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Implementation of Group Discussion Method to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 1 Lunang

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Abstract: This study aims to improve student learning outcomes in Islamic education learning 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 high school students. The data for this study were obtained using test and observation techniques. Tests are used to measure the improvement of 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 Group 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 Group Discussion Method can be used as an alternative to increase student activity in Islamic education learning in Islamic education learning.

Keywords: Group discussion method, learning outcomes, islamic education.

INTRODUCTION

Learning is a process that results in behavioral changes, both potential and actual, and is relatively permanent as a result of practice and experience. Meanwhile, learning activities are interaction activities between students and educators and learning resources in a learning environment. Learning activities demand the activeness of students. Active means that students actively ask questions, question, put forward ideas and are actively involved in learning activities, because learning is indeed an active process of students in building their knowledge.

So, if learning activities do not provide opportunities for students to play an active role, then the learning activities are contrary to the nature of learning. Learning activities not only demand the activeness of students but also their creativity, because creativity in learning can create new situations, not monotonous and interesting, students are excited, so that students will be more involved in learning activities. Therefore, in learning activities, educators should prefer a variety of approaches, strategies, and methods that are in accordance with the situation, material or ability of students, so that students have high results in participating in learning activities and the planned learning goals will be

achieved. Learning anything requires an encouragement in the form of results, as well as learning Islamic religious education.

According to Abdurahman Gintings (2010: 86), Results are something that encourages participants to learn or master the subject matter they follow, so that results are very important so that they as students have the enthusiasm and willingness to learn the subject matter they follow. The results of students in studying Islamic religious education need to be built and developed. One way to build and develop student learning outcomes is by using the right and fun learning methods or models for students. Educators should change the old or conventional learning model by using an innovative-progressive learning model. This is because innovative learning models can develop students' potential because learning activities involve students actively in learning.

According to Trianto (2010: 10). The use of learning methods or models is also mentioned in several verses that found in the Qur'an, one of which is Qs. An-Nahl verse 125 Meaning: "Call (people) to the way of your Lord with wisdom and good lessons and refute them in a good way. Indeed, your Lord He knows better about those who have gone astray from His ways, and He knows better about those who are guided. The general meaning of this verse is that the Prophet was instructed to invite mankind in ways that have become the guidance of the Qur'an, namely by means of Al-hikmah, Mauidhoh Hasanah, and Mujadalah.

In this way, the prophet as an apostle has succeeded in inviting his people with full awareness. These three methods have inspired various methods of spreading Islam as well as in the context of education. Then from this verse it can also be understood that teaching a knowledge to other people or students must use the right and good method. Learning activities that are still dominated by educators, of course, do not provide free space for students to develop their potential so that students do not have results in themselves to think forward and develop their potential, this is because students only get "teachers' bribes, thus causing students to be lazy to explore their abilities. The reality that occurs based on observations and assessments on several face-to-face learning activities carried out by the author in class X E3 SMA Negeri 1 Lunang, South Coast Regency still has a tendency for students to be less active in participating in Islamic Religious Education lessons.

Students' lack of enthusiasm in learning can be caused by many things. Starting from the influence of technology that is developing today which results in children more like playing gadgets than learning, children are more happy to play music, more like to learn music, denses, and other things as a result of today's mass media. Students' dependence on communication tools or gadgets also makes students less enthusiastic in learning. They are more engrossed in playing cellphones and playing games that they consider more exciting and challenging. They even want to play online games until midnight. And not a few of the students admitted that because of the preoccupation with playing games, they didn't even sleep at night just because they wanted to finish the games.

In addition, another of the most urgent things that affect the learning outcomes of students is because students feel bored with the materials and learning methods provided, the approaches taken, and even the lack of interest in the existing media, so that there is no fun and varied learning process, which can increase the enthusiasm and learning activities of students. As a result, teaching and learning activities are less interesting and boring because students are not stimulated or challenged to be actively involved in the learning process. In learning, many students do not pay attention to the teacher when the teacher is explaining the lesson, as if for students at SMAN 1 Lunang, Islamic religious education becomes a boring and scary lesson, resulting in students being less active to participate in group activities, lazy to express opinions, they prefer to talk to their peers, play social media, doodle books with pictures or do other work in the outside of learning. In addition, in the learning process, most students only wait for an explanation from the teacher.

So that at the end of the learning process, it was found that the learning outcomes of students were not optimal and not all students had reached the KKM score, which was 80. Various ways can be done to improve the learning outcomes of students to learn. Starting by improving learning strategies, learning approaches, creating learning models, to creating interesting learning media, which provokes students to be active and enthusiastic in the learning process. The model that the author applies in an effort to overcome this problem is, with the Group Discussion Method.

With the group discussion method, students are conditioned to be actively involved in the implementation of learning, so that it is expected to overcome boredom and lack of activity of students in learning. The use of group discussion methods with the help of infocus media is estimated to be quite interesting in improving students' learning activities, but a study is needed to find out the extent to which the group discussion method can improve students' learning outcomes.

METHODS

The application of the group discussion method in Islamic Religious Education (PAI) learning in class X E 3 aims to improve student learning outcomes. This method allows students to actively engage in discussions, broaden their horizons, and develop critical thinking skills. This research is designed as a classroom action research (PTK) that prioritizes reflection and improvement of learning practices. The type of research used is qualitative with a descriptive approach. This research was carried out in two cycles, where each cycle consisted of planning, implementation, observation, and reflection. The subject in this study is students of class X E3 SMA Negeri 1 Lunang, with a total of 20 students, with details of 7 males, 13 females, is a class that has the potential to improve its achievement but most of the students are less active in the learning process.

The location of the research is in SMAN 1 Lunang, South Coast Regency, West Sumatra province. The research time is in December of the odd semester of the 2024-2025 school year. The data collection techniques used to observe the students' abilities are, 1). The test is carried out after the end of learning, namely containing questions related to the material studied; 2). Data Collection Tool in the form of test questions, used to collect data on learning outcomes from cycle I and cycle II. The data collection instrument in this qualitative research was carried out using test sheets.

The test sheet contains questions related to the material studied, which are tested after the completion of the learning implementation. In order for the data obtained to be interpreted and concluded as the results of the research, according to Sudjana (1992: 50) data processing is carried out through the percentage analysis technique (%) to see the percentage of students who have experienced an increase in their learning outcomes. The improvement of student learning outcomes can be seen by comparing the learning outcomes of cycle I and cycle II. To see the learning outcomes of students, the formula for individual learning completeness guidelines is used.

This study uses the classroom action research method (PTK) with the aim of improving the learning outcomes of students in class X E 3 in Islamic Religious Education (PAI) subjects through the application of the group discussion method at SMAN 1 Lunang. This research was carried out in two cycles each consisting of planning, implementation, observation, and reflection. In each cycle, the application of the group discussion method aims to increase students' interaction with the material, as well as to develop students' social skills and critical thinking.

The subject of this study is 30 students of class X E 3. The learning process begins by assigning tasks to students to form small groups of 5-6 people. Each group was given PAI material that they had to discuss and present in front of the class. In the discussion, students were given the opportunity to exchange opinions and answer questions related to the material being discussed. Teachers act as facilitators who monitor the progress of discussions, provide feedback, and direct students to stay focused on learning objectives.

Data collection is carried out through two main instruments, namely observation and tests. Observations are made to assess students' activeness during discussions and to see how involved students are in learning. In addition, an evaluation test is given at the end of each cycle to measure the understanding and improvement of student learning outcomes after applying the group discussion method. This test focuses on the PAI material that has been studied, and the results are used to analyze whether there is a significant change in 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. From this reflection, teachers can find out aspects that need to be improved, such as the management of discussion time, the involvement of each student, or how to provide a clearer explanation in the discussion. The results of reflection will be the basis for improvement in the next cycle so that learning is more effective and efficient.

Overall, this study aims to explore the potential of the group discussion method in improving students' learning outcomes, as well as to provide a clearer picture of how this method can improve students' understanding of PAI materials and social skills. It is hoped that the findings in this study can be a reference for more interactive and fun PAI teaching in the future.

RESULTS AND DISCUSSION

This research is planned in two cycles, with the intention of being able to see the learning outcomes of students after holding class actions, namely by using the method of group discussion of students. Before taking action, the researcher first took student data as preliminary data. This initial data becomes a measure of success or not after being given an action. In the first cycle (1) the teaching and learning process is carried out using the application of the group discussion method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity) in this cycle 1 meeting (2x45 minutes) and 1 test at the end of each cycle. For the first cycle test, answer the questions fluently.

In the second cycle (2), it is already the implementation of class actions, namely further actions. Islamic Religious Education learning is carried out using the application of the group discussion learning method with the material Qs. Al-Isra' 17:32 (avoiding promiscuity). In this second cycle, 1 meeting (2x45 minutes) and 1 test were held at the end of each cycle. The implementation of this action research is monitored by the principal, deputy principal (curriculum, student affairs and infrastructure) and supervisors or teachers of Islamic Religious Education subjects in class X E 3 SMAN 1 Lunang. The overall monitoring of research activities in this class is carried out by the researcher as a teacher of Islamic Religious Education by referring to the research design, evaluation results, learning modules, which have been prepared and consulted with the supervisor.

In carrying out research by applying the group discussion method in Islamic Religious Education lessons, the researcher also observed the learning process that took place to find out the learning outcomes of students using 2 cycles. But more than In the past, researchers took the initial value of student learning outcomes in Islamic Religious Education subjects as a comparison of pre-cycle, cycle I, and cycle II learning outcomes. The initial data obtained by students before applying the group discussion method. Based on the results of the study, the researcher took pre-cycle data from teachers of Islamic Religious Education before applying the discussion method to students in class X E3.

Based on the results of data analysis and observations during the competency test stage before the application of the group discussion method, there were 1 student (6.66%) who scored in the very good category, 5 students in the good category (33.33%), 7 students (46.66%) in the sufficient category, and 2 students (13.33%) in the poor category. Meanwhile, the results of the data analysis of the first cycle after the implementation of the discussion method showed that the learning outcomes of students

who received scores in the very good category were 2 (13.33%) and the scores of students in the good category were 9 students (60%) and the scores of students in the fair category were 4 students (26.66%). So it can be concluded that in the first cycle the learning outcomes of students began to increase.

In the second cycle, it can be seen that there is an increase in student learning outcomes based on the percentage of the results of the second cycle of the test that the learning outcomes of students who received deep scores, the very good category were 11 students (73.33%) and the good category there were 4 students (26.66%). Based on the results of data analysis obtained in cycles I and II, it showed a significant increase above the predetermined average, so the researcher ended the implementation of actions in this research up to two cycles.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that the learning outcomes of students have improved and the progress of this is explained, 1). The learning results of Islamic Religious Education in class X E 3 at the beginning of the meeting before the research were very concerning by looking at the situation and condition of students who were less interested in learning Islamic Religious Education, because the method used by teachers in the field of Islamic Religious Education was more about the application of the classic method in the form of a lecture method, the process was active only by the teacher concerned. So that students are only limited to listening and concluding the results of the presentation from the teacher concerned; 2). The learning outcomes of Islamic Religious Education subjects after the researcher applied the group discussion method were very significant towards effective, efficient and quality learning, because the researcher saw that the development of students was very prominent both in the form of high student learning motivation, the effectiveness of relatively long learning time, so that it led to brilliant student achievements. In the application of the group discussion method, it can be seen that the learning process is active, because before the researcher conducts the learning process, the researcher first conducts observations, tests, interviews and documentation. In its application, the first step the researcher takes: planning, implementation, observation and reflection to find out the results obtained after applying the group discussion method; 3). The group discussion method can improve the learning outcomes of students in Class X E 10 SMAN 1 Suliki. Before applying the 59.8% group discussion method in the first cycle, the researcher had applied the group discussion method with a group learning model and the score of the students' competency results reached 73.4%. However, the score of the research results has not been maximized, so the researcher plans improvements to be applied in the second cycle, the results of the learning process with the group discussion method increase to 86.66%. So the group discussion method can improve student learning outcomes.

Based on the results of research that has been conducted at SMAN 1 Lunang, it can be concluded that the application of the group discussion method has succeeded in improving student learning outcomes in Islamic Religious Education (PAI) subjects in class X E 3. Before the application of the discussion method, students tended to be passive in the learning process, but after this method was applied, there was a significant increase in student activity and involvement during learning. Students become more involved in discussions, express opinions more often, and show more understanding in the PAI material studied. The application of the group discussion method provides opportunities for students to share ideas and knowledge, as well as learn to work together with their peers. By discussing PAI topics in groups, students not only rely on information from teachers, but can also explore their own understanding through collaboration with classmates. This process makes learning more fun and less monotonous, and encourages students to think critically and more deeply about the material being discussed. In addition, the results of the evaluation test after each cycle showed a significant increase in

students' scores. The average score of students after the application of the group discussion method was higher compared to their score before the application of the method. This shows that the group discussion method has succeeded in helping students understand the material better and is easier to remember. This success also proves that an approach that involves active interaction between students can significantly improve learning outcomes. Through observations made during the learning process, it can be seen that there is an increase in student motivation in participating in lessons. Students who previously tended to be passive became more courageous in expressing opinions and contributing to group discussions. In addition, the group discussion method also facilitates students to learn to respect each other's opinions and work well together, which in turn also improves their social skills. However, although the application of the group discussion method provides many benefits, there are several challenges that need to be considered. One of them is the difficulty in managing the discussion time well, because some groups take longer to complete their discussions. In addition, some students still feel less confident in expressing their opinions, so teachers need to provide more intensive encouragement to encourage students to speak and participate actively. As a recommendation, teachers can take advantage of variations in group discussion methods, such as providing more specific themes or questions to learn, so that discussions are more directed and effective. In addition, there needs to be a strengthening in time management during the discussion, so that each group gets a fair opportunity to convey the results of their discussion. By paying attention to these aspects, the application of the group discussion method can be more optimal and provide maximum results in improving student learning outcomes. Overall, this study shows that the application of the group discussion method is effective in improving student learning outcomes, not only in terms of understanding PAI material but also in developing students' social skills and critical thinking. Therefore, this method is highly recommended to be applied continuously in PAI learning at SMAN 1 Lunang and in other schools, so that learning is more active, interactive, and fun for students.

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