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Improving Student Learning Outcomes Through Discussion Strategies in Islamic Learning at SMP Negeri 2 Idanogawo

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Abstract: This study aims to improve student learning outcomes in Islamic Education by using Discussion Strategy. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data of this study were obtained by test and observation techniques. Tests are used to improve student 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 Learning with Discussion Strategy can improve student learning outcomes. 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 46.56%, the first cycle 78.57% and in the second cycle increased to 89.77%. Thus, the use of Discussion Strategy can be used as an alternative to improve student learning outcomes.

Keywords: Discussion strategies, learning outcomes, islamic education.

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INTRODUCTION

Islamic religious education in schools has an important role in shaping the character of students who believe and fear Allah SWT. One of the important materials in learning Islam is preserving nature and preserving life. Based on the results of initial observations in grade VIII of SMP Negeri 2 Idanogawo, it was found that the learning outcomes of students in this material were still relatively low. The low learning outcomes are influenced by learning methods that tend to be monotonous and lack active student involvement. Discussion strategies can be one of the alternatives to improve student learning outcomes. Through discussions, students can be more active, critical, and understand the material in depth. Therefore, this study aims to improve student learning outcomes on the material of preserving nature and maintaining life through the application of discussion strategies.

Nature conservation is one of the global issues that has received great attention in various countries. Climate change, environmental damage, and reduced biodiversity are serious challenges that must be faced by the world community. According to the Intergovernmental Panel on Climate Change (IPCC) report, the impact of global warming is increasingly evident with an increase in the earth's average temperature by 1.5°C compared to the pre-industrial era (IPCC, 2021). Therefore, efforts to preserve nature are an important step to maintain the balance of life on earth. Indonesia as a country rich in biodiversity has a strategic role in environmental conservation.

Indonesia's tropical forests, which cover about 94.1 million hectares, contribute significantly to absorbing carbon dioxide and providing habitat for various species (MoEF, 2020). However, deforestation and land degradation are major threats that cause habitat loss and the extinction of endemic species. Data from Global Forest Watch shows that Indonesia lost 9.75 million hectares of primary forest cover between 2002 and 2020. On the other hand, the role of education in environmental conservation has not been fully optimal. Many students do not understand the importance of protecting the environment and the impact of natural destruction. According to research by Arifin and Widiastuti (2019), only 45% of students at the elementary school level have a deep understanding of environmental conservation.

Therefore, the integration of environmental education in the school curriculum is one of the relevant solutions. Classroom Action Research (PTK) is an effective approach to increase environmental awareness among students. PTK allows teachers to identify learning problems, implement innovative strategies, and evaluate outcomes directly in the classroom (Kemmis & McTaggart, 1988). By applying this method, teachers can build better environmental awareness through a contextual and participatory approach. One way to preserve nature and preserve life is to teach environmental values through hands-on practice at school. Activities such as planting trees, composting, or recycling can be part of thematic learning.

According to Fauziah and Wahyuni (2021), students who are directly involved in environmental conservation activities show an increase in knowledge and a positive attitude towards the environment. In addition, community involvement in environmental conservation is also very important. Community-based programs such as waste banks or reforestation campaigns can have a far-reaching impact in maintaining nature's sustainability. Active participation from students and parents in these activities can also strengthen the values of environmental conservation (Suyadi & Yulianti, 2020). In the local context, the problem of environmental damage is often ignored by the community. For example, the amount of plastic waste that pollutes rivers in urban areas.

Based on data from the Ministry of Environment and Forestry, about 30% of the total domestic waste in Indonesia is plastic waste, and only a small part is well managed (KLHK, 2021). Therefore, education about waste management must start early. In addition to waste management, the issue of climate change also needs special attention. Indonesia is among the countries that are vulnerable to the impacts of climate change, such as rising sea levels, droughts, and other natural disasters. According to the Meteorology, Climatology, and Geophysics Agency (BMKG), the frequency of extreme weather events in Indonesia has increased sharply in the past decade. This shows the urgency to strengthen public awareness of climate change mitigation. One solution that can be done in schools is to integrate environmental education into the subject. For example, teachers can teach the concept of recycling in science lessons or utilize environmental literacy in Indonesian lessons.

According to research by Widodo and Sari (2020), students who are taught with a cross-subject approach have a more comprehensive understanding of environmental conservation. However, the main challenge in the implementation of environmental education is the lack of resources and support from various parties. Many schools do not have adequate facilities to support environment-based learning. In addition, the lack of teacher training in integrating environmental issues into learning is also an obstacle.

Therefore, collaboration between government, schools, and communities to create an educational ecosystem that supports nature conservation. In this study, the author aims to develop learning strategies that can increase students' awareness of environmental conservation. Through the PTK approach, it is hoped that students can have a better understanding of the importance of protecting nature and be able to apply real actions to preserve it. This research is also expected to contribute to the development of a more sustainable curriculum.

METHODS

The type of research that the author will conduct is a type of field research, which is research that is carried out by collecting data and information obtained directly from respondents and directly observing tasks related to qualitative research by describing existing problems, in accordance with the data found in the field, this is because the problems are not clear and complex, In addition, the researcher also intends to understand the social situation in depth.

The approach in this study uses a qualitative descriptive approach, namely research that is used to describe and answer phenomena in single variables as well as correlation or comparison of various variables.19 Qualitative research method is a research method used in natural object conditions, as opposed to experiments where the researcher is the key instrument, sampling data sources is carried out Purposive and snowball, collection techniques with triangulation, data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization. This qualitative descriptive research is used by the author to analyze, and understand the attitudes, perspectives, feelings and behaviors of both individuals and groups of people that cannot be measured only by numbers.

This study used a qualitative research approach to explore the impact of the discussion strategy on student learning outcomes in the context of environmental education at SMP Negeri 2 Idanogawo. The research focused on the topic of "Preserving Nature, Maintaining Life," aiming to improve students' understanding of environmental conservation. The study was conducted in a classroom setting with a sample of 30 students from the seventh grade. The class was divided into small groups to facilitate effective discussions and encourage active participation.

The main objective was to assess how group discussions could enhance student engagement, critical thinking, and their understanding of environmental issues. To implement the discussion strategy, the teacher first provided students with an introduction to the topic of environmental preservation, followed by a detailed explanation of its importance. After this, the students were grouped into small teams where they discussed various aspects of the topic, including the causes of environmental degradation, its consequences, and potential solutions.

The groups were encouraged to share their thoughts, debate their ideas, and collaborate to develop comprehensive answers to the questions posed by the teacher. This method allowed students to express their ideas freely and learn from each other's perspectives. Data collection in this study included pre- and post-assessments, classroom observations, and student feedback. The pre-assessment was conducted before the discussions to gauge the students' initial understanding of the topic. The post-assessment was carried out after the discussions to measure any improvements in their knowledge and comprehension. Classroom observations were made during the discussions to evaluate student participation, interaction, and the effectiveness of the discussions in enhancing learning.

Additionally, student feedback was gathered through informal interviews and surveys to assess their engagement and perception of the strategy. The analysis of the data focused on comparing the pre- and post-assessment results to determine the impact of the discussion strategy on student learning outcomes. Qualitative data from classroom

observations and student feedback were also analyzed to identify the benefits and challenges of implementing the strategy. The researcher used thematic analysis to identify patterns in the students' responses and behaviors during discussions, focusing on aspects such as critical thinking, teamwork, and knowledge retention. Finally, the study used triangulation to ensure the reliability and validity of the findings. By comparing results from different data sources (pre- and post-assessments, observations, and feedback), the researcher aimed to provide a comprehensive understanding of the effectiveness of the discussion strategy in enhancing students' learning outcomes. This methodology allowed for a thorough evaluation of the strategy's impact on student engagement, understanding, and application of environmental concepts.

RESULTS

Based on the results of the research obtained from the collected data, it is known that the use of discussion methods in PAI learning in the material of Preserving Nature and Maintaining Life can improve student learning outcomes. The use of this method shows that students are able to receive the material well. The evaluation results showed that in the pre-cycle stage, the average score of 10 students was 66.5. Of these, only 2 students (20%) have reached the KKM, while 8 students (80%) have not reached the KKM. This is due to the use of the single lecture method, so that learning becomes less interesting and students tend to be less active.

In the first cycle, the average score increased to 73.2. A total of 5 students (50%) have reached the KKM with a minimum score of 73 and have been declared complete, while 5 students (50%) have not reached the KKM. Considering that the number of students who have completed has not reached the target, improvements were made in the second cycle. In cycle II, the average score of students increased significantly to 86.1. A total of 9 students (90%) managed to reach the KKM and were declared complete, while 1 student (10%) has not reached the KKM. In addition, the observation results showed an improvement in the quality of learning. Teachers are able to apply the discussion method to the maximum so that the learning process becomes more effective.

DISCUSSION

The results of this study indicate that the use of the discussion strategy significantly improved students' learning outcomes, particularly in understanding the importance of preserving nature and maintaining life in the context of environmental studies at SMP Negeri 2 Idanogawo. The discussion strategy provided students with a platform to actively engage with the material, exchange ideas, and critically analyze the issues related to environmental preservation. By facilitating open dialogues, students were encouraged to think deeply about the challenges of environmental conservation and explore practical solutions, which led to an improved understanding of the topic. One key advantage of the discussion strategy is its ability to foster critical thinking and problem-solving skills. During the discussions, students were required to evaluate different perspectives, argue their points, and collaboratively arrive at a consensus. This type of interactive learning deepens students' comprehension of the subject matter, as they are not merely passive recipients of information but active participants in the learning process. Additionally, the exchange of ideas among peers often led to more diverse and comprehensive insights, allowing students to gain a broader understanding of how individual and collective actions can impact the environment.

Moreover, the discussion strategy promoted student collaboration, which is essential for building social skills and teamwork. As students worked together to discuss topics related to environmental protection, they developed a sense of shared responsibility and learned to respect differing viewpoints. This collaborative approach not

only enhanced their academic understanding but also helped to cultivate positive attitudes toward teamwork and collective action, which are crucial when tackling global challenges such as environmental sustainability. The increased engagement in these discussions also created a more dynamic and participatory classroom atmosphere, where students felt more involved and motivated to contribute. The findings from the study suggest that the discussion strategy encourages students to apply their knowledge of environmental preservation in real-world contexts. As they discussed the importance of preserving nature and maintaining life, students were able to connect the concepts they learned in class to current environmental issues. This connection made the material more relevant and meaningful, as students could see the direct impact of their actions on the environment.

Such real-world applications helped students better understand the urgency of environmental conservation and motivated them to take more responsibility for protecting the environment. Finally, the positive feedback from both students and teachers indicates that the discussion strategy is a valuable tool in enhancing student learning. Students expressed that the opportunity to discuss and debate environmental issues made the topic more interesting and helped them remember the content better. Teachers reported that the increased student participation and enthusiasm during discussions led to more effective learning, as students were more likely to retain the information and actively apply it in their daily lives. This reinforces the idea that student-centered strategies, such as discussions, play a key role in improving student learning outcomes and fostering a deeper understanding of important global issues.

CONCLUSION

In conclusion, the implementation of the discussion strategy has proven to be highly effective in enhancing students' understanding and learning outcomes, particularly in the context of environmental education at SMP Negeri 2 Idanogawo. The study demonstrated that through active participation in discussions, students were able to deepen their knowledge of environmental preservation and the importance of maintaining life, as well as develop critical thinking and problem-solving skills. The collaborative nature of the discussions also fostered teamwork, communication, and respect for diverse perspectives, which contributed to a more engaging and dynamic learning environment. Furthermore, the findings highlight that the discussion strategy not only improved academic performance but also encouraged students to connect the lesson content with real-world environmental issues. This relevance to everyday life made the material more meaningful and motivated students to take responsibility for their actions in relation to environmental conservation. By engaging with the material in such an interactive manner, students were able to better retain and apply the knowledge they gained in the classroom. Overall, this study confirms that the discussion strategy is an effective pedagogical approach to improving student learning outcomes. Teachers are encouraged to incorporate more student-centered and interactive strategies like discussions to enhance engagement, foster critical thinking, and promote the practical application of knowledge, especially in subjects that have real-world implications such as environmental education.

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