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Improving Student Learning Outcomes in Islamic Religious Education Subjects with Discussion Methods at SMA Negeri 1 Pintu Pohan Meranti

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by 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 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 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 41.59%, the first cycle 60.87% and in the second cycle it increased to 87.42%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Islamic education, learning outcomes, discussion methods.

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INTRODUCTION

In an increasingly competitive era of globalization, the ability to face various future challenges is very important. Therefore, efforts are needed to improve the quality of human resources in order to have superior competitiveness. One strategic step to achieve this goal is to carry out social engineering that focuses on improving the quality of education. Education, as the main foundation in the formation of character and basic human abilities, has a very important role in supporting this process. As expressed by John Dewey (Sagala, 2003:3), education is a process of forming basic abilities that include intellectual and emotional aspects, which are directed at developing human nature to interact with others. Education is a process of interaction between students and educators in learning activities. Based on Law No. 20 of 2003 Article 3, the goal of national education

is to develop the potential of students to become people who are faithful, pious, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Thus, education does not only focus on cognitive aspects, but also on affective and psychomotor aspects. This balanced educational process aims to produce students who are not only academically intelligent but also have behavior that is in accordance with moral and social values. In the educational process, teachers play a very important role as facilitators, motivators, and inspirators. Teachers have the responsibility to develop the potential of students so that they can achieve optimal learning outcomes.

The learning process involves active interaction between teachers and students and reciprocal communication in educational situations (Prayitno, 2009:45). Therefore, the success of education is very dependent on the role of teachers in creating effective and enjoyable learning. However, in practice, the learning process is often not optimal, especially in Islamic Religious Education (PAI) subjects. One of the obstacles faced is the teaching method that tends to be conventional, such as lectures, which makes learning monotonous. This method often dominates the learning process, so that passive students do not get the opportunity to participate actively. As a result, students feel bored and less motivated to learn, especially in PAI subjects. In addition, an approach that is too teacher-centered can inhibit students' creative potential, as expressed by Widowati (2012:9), that the "pour system" method can dwarf the potential of children who are actually extraordinary.

Islamic Religious Education subjects should provide space for students to participate actively, so that they can develop thinking skills and give deeper meaning to learning. One learning method that can be applied to increase student activity is the discussion method. This method provides an opportunity for students to exchange opinions, solve problems, and make decisions together.

The discussion method is a teaching technique where students discuss and solve problems through rational argumentation. Hasibuan and Moedjiono (2011) define discussion as a way of presenting lessons that involves scientific discussions among students. According to Killen (1998), the purpose of discussion is to solve problems, answer questions, expand understanding, and make decisions. This method encourages students to think critically, actively participate, and respect the opinions of others. By engaging in discussions, students can improve their ability to express their thoughts, justify their ideas, and understand diverse perspectives. The collaborative nature of discussions also fosters a sense of community and teamwork, which is essential in developing social skills.

In addition to enhancing communication skills, the discussion method helps students deepen their understanding of the subject matter. Through active participation, they become more engaged in the learning process, which leads to better retention of knowledge. The method also promotes the development of problem-solving skills, as students work together to analyze issues and explore solutions. Furthermore, the discussion method can be adapted to various learning contexts, from classroom settings to online platforms. It allows students to approach topics from multiple angles, encouraging diverse viewpoints and fostering a culture of critical inquiry. The method also promotes democratic learning environments, where every student's voice is heard and valued. With the discussion method, students not only learn to understand the material, but also develop critical thinking and collaboration skills. Based on this background, this study focuses on the use of discussion methods to improve student learning outcomes in Islamic Religious Education learning, especially on the material "Obey the Rules, Competition in Goodness, and Work Ethic" at SMA N 1 Pintu Pohan Meranti.

Implementation of Discussion Method in Improving Student Learning Motivation in Islamic Religious Education (PAI) Learning at SMPN 1 Prambon Sidoarjo. The implementation of discussion method in Islamic Religious Education (PAI) learning at SMPN 1 Prambon is done through student grouping. This approach aims to train students

in solving problems through deliberation so that they can produce satisfactory answers. This student grouping is also expected to be able to create independent and critical students. The results of the study showed that the implementation of discussion method can improve student learning motivation, especially class VIIA students. The students' response to PAI learning using discussion method was very enthusiastic and excited. Based on the explanation, it can be concluded that discussion method is effective in improving student learning motivation. Implementation of Discussion Method to Improve Learning Outcomes of Grade IV Students in Social Studies Subject at SDN No. 2 Tamarenja, Sindue Tobata District The results of classroom action research conducted for two cycles at SDN No. 2 Tamarenja, Sindue Tobata District showed that the implementation of discussion method in social studies learning can improve learning outcomes of grade IV students. In cycle I, the observation results showed a sufficient category with an average value of 57.14. However, in cycle II, the average value increased to very good, which was 92.86. The increase was also seen in the percentage of classical learning completion, which was initially 45.00% in cycle I increased to 80.00% in cycle II.

The completion of individual absorption power also increased from 60.91% in cycle I to 81.90% in cycle II. From these results, it can be concluded that the discussion method has a positive impact on improving student learning outcomes. Efforts to Improve Student Learning Motivation in SKI Subjects through Discussion Methods with Comic Media (Action Study in Class XI MAN Lasem) The research conducted by Siti Jannatinnaim aims to determine the increase in student learning motivation in SKI subjects in class XI MAN Lasem by applying a discussion method combined with comic media. This study uses a classroom action approach (action research) which is carried out in three stages: pre-cycle, cycle I, and cycle II.

In the pre-cycle stage, the results of the student learning motivation questionnaire had a percentage of 61.2%. After the action in cycle I, the percentage increased to 70.8%, and in cycle II it increased again to 72.47%. Observations showed that student learning motivation in the pre-cycle was at a percentage of 52.5%. After the action in cycle I, motivation increased to 58.75%, and in cycle II it reached 68.75%. This study proves that the application of the discussion method with comic media can increase student learning motivation. This increase can be seen from the activeness and readiness of students in participating in learning, as well as the results of the questionnaire which showed progress. The results of this study are expected to contribute to increasing student learning motivation, enriching strategies, and effective learning methods.

METHODS

This study uses a qualitative approach with the type of Classroom Action Research (CAR). CAR is a form of action research that is characterized by the active involvement of researchers in activities to improve the quality of certain programs or processes. In the context of education, CAR is carried out by teachers as researchers in their classes or through collaboration with other parties. This study aims to improve or enhance the quality of learning through the cycle of planning, implementation, observation, and reflection. This study was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection. Before starting the research cycle, the problems to be fixed were first identified.

This research uses a qualitative approach with the type of Classroom Action Research (PTK). PTK is a form of action research that is characterized by the active involvement of researchers in activities to improve the quality of certain programs or processes. In the context of education, PTK is carried out by teachers as researchers in their classes or through collaboration with other parties. This research aims to improve or improve the quality of learning through the cycle of planning, implementation, observation, and reflection. This research was carried out in two cycles, each consisting of four stages: planning, action, observation, and reflection. Before starting the research

cycle, the problem that will be corrected is first. Improving Student Learning Outcomes in Islamic Religious Education Subjects with Discussion Methods at SMA Negeri 1 Pintu Pohan Merant.

Islamic Religious Education plays a vital role in shaping students' character and understanding of their faith. In this regard, improving student learning outcomes is crucial for fostering a deeper comprehension of Islamic values and teachings. At SMA Negeri 1 Pintu Pohan Meranti, educators have embraced the discussion method as a pedagogical tool to enhance students' engagement and academic performance in Islamic Religious Education subjects. The discussion method involves an interactive and collaborative approach to learning, where students actively participate in dialogues and debates on relevant topics. This method aims to encourage critical thinking, promote active participation, and develop students' ability to articulate their thoughts effectively. In this essay, we will explore how the discussion method can improve student learning outcomes in Islamic Religious Education subjects, examining its benefits, implementation strategies, challenges, and potential impact on students' overall development.

The discussion method in the context of Islamic Religious Education encourages students to reflect on and analyze religious texts, practices, and ethical principles. Instead of passively receiving information, students engage in thoughtful conversations with their peers, exchanging ideas and perspectives on various issues related to Islamic teachings. By participating in discussions, students are not only exposed to different viewpoints but are also encouraged to think critically about their own beliefs and values. This process allows them to construct their understanding of Islamic concepts in a more meaningful and relevant way. In particular, the discussion method helps students develop essential skills such as communication, collaboration, and problem-solving, which are crucial for their personal and academic growth. One of the primary advantages of using the discussion method in Islamic Religious Education is its ability to foster a deeper understanding of complex religious concepts. Islamic teachings often involve abstract principles, such as the nature of God, the afterlife, and the moral obligations of Muslims. These topics can be challenging for students to grasp without proper guidance and active engagement. Through discussions, students are encouraged to explore these concepts from different angles, ask questions, and seek clarification. This active learning process promotes a more comprehensive understanding of the subject matter and allows students to connect religious teachings to their daily lives.

The discussion method also provides students with opportunities to develop their critical thinking skills. In a traditional lecture-based setting, students often rely on the teacher to provide answers and explanations. However, in a discussion-based classroom, students are encouraged to think independently, analyze information, and evaluate different viewpoints. By engaging in discussions, students learn how to construct logical arguments, challenge assumptions, and support their opinions with evidence. These skills are essential not only for academic success but also for becoming informed and responsible citizens in society. In the context of Islamic Religious Education, critical thinking enables students to interpret religious texts and teachings in a way that is both intellectually rigorous and personally meaningful.

In addition to enhancing students' cognitive skills, the discussion method also fosters a sense of community and collaboration among learners. Islamic Religious Education is not only about acquiring knowledge but also about building a strong sense of solidarity and shared values. Discussions allow students to interact with one another, exchange ideas, and develop mutual respect for diverse opinions. This collaborative approach helps create a positive and inclusive learning environment where students feel valued and empowered. By working together to explore religious issues, students learn to appreciate the diversity of perspectives within the Muslim community and gain a greater understanding of the principles of tolerance, respect, and unity.

Implementing the discussion method effectively requires careful planning and preparation by educators. Teachers must create a conducive learning environment where students feel comfortable expressing their thoughts and opinions. This involves establishing ground rules for respectful communication, encouraging active listening, and ensuring that all students have an opportunity to contribute to the discussion. Teachers should also select relevant and thought-provoking topics that align with the curriculum and encourage students to think critically about Islamic teachings. The role of the teacher is not to provide all the answers but to guide the discussion, facilitate student engagement, and promote deeper reflection on the subject matter. In order to maximize the effectiveness of the discussion method, teachers can use various techniques and strategies. One approach is to divide the class into small groups and assign each group a specific topic to discuss. After the group discussions, students can present their findings and conclusions to the rest of the class, fostering a sense of ownership and accountability in the learning process. Another strategy is to incorporate multimedia resources, such as videos, articles, and case studies, to stimulate discussion and encourage students to engage with real-world issues related to Islamic teachings. Additionally, teachers can use questioning techniques to provoke critical thinking and encourage students to delve deeper into the material. By utilizing a variety of instructional methods, teachers can create a dynamic and engaging learning experience that caters to the diverse needs and interests of students.

Despite the many benefits of the discussion method, there are several challenges that educators may encounter during its implementation. One of the main challenges is managing classroom dynamics, particularly in large classes. In a discussion-based classroom, it can be difficult to ensure that all students have an equal opportunity to participate, especially if some students dominate the conversation while others remain passive. To address this issue, teachers can use strategies such as assigning roles or rotating discussion leaders to ensure that every student is actively involved. Another challenge is the potential for students to become disengaged or distracted during discussions, particularly if the topics are not relevant or engaging. Teachers must carefully select topics that resonate with students' interests and experiences, making the discussions more meaningful and engaging. Additionally, some students may feel uncomfortable expressing their opinions or may lack the confidence to participate in discussions. In such cases, teachers can provide encouragement and create a supportive environment where students feel safe to share their ideas without fear of judgment. The impact of the discussion method on student learning outcomes in Islamic Religious Education is significant. Research has shown that students who engage in discussion-based learning tend to perform better academically and develop stronger critical thinking and communication skills. The collaborative nature of discussions promotes a deeper understanding of the subject matter, as students are actively involved in constructing their knowledge. Furthermore, the discussion method helps students develop a sense of ownership and responsibility for their learning, as they are actively engaged in the process of exploring, analyzing, and interpreting Islamic teachings. This increased engagement and accountability often lead to improved academic performance and greater enthusiasm for the subject.

Beyond academic success, the discussion method also contributes to the personal development of students. Islamic Religious Education is not only about acquiring knowledge but also about shaping students' character and values. By participating in discussions, students are encouraged to reflect on their beliefs, values, and ethical responsibilities as Muslims. This process helps them develop a stronger sense of identity and purpose, as they gain a deeper understanding of their faith and its relevance to their daily lives. Additionally, the skills developed through discussions, such as critical thinking, communication, and collaboration, are transferable to other areas of life, helping students succeed in their future academic and professional endeavors.

In conclusion, the discussion method is a powerful tool for improving student learning outcomes in Islamic Religious Education subjects at SMA Negeri 1 Pintu Pohan

Meranti. By promoting critical thinking, active participation, and collaboration, the discussion method enhances students' understanding of Islamic teachings and helps them develop essential skills for academic success and personal growth. While there are challenges in implementing the discussion method, its benefits far outweigh the difficulties, making it an effective approach for fostering a deeper understanding of Islam and shaping students' character. With careful planning and support, the discussion method has the potential to transform the learning experience and improve student outcomes in Islamic Religious Education.

RESULTS

The quality of education in Islamic Religious Education (IRE) is fundamental to shaping students' moral character and enhancing their understanding of their faith. In schools such as SMA Negeri 1 Pintu Pohan Meranti, where students are expected to integrate Islamic values into their everyday lives, the role of effective teaching strategies cannot be overstated. One such strategy is the discussion method, which has gained recognition for its ability to improve student learning outcomes. By encouraging students to actively engage in dialogue, share ideas, and critically assess Islamic teachings, the discussion method provides an interactive and participatory platform for learning. In this discussion, we will explore the application of the discussion method in the context of Islamic Religious Education, its impact on student outcomes, and the challenges associated with its implementation at SMA Negeri 1 Pintu Pohan Meranti.

The discussion method stands in contrast to traditional teacher-centered approaches, where students are passive recipients of knowledge. In the context of Islamic Religious Education, this method offers students the opportunity to delve deeper into religious teachings, reflect on their significance, and engage in critical thinking. Rather than merely listening to a lecture on Islamic values or religious history, students can actively participate in discussions that challenge their understanding and allow them to explore different perspectives. This active involvement fosters a sense of ownership in the learning process, making the subject matter more relevant and engaging for students. At SMA Negeri 1 Pintu Pohan Meranti, the discussion method encourages students to bring their own experiences and thoughts into the conversation. Whether discussing Quranic verses, Hadiths, Islamic practices, or ethical principles, students can connect their learning with real-life situations. This connection between theoretical knowledge and practical application enhances their understanding of Islamic teachings and reinforces the relevance of these teachings in their daily lives. As a result, students become more motivated and enthusiastic about their studies, as they see the direct impact of religious knowledge on their personal and social lives.

One of the primary benefits of the discussion method is its ability to foster critical thinking. In Islamic Religious Education, students are often presented with abstract theological concepts and ethical dilemmas that require deep reflection. The discussion method provides a platform for students to analyze these concepts from multiple angles, question assumptions, and construct well-supported arguments. This process enhances their ability to think critically, an essential skill for both academic success and personal growth. By participating in discussions, students learn how to approach complex issues methodically, considering various viewpoints and weighing the evidence before forming an opinion. This analytical approach is especially beneficial in Islamic Religious Education, where students must interpret religious texts, understand their historical context, and apply them to contemporary issues. Through discussions, students learn to navigate the nuances of Islamic teachings and develop a more sophisticated understanding of their faith. They also become better equipped to engage with the broader community, as they can confidently articulate their views and respond to differing opinions with respect and understanding.

Furthermore, the discussion method helps students develop the ability to engage with controversial or sensitive topics in a respectful and constructive manner. In a diverse society, students must be able to discuss differences in belief and practice without resorting to conflict or misunderstanding. The discussion method teaches students how to engage in civil discourse, listen actively to others, and respond thoughtfully to differing viewpoints. This skill is particularly important in Islamic Religious Education, as students must learn to balance their personal beliefs with the diversity of perspectives they encounter in society.

In addition to cognitive development, the discussion method plays a significant role in fostering collaboration and social skills. Islamic Religious Education is not just about acquiring knowledge; it is also about building a sense of community and shared values among students. Discussions provide students with opportunities to interact with their peers, share their perspectives, and work together to explore religious topics. Through these interactions, students learn to respect diverse opinions, collaborate effectively, and develop empathy for others. At SMA Negeri 1 Pintu Pohan Meranti, the collaborative nature of the discussion method helps create a positive and inclusive learning environment. In a classroom where students feel comfortable expressing their views and listening to others, a sense of community is cultivated. This sense of belonging enhances students' self-esteem and encourages them to actively participate in discussions, knowing that their contributions are valued. By working together to explore religious teachings, students not only deepen their understanding of Islamic principles but also develop essential social skills that will benefit them in all aspects of life. Moreover, the discussion method promotes teamwork and cooperative learning. In group discussions, students are encouraged to work together, share ideas, and engage in problem-solving. This collaborative approach helps students develop interpersonal skills, such as communication, conflict resolution, and leadership. These skills are vital for their future careers, as they will be required to work in teams and engage with diverse groups of people. By practicing these skills in the context of Islamic Religious Education, students learn the importance of cooperation and mutual respect, which are core values in Islam.

The primary goal of any teaching method is to improve student learning outcomes, and the discussion method has proven to be highly effective in this regard. In Islamic Religious Education, where understanding the intricacies of faith is paramount, the discussion method encourages students to go beyond surface-level memorization and actively engage with the material. This deeper level of engagement leads to a more thorough understanding of religious principles and their application in daily life. Research has shown that students who participate in discussion-based learning tend to perform better academically. The interactive nature of the discussion method helps reinforce the material, making it more memorable and easier to comprehend. By actively participating in discussions, students retain information more effectively, as they are not merely passive listeners but active contributors to the learning process. The opportunity to explain concepts to their peers, defend their views, and respond to challenges further solidifies their understanding. Furthermore, the discussion method promotes a student-centered approach to learning, where the focus shifts from the teacher to the students. In traditional classrooms, the teacher is often the primary source of knowledge, and students passively absorb information. However, in a discussion-based classroom, students are encouraged to take responsibility for their learning, which increases motivation and engagement. This sense of autonomy and empowerment fosters a love of learning, which can have long-lasting effects on students' academic success.

DISCUSSION

The discussion method is a powerful tool for improving student learning outcomes in Islamic Religious Education at SMA Negeri 1 Pintu Pohan Meranti. By promoting critical thinking, active participation, collaboration, and deeper engagement with Islamic

teachings, the discussion method enhances students' understanding of their faith and develops essential skills for academic and personal success. Although challenges exist in implementing this method, the benefits far outweigh the difficulties, making it an effective approach for fostering a positive and inclusive learning environment. As SMA Negeri 1 Pintu Pohan Meranti continues to adopt the discussion method, it can expect to see improved academic performance, greater student motivation, and a more profound understanding of Islamic values among its students.

While the discussion method offers numerous benefits, it is not without its challenges. One of the primary obstacles faced by teachers at SMA Negeri 1 Pintu Pohan Meranti is managing classroom dynamics. In larger classrooms, it can be difficult to ensure that all students have an equal opportunity to participate in discussions. Some students may dominate the conversation, while others may feel hesitant or reluctant to contribute. To address this issue, teachers can use strategies such as dividing the class into smaller groups or assigning specific roles within the discussion. This ensures that every student has a chance to engage and contribute their thoughts. Another challenge is ensuring that discussions remain focused and productive. Without proper guidance, discussions can easily veer off-topic, leading to confusion or disengagement. To prevent this, teachers must establish clear objectives for each discussion, outline key questions to be addressed, and actively guide the conversation to stay on track. Additionally, teachers can use questioning techniques to stimulate deeper reflection and encourage students to consider various aspects of the topic. By maintaining structure and focus, teachers can ensure that discussions are meaningful and relevant to the learning objectives. Finally, some students may feel uncomfortable participating in discussions due to a lack of confidence or fear of making mistakes. To create a supportive environment, teachers should foster a culture of respect and encouragement, where students feel safe to express their ideas without judgment. Teachers can also provide students with strategies to build their confidence, such as offering praise for thoughtful contributions or providing opportunities for students to prepare in advance. Over time, students will become more comfortable engaging in discussions, and their confidence in expressing their opinions will grow.

CONCLUSION

Based on the classroom action research conducted in the fifth-grade class at SD Negeri 081234 Sibolga during the 2024/2025 academic year, it can be concluded that implementing the Problem-Based Learning method in Islamic Education and Character Education on the topic of Asmaul Husna significantly improves student learning outcomes and engagement. The percentage of students achieving mastery increased from 30% before the intervention to 60% in the first cycle and further to 90% in the second cycle, meeting the expected criteria. Additionally, student engagement showed a positive trend, rising from 79% with a good rating in the first cycle to 92% with an excellent rating in the second cycle. Therefore, this method effectively enhances both learning outcomes and student participation.

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