. e). Students are divided into discussion groups, each group is given a related case or topic the PAI material discussed; f). Students discuss in their respective groups to find solutions or answers to the given cases; g). Carry out group discussions in class with an agreed time duration; h). Each group displays the results of its discussion, and is followed by responses from other groups; i). Teachers and students gave appreciation for the performance of all groups; j). Students conclude the results of the discussion that have been presented; k). The teacher gives a conclusion to the results of the discussion, and gives individual tasks as reflections. The researcher made observations while learning was taking place in class.

Observers recorded student activities during discussions, including student engagement, the ability to express opinions, and group cooperation. This observation data is used to trigger the success of the discussion method. Based on the results of observation and evaluation in cycle I, it can be concluded that the discussion method is effective in increasing student participation, but it needs to be improved to cover all students equally. The understanding of the material has shown improvement, but it is still not optimal because not all students have reached the KKM.

The Follow-up Plan (Cycle II) includes, 1) Using media or learning aids to clarify the discussion material; 2) Give individual assignments after the discussion to ensure each student understands the material in depth; 3) Increase the variety of questions in the discussion in order to stimulate active participation of students; 4) Engage passive students through direct appointment or appreciation of their contributions. Description and Results of Cycle II, In cycle 2 of PTK, the researcher again carried out learning with a discussion approach to improve the learning outcomes of Islamic Religious Education (PAI) in SMA Negeri 1 Sutera students. Cycle 2 aims to improve and develop the learning process Based on the reflection of cycle 1 that has been carried out. The stages carried out include, 1) Planning; 2) Implementation/Action; 3) Observation. The learning outcome score showed an increase compared to before cycle 1, but there were still some students who had not reached the KKM (Minimum Completeness Criteria). Description and Results of Cycle III, In the implementation of Cycle III, the researcher made improvements and refinements from the results of reflection in Cycle II. Learning strategies through the discussion method are more optimized by grouping students based on balanced academic ability.

The researcher also clarified the rules and objectives of the discussion and provided more effective time for students to focus more on expressing their opinions. In addition, researchers use more interesting learning media, such as videos and case studies that are relevant to the material, to increase students' interest in learning. The results of the learning test showed an increase compared to before cycles 1 and 2, but there were still some students who had not reached the KKM (Minimum Completeness Criteria). Description and Results of Cycle IV, In Cycle IV, improvements and refinements of the implementation of the discussion method are carried out based on reflection from the previous cycle. Teachers optimize their role as facilitators by providing clearer directions regarding the flow of discussions and the division of tasks in groups. The learning media used is more varied, such as the use of opening videos and relevant case studies, to improve students' understanding of the material "Avoiding Anger, Habituating Self-

Control, and Dare to Defend the Truth". The value of the learning evaluation results shows that it has reached the KKM (Minimum Completeness Criteria).

This research aims to improve student learning outcomes in Islamic Religious Education (PAI) subjects through the application of discussion methods at SMA Negeri 1 Sutera. Before the application of the discussion method, most students tended to be passive in learning, especially in PAI subjects which were considered more theoretical. Students are less active in participating in class discussions or answering questions asked by teachers. Therefore, the application of the discussion method is expected to deepen students' understanding of PAI material.

In the initial stage, the application of the discussion method begins by dividing students into small groups to discuss topics relevant to the PAI material. Each group was given the task of preparing a presentation based on the results of their discussion. In this phase, students begin to be more involved in the learning process, as they have to convey ideas, debate, and exchange opinions in groups. This leads to an increase in students' interest in the lesson and they feel more valued because their opinions are listened to by their classmates. The application of the discussion method also provides opportunities for students to think critically and reflectively. Group discussions allow students to delve deeper into the topic than just listening to lectures from teachers.

They are trained to look at a problem from various perspectives, analyze, and draw conclusions based on the knowledge they have. This process improves students' critical thinking skills in understanding the basic concepts of PAI such as morals, worship, and Islamic values contained in religious teachings. In addition, the discussion method provides opportunities for students to collaborate. Each member of the group shares tasks and contributes different thoughts. Cooperation between members of this group encourages students to respect each other's opinions, learn how to communicate well, and develop important social skills. Through the interactions that occur during the discussion, students can form a more comprehensive understanding of the PAI material they are learning. The results of the evaluation after the application of the discussion method showed a significant improvement in student learning outcomes.

Tests given after the first cycle showed that most students obtained better grades compared to their grades before the application of the discussion method. The increase in scores indicates that students are able to understand the material better after engaging in active discussions. It also indicates that the discussion method is effective in helping students absorb and remember information in a more interactive and participatory way. In the second cycle, the application of the discussion method continues to be improved based on the results of reflection from the first cycle. Some groups face challenges in managing discussion time and in ensuring all members. The group actively participates. Therefore, in the second cycle, teachers provide clearer direction on how to manage discussions effectively and ensure each student gets the opportunity to participate. As a result, discussions become more structured and productive, and students feel more comfortable expressing their opinions. In addition, teachers also give feedback directly to each group after their presentations. This feedback is very useful to help students understand the parts of the material that they have not mastered and provide additional explanations if there are any misunderstandings.

This process improves students' understanding of PAI material, because they not only get information from their friends in discussions, but also get clarifications and explanations from teachers. The use of discussion methods also improves students' social skills. They not only interact in their groups, but also with other groups who present the results of their discussions in front of the class. These presentations provide students with the opportunity to speak in public, organize their thoughts clearly, and listen to the opinions of others. These speaking and listening skills are essential for students' social and academic development. The application of this discussion method also supports experiential learning. Students not only learn theory in the abstract, but they can see the application of religious teachings in daily life through the discussions they conduct. They

can discuss how Islamic values are applied in society or in their own life situations. This approach makes PAI learning more relevant and easier for students to understand. One of the challenges faced during the research is the difference in students' level of understanding and ability to participate in discussions. Some students still feel less confident to speak up or express their opinions.

To overcome this, teachers provide positive encouragement and create a supportive environment so that students feel comfortable speaking. With a more inclusive approach, more Shy students begin to feel more comfortable participating in group discussions. The discussion method also requires active involvement from teachers in managing the course of the discussion. Teachers should ensure that discussions run smoothly, that all groups get enough time to speak, and that each student has the opportunity to express an opinion. In addition, teachers must also be able to facilitate discussions by providing questions that encourage critical and deep thinking from students.

Thus, the role of teachers is very important to create a productive discussion atmosphere. The study also shows that student learning outcomes not only improve in terms of test scores, but also in terms of developing social skills and critical thinking. Group discussions provide students with the opportunity to develop interpersonal skills, such as working together, respecting the opinions of others, and communicating effectively. These skills are crucial in their future social and professional lives. While the application of the discussion method shows many benefits, there are a few things that need to be improved to improve its effectiveness.

One of them is better management of discussion time, so that all groups can complete discussions on time and their presentations are more structured. In addition, it is good if teachers provide more practice and preparation to students before the discussion session to improve the quality of the resulting discussion. Overall, the application of the discussion method at SMA Negeri 1 Sutera has proven to be effective in improving student learning outcomes in PAI subjects. With this method, students not only acquire academic knowledge, but also develop critical, social, and communication skills that are very useful in their lives.

Therefore, the use of this discussion method can be applied more widely in PAI learning in other schools to improve the quality of education. With this significant increase in learning outcomes, this study recommends that the discussion method become an integral part of PAI learning in high school. Teachers can continue to innovate with a variety of discussion techniques and utilize technology to support a more interactive learning process. This will help create a more engaging and effective learning experience for students.

CONCLUSION

Based on the results of observation and evaluation in cycle I, it can be concluded that the discussion method is effective in increasing student participation, but it needs to be improved to cover all students equally. The understanding of the material has shown improvement, but it is still not optimal because not all students have reached the KKM. The Follow-up Plan (Cycle II) includes, 1) Using media or learning aids to clarify the discussion material; 2) Give individual assignments after the discussion to ensure each student understands the material in depth; 3) Increase the variety of questions in the discussion in order to stimulate active participation of students; 4) Engage passive students through direct appointment or appreciation of their contributions. Overall, cycle 2 shows significant development in PAI learning at SMA Negeri 1 Sutera. Through the discussion method, students not only improve their understanding of the material, but also hone social and emotional skills that are important in daily life. Based on these results, it is recommended to continue the discussion method in the next cycle by paying attention to aspects that still need to be improved, such as managing discussion time and

providing more in-depth feedback to students. The results of observation and evaluation were analyzed to determine the success of the discussion method in improving student learning outcomes. Reflections include, 1) There is an increase in student participation in group discussions; 2) There is an increase in student learning outcomes in cognitive, affective, and psychomotor aspects; 3) Students are more enthusiastic and motivated in participating in PAI lessons; 4) Identify shortcomings and successes that are considered for further learning improvements; 5) Based on these results, it is recommended to continue the discussion method in the next cycle by paying attention to the aspects that are still necessary to achieve perfection. The results of observation and evaluation were analyzed to determine the success of the discussion method in improving student learning outcomes. Overall, the application of a more varied and structured discussion method in cycle IV succeeded in improving the learning outcomes of Islamic Religious Education at SMA Negeri 1 Sutera. With this achievement, it can be concluded that the research objectives have been achieved, and the discussion method is effective in improving students' understanding of the material taught. Based on the results of research conducted at SMA Negeri 1 Sutera, it can be concluded that the application of the group discussion method is effective in improving student learning outcomes in Islamic Religious Education (PAI) subjects. Through this method, students are more active in participating in the learning process, collaborating with classmates, and developing their critical thinking skills. The discussion process allows students to deepen their understanding of the material studied and exchange opinions, which leads to an increased understanding of PAI concepts. The application of the discussion method also showed a significant improvement in student learning outcomes, as seen from the evaluation results that showed an increase in students' average scores. In addition, students become more confident in expressing their opinions, which has a positive impact on the development of their social and communication skills. Therefore, the use of this method helps to create a more interactive, fun, and meaningful learning atmosphere. Overall, this study shows that the group discussion method can be an effective solution to improve student learning outcomes, not only in PAI materials but also in the development of their social skills. Thus, it is hoped that this method can be applied more widely in other classrooms to create better quality learning and actively involve students in the learning process.

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