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## Increasing Learning Achievement in Islamic Education by Applying Discussion Methods at Public Elementary School 107443 Kp. Taiwan

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**Abstract:** This research aims to improve student learning outcomes in Islamic religious education learning by using the discussion method. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was obtained using 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 research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show 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 completeness in each cycle with details of pre-cycle 42.71%, first cycle 54.47% and in the second cycle it increased to 84.12%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** learning achievement, Islamic education, discussion methods.

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### INTRODUCTION

In essence, teaching and learning activities are a process of interaction or mutual relationship between teachers and students in a learning unit. Teachers as one of the components in the teaching and learning process are very important role holders. Teachers are not just delivering material, but more than that, teachers can be said to be the center of learning. As a regulator as well as an actor in the teaching and learning process, the teacher is the one who directs how the teaching and learning process is implemented. Therefore, teachers must be able to make a teaching more effective and interesting so that the lesson material delivered will make students feel happy and feel the need to learn the lesson material. The success of learning objectives is determined by many factors, including the teacher's factor in carrying out the teaching and learning

process, because teachers can directly influence, foster and improve students' intelligence and skills. To overcome the above problems and in order to achieve educational goals to the maximum, the role of teachers is very important and it is hoped that teachers have good teaching methods and models and are able to choose the right learning model and in accordance with the concepts of the subjects to be delivered. The purpose of national education as contained in Law Number 2 of 1989 is to educate the life of the nation and develop Indonesian people who believe and fear God Almighty and are virtuous, have knowledge and skills, are physically and spiritually healthy, have a steady and independent personality, and are responsible for the nation's society (Subramaniam et al. 2021).

The goals of national education are very broad and general in nature, so they need to be described in institutional goals that are adjusted to the type and level of the school, which are then described again into curricular goals, which are the goals of the school curriculum which are detailed according to the field of study and subjects or subject groups (Farias and Isabel, 2022). Instructional objectives are described as general learning objectives and then further described as Special Learning Objectives (TPK). In achieving the special learning goals in PAI subjects at SD Negeri No.107443 Kp.Taiwan, there are still many difficulties. This can be seen from the low score of PAI subjects compared to the scores of several other subjects, starting from the above it is necessary to have thoughts and actions that must be taken so that students in learning the concepts of PAI lessons do not experience difficulties, so that the special learning objectives made by PAI subject teachers can be achieved well and the results can satisfy all parties. Therefore, the use of learning methods is considered very important to help students understand the concepts of PAI lessons There are various types of learning methods, each of which has advantages and disadvantages, so the selection of a method that is in accordance with the topic or subject to be taught must be really thought about by the teacher who will deliver the subject matter.

Islamic Religious Education (PAI) aims to form students who have faith, piety, and noble character. However, PAI's learning achievement in grade V of SD Negeri No. 107443 is still low compared to other subjects. This low score is caused by the lack of student involvement in learning which is still dominated by lecture methods. To overcome this, the discussion method can be a solution. This method encourages students to actively discuss, exchange opinions, and solve problems together. Thus, students' understanding of the material will be deeper and relevant to daily life. Based on the description of the background mentioned above, this study chose the title "Improving PAI Learning Achievement by Implementing Discussion Discussions in Grade V Students at State Elementary School No. 107443 Kp. Taiwan, Teluk Mengkudu District, Serdang Bedagai Regency.

## **METHODS**

Classroom Action Research (PTK) This research aims to improve the quality of learning and student learning achievement through the application of discussion methods. PTK is carried out collaboratively between teachers and researchers in several cycles which include planning, implementation, observation, and reflection. B. Research Variables

1.Independent Variables Discussion Method A learning technique in which the teacher demonstrates or practices a process, step, or action in front of students to help them understand the material concretely. Consists of indicators: a) Implementation of the steps of the discussion method (preparation, implementation of discussion, and evaluation). b) The level of student activity and involvement during learning; 2) Variables Bound by Student PAI Learning Achievement The learning outcomes achieved by students after participating in Islamic Religious Education (PAI) learning use the discussion method. Consists of indicators: a) PAI learning outcome test scores (knowledge and understanding). b) The level of students' mastery of the PAI material taught, especially

practical ones (such as brotherhood). c) Changes in behavior or attitudes related to the PAI material studied; 3) Control Variables of Controlled Factors a) Subject matter taught (same PAI material for all cycles). b) Learning time (consistent learning duration in each meeting). c) Teachers who teach (same teachers during the study to maintain consistency of methods). d) Learning environment (classroom atmosphere and facilities); 4) Relationship Between Variables: The discussion method (independent variable) is expected to have an influence on students' PAI learning achievement (bound variable). The success of the application of this method is measured through the improvement of test scores, students' activeness, and their skills in understanding and applying PAI materials.

C. Population and Sample

1. Research Population

The population in this study is all grade V students in the elementary school where the research was conducted. The population includes all students who take part in Islamic Religious Education (PAI) learning in a given school year, with the number of students matching school data.

## **RESULTS**

The results of this study indicate that the application of the discussion method significantly improved the learning achievements of fifth-grade students at SD Negeri No. 107443 Kp. Taiwan, particularly in the subject of Pendidikan Agama Islam (PAI). Prior to the implementation of the discussion method, students had relatively low performance in the pre-test, with an average score of 65%. This suggested that the students had a basic understanding of the material, but they struggled to express or apply their knowledge effectively. However, after the discussion method was implemented, there was a noticeable improvement in the post-test results, with the average score increasing to 85%, demonstrating the effectiveness of this method in enhancing students' comprehension and engagement. The classroom observations revealed that students were more active and engaged during the discussions. The discussion method encouraged students to express their opinions, ask questions, and actively listen to their peers, creating a more interactive and dynamic learning environment. This active participation allowed students to clarify their understanding of the material, as they were able to discuss key concepts such as the teachings of Islam, values, and moral principles in a collaborative setting. As a result, the students were able to retain and understand the content more effectively, leading to better academic performance. In addition to the improvement in test scores, students showed a greater level of confidence and enthusiasm toward learning.

They expressed that the discussion sessions made the lessons more interesting and enjoyable, as they had the opportunity to engage with their classmates and share their thoughts on various Islamic values and teachings. The interactive nature of the method motivated students to take a more active role in their learning, fostering a positive attitude toward the subject matter. This shift in attitude had a direct impact on their overall academic achievements and contributed to a more positive classroom atmosphere. The results also highlighted that the discussion method helped students develop important skills, such as critical thinking, communication, and teamwork. As students participated in group discussions, they were required to think critically about the material, ask insightful questions, and present their ideas in a clear and coherent manner. This process helped them to not only grasp the content more deeply but also improve their ability to express their thoughts and engage in constructive dialogue with their peers.

The collaborative nature of the discussions further reinforced the development of teamwork and social skills, which are crucial for students' personal growth and future success. Moreover, the teacher's role as a facilitator during the discussions contributed to the success of this method. The teacher provided guidance and support during the discussions, encouraging students to stay on topic and ensuring that all students had the opportunity to participate. The teacher also asked probing questions that prompted deeper thinking, which helped students to reflect on their understanding and refine their viewpoints. This supportive approach enabled students to engage in meaningful

discussions, promoting deeper learning and a more comprehensive understanding of the material. Another significant finding was that the students were able to apply the knowledge they gained from the discussions to real-life situations. The discussion method allowed them to connect the teachings of Islam with their everyday experiences, helping them to understand the relevance of the material in their lives. This connection to real-life applications made the lessons more meaningful and reinforced the importance of the values and principles taught in PAI.

As students gained a better understanding of how these teachings relate to their actions and behavior, they were more likely to incorporate these values into their daily lives. The improvement in student performance was also reflected in the positive feedback provided by the students. Many students expressed that the discussion method helped them learn better than traditional teaching methods, as it allowed them to engage with the material in a more interactive and collaborative way. They appreciated the opportunity to discuss and debate the topics with their classmates, which made the learning experience more enjoyable and less monotonous. This positive feedback indicates that the discussion method not only improved academic performance but also enhanced students' overall learning experience. In conclusion, the study results clearly demonstrate that the application of the discussion method effectively improved the learning achievements of fifth-grade students in PAI at SD Negeri No. 107443 Kp. Taiwan. The increased academic performance, along with the enhanced student engagement, critical thinking, communication, and teamwork skills, highlights the positive impact of this teaching strategy. The study suggests that educators should consider incorporating the discussion method in their teaching practices to foster a more interactive, engaging, and collaborative learning environment, which will ultimately improve students' understanding and academic outcomes.

## **DISCUSSION**

The results of this study confirm that the use of the discussion method significantly improved the academic performance of fifth-grade students at SD Negeri No. 107443 Kp. Taiwan in the subject of Pendidikan Agama Islam (PAI). The pre-test and post-test comparisons showed a notable increase in student scores, highlighting the effectiveness of the discussion method in fostering a deeper understanding of the material. The discussion method engaged students more actively in the learning process, allowing them to express their thoughts, ask questions, and critically examine key Islamic teachings. By discussing concepts such as Islamic values and morals with their peers, students not only improved their comprehension but also learned to apply these teachings to their daily lives, leading to a more meaningful connection with the subject matter. Furthermore, the observed increase in student participation during the discussion sessions was another important factor in the success of the method. Prior to the implementation of the discussion approach, many students exhibited passive learning behaviors, but with the introduction of group discussions, students became more vocal and enthusiastic about sharing their ideas. The collaborative nature of the discussions helped build a sense of community in the classroom, where students felt comfortable expressing themselves and learning from one another. This positive change in student behavior suggests that interactive learning methods like discussions are particularly effective in motivating students, making them more eager to engage with the content and take ownership of their learning. Another significant benefit of the discussion method was its role in enhancing critical thinking and communication skills.

Students were encouraged to think critically about the Islamic teachings they were learning and to question and analyze the material in greater depth. The discussions required students to present their ideas clearly and listen to others' perspectives, which helped them develop essential communication and interpersonal skills. These skills are important not only for academic success but also for personal development, as they

prepare students to engage thoughtfully with different viewpoints and collaborate effectively with others in various contexts. Additionally, the method promoted a more inclusive and participatory classroom environment. Unlike traditional methods where students might remain passive and only respond when prompted, the discussion format required all students to actively engage with the lesson. This inclusivity helped to ensure that students who might be shy or hesitant to speak in front of the class had an opportunity to contribute in a smaller, group-based setting. The equal opportunity for all students to participate fostered a sense of equality in the classroom, encouraging a more supportive and respectful learning atmosphere. The teacher's role as a facilitator was crucial to the success of the discussion method. By guiding the discussions, posing thought-provoking questions, and encouraging student participation, the teacher created an environment that promoted deeper thinking and reflection. The teacher also ensured that the discussions remained focused and productive, helping students stay on track while exploring the material.

This level of support from the teacher allowed students to engage meaningfully with the content, and it played a significant role in the improved learning outcomes observed in the study. Lastly, the positive feedback from students about the discussion method further supports the effectiveness of this approach. Students reported that they enjoyed the interactive nature of the lessons, which made the learning process more enjoyable and less repetitive. They also expressed that the discussions helped them understand the material better and allowed them to see how the lessons applied to their own lives. This feedback reflects the students' increased engagement and enthusiasm for the subject matter, which ultimately contributed to their improved academic performance. It highlights that when students are actively involved in the learning process, they are more likely to retain and understand the material, leading to better outcomes. In conclusion, the implementation of the discussion method in teaching Pendidikan Agama Islam (PAI) to fifth-grade students at SD Negeri No. 107443 Kp. Taiwan yielded positive results in terms of improved academic performance, increased student participation, and enhanced critical thinking skills. The findings suggest that the discussion method can be an effective tool in fostering a more engaging, interactive, and collaborative learning environment. Educators are encouraged to incorporate discussion-based learning strategies in their classrooms to not only improve academic performance but also to develop essential life skills in students, such as communication, collaboration, and critical thinking.

## **CONCLUSION**

The implementation of the discussion method in teaching Pendidikan Agama Islam (PAI) at SD Negeri No. 107443 Kp. Taiwan significantly enhanced the students' academic performance, particularly in understanding key Islamic teachings. The pre-test and post-test results clearly demonstrated a marked improvement in students' learning achievements, indicating the effectiveness of this method in increasing students' comprehension and retention of the material. The discussion method not only improved test scores but also promoted higher student engagement, as students were actively involved in the learning process, sharing their thoughts and learning from one another. Moreover, the study revealed that the discussion method contributed to the development of critical thinking, communication, and teamwork skills among students. Through engaging in collaborative discussions, students were encouraged to think critically about the material, express their ideas clearly, and listen to their peers' perspectives. These skills are essential for students' overall personal development and future success, highlighting the broader benefits of the discussion method beyond academic learning. In conclusion, the use of the discussion method in PAI lessons proves to be an effective pedagogical strategy for improving student learning outcomes, fostering active participation, and enhancing critical thinking skills. Based on the findings of this study, it is recommended



that educators adopt this approach to create a more interactive and engaging classroom environment, which can lead to better academic results and the development of important life skills in students.

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