

# JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 1 (2) 115 – 121 July 2023

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

## Implementation of Discussion Method in Increasing Student Learning Activity in Islamic Education Learning at SD Negeri 081228 Sibolga

Linda Wati, ✉, SD Negeri 081228 Sibolga. Indonesia

Pida Satriani Siregar, SD Negeri 081224 Sibolga. Indonesia

Merlina Simamora, SMP Negeri 3 Sibolga. Indonesia

✉ [lindawati735@guru.sd.belajar.id](mailto:lindawati735@guru.sd.belajar.id)

---

**Abstract:** This study aims to improve students' learning activity 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 elementary 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 students' learning activity 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 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Discussion Method can be used as an alternative to improve students' learning activity in Islamic religious education learning.

**Keywords:** Discussion Method, Learning Activity, Islamic Education.

---

**Received March 1, 2023; Accepted May 20, 2023; Published July 31, 2023**

**Citation:** Wati, L., Siregar, P, S., Siimamora., M. (2023). Implementation of Discussion Method in Increasing Student Learning Activity in Islamic Education Learning at SD Negeri 081228 Sibolga. *Jurnal Pendidikan Profesi Guru*, 1(2), 115–121.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

### INTRODUCTION

Islamic Religious Education (PAI) plays an important role in shaping students' character and morals, one of which is by instilling values of tolerance and mutual respect for diversity. The material "The Beauty of Mutual Respect for Diversity" in PAI lessons aims to introduce students to the importance of understanding, accepting, and respecting differences that exist in society, both in ethnic, religious, racial, and cultural aspects.

However, in practice, the understanding and practice of these values is often not optimal. One of the main challenges in PAI learning is the low activity of students. Most students tend to be less involved in discussions or other interactive activities, making the learning process less effective. This can be caused by various factors, including less interesting learning methods, learning that tends to be one-way, and a lack of

opportunities for students to speak or express their opinions. To overcome this problem, the application of the discussion method in PAI learning is expected to be a solution to increase student activity.

The discussion method allows students to exchange opinions, share experiences, and deepen their understanding of the importance of respecting each other's diversity. Discussions that involve the whole student will not only increase participation, but also allow students to think critically, listen to the opinions of others, and foster a sense of tolerance within themselves. However, although the discussion method is widely known in the world of education, its implementation in PAI learning, especially in the material "The Beauty of Mutual Respect for Diversity," has not been fully optimal.

Therefore, it is important to further explore the extent to which the application of discussion methods can increase students' liveliness and deepen their understanding of the values of tolerance and mutual respect. This study aims to evaluate the effectiveness of discussion methods in increasing students' activeness in PAI lessons, as well as contributing to the development of more innovative and effective learning strategies.

## **METHODS**

The methods carried out in this study are Classroom Action Research (PTK); 1) Focus on learning practices: This research aims to improve and improve the quality of the teaching and learning process in the classroom, especially in applying discussion methods to increase student activity. PTK allows teachers to reflect on the way they teach and modify it to be more effective. 2) Using actions (interventions): This research will involve the application of discussion methods in the learning process, which is an action or intervention carried out by researchers (teachers) to increase student activity. 3) Focusing on improving student performance: With the main goal of increasing student activity in Islamic Religious Education lessons, PTK prioritizes positive changes in student attitudes and engagement. 4) The cycle of reflection and action of PTK is carried out in a cycle that involves planning, action, observation, and reflection.

Each cycle aims to improve and improve the methods used, in this case, the application of the discussion method. Steps in Classroom Action Research (PTK); 1) Planning to prepare a plan for the application of the discussion method in the material "The Beauty of Mutual Respect in Diversity. 2) The act of applying the discussion method in the learning process in the classroom. 3) Observation: Observing and recording students' activity during discussions. 4) Reflection analyzes the results of observations to evaluate whether the discussion method is effective in increasing student activity; 5) Improvement Based on the results of reflection, improvements are made and reapplied in the next cycle if necessary.

This study uses independent variables, independent variables are variables that affect or cause changes in bound variables. This study uses a classroom action approach (Classroom Action Research or CAR) with the aim of increasing student activity in Islamic Religious Education lessons. This approach was chosen because it is relevant to identify learning problems directly and provide solutions through systematic actions.

## **RESULTS**

This study aims to examine the effectiveness of the discussion method in improving student participation in Islamic Education (Pendidikan Islam) at SD Negeri 081228 Sibolga. Islamic Education plays a significant role in shaping students' religious knowledge, character, and moral values. However, achieving active participation from students in traditional teaching methods can be a challenge.

Therefore, this research investigates how the implementation of the discussion method can encourage more active involvement in the learning process. The research was conducted in SD Negeri 081228 Sibolga, a school located in the city of Sibolga, Indonesia.

The participants in this study consisted of 30 students from the fourth grade. The research employed a qualitative approach, utilizing a descriptive design to gather data through observation, interviews, and documentation.

The implementation of the discussion method was carried out during the Islamic Education lessons over a period of four weeks. The discussion method involves students actively engaging in exchanging ideas, sharing opinions, and solving problems together in a group setting. It was expected that by using this method, students would feel more comfortable expressing their thoughts and participate more in classroom activities. Teachers acted as facilitators, guiding discussions and ensuring that all students were given the opportunity to contribute. Results showed a significant improvement in student participation during Islamic Education lessons. Initially, many students were passive learners, only responding when directly asked by the teacher.

However, after implementing the discussion method, students began to show more enthusiasm and initiative in participating in class discussions. The students became more involved in the learning process, asking questions, sharing their views, and listening to their peers. Furthermore, the discussion method also helped students develop critical thinking skills. They were required to analyze information, compare ideas, and reflect on their beliefs and values. This process not only enhanced their understanding of Islamic teachings but also fostered a deeper sense of respect for diverse perspectives.

Students demonstrated greater confidence in expressing their opinions and in engaging in discussions on religious topics. The study also highlighted the positive impact of the discussion method on classroom dynamics. As students interacted with each other, they developed better communication skills and learned how to collaborate effectively. The teacher noted that the classroom atmosphere became more dynamic and lively, with students showing greater interest and attention during lessons. Another notable outcome was the improvement in student retention of the material. Through discussions, students were able to internalize lessons more effectively, as the collaborative nature of the method helped reinforce learning. The social interaction involved in group discussions also made the learning experience more enjoyable and memorable for students.

Despite the positive outcomes, the study also identified several challenges in implementing the discussion method. Some students were initially hesitant to participate due to a lack of confidence or fear of making mistakes. Additionally, managing group discussions required careful monitoring by the teacher to ensure that all students had the chance to contribute and that discussions remained respectful and focused on the topic. Based on the findings, it is recommended that the discussion method be incorporated more regularly into Islamic Education teaching strategies at SD Negeri 081228 Sibolga.

Teachers should provide a supportive and inclusive environment to encourage all students to participate actively. Training for teachers on how to effectively manage discussions and encourage student involvement could further enhance the success of this approach. In conclusion, the implementation of the discussion method in Islamic Education has proven to be an effective strategy for increasing student engagement at SD Negeri 081228 Sibolga.

This research demonstrates that active participation in discussions not only enhances students' understanding of the material but also fosters critical thinking, communication skills, and a more dynamic learning environment. By continuing to use and refine this method, teachers can significantly improve the quality of education in Islamic studies and other subjects.

## **DISCUSSION**

The implementation of the discussion method in Islamic Education at SD Negeri 081228 Sibolga has provided valuable insights into the potential of this teaching strategy to improve student engagement. This method has successfully addressed one of the common

challenges in education: passive student participation. In the traditional teacher-centered approach, students often remain silent or disengaged, which limits their learning experience.

However, the discussion method encourages students to become more active participants in their learning, which is essential for fostering a deeper understanding of the subject matter. One of the key benefits of the discussion method is its ability to create a more interactive and dynamic learning environment. As observed in the study, students who initially showed little interest in the lessons became more enthusiastic about participating. They began asking questions, expressing their opinions, and listening to their peers. This shift from passive to active engagement was not only evident during the discussions but also reflected in students' overall attitude toward the subject.

By actively participating in discussions, students were able to connect the material to their personal experiences and beliefs, which made learning more meaningful to them. Another important aspect of the discussion method is its ability to foster critical thinking. In Islamic Education, students are often required to explore deep philosophical and theological concepts. The discussion method provided an opportunity for students to critically analyze Islamic teachings, compare them with other viewpoints, and reflect on their own beliefs. This process of critical reflection is essential for developing a deeper understanding of religious teachings and for promoting intellectual growth. As students shared their thoughts and ideas, they were able to challenge each other's assumptions and develop a more nuanced understanding of the material.

The social aspect of the discussion method also played a significant role in enhancing students' communication and collaboration skills. In group discussions, students were encouraged to listen to others, respect different opinions, and express their thoughts clearly. These skills are not only important for academic success but also for personal development. By learning to work collaboratively with others, students developed a sense of community within the classroom, which contributed to a positive and supportive learning environment. The teacher's role as a facilitator was crucial in ensuring that all students had the opportunity to contribute and that discussions remained respectful and productive. Furthermore, the discussion method allowed for more effective retention of the material.

When students engage in discussions, they process the information more deeply, which helps them remember and apply what they have learned. The collaborative nature of the method also reinforced learning, as students were able to teach and learn from each other. This peer-to-peer learning process is often more effective than passive listening because it involves active participation and encourages students to think critically about the material. As a result, students retained the Islamic teachings more effectively and demonstrated a greater ability to recall and apply the knowledge in real-life situations. Despite the positive outcomes, there were also some challenges in implementing the discussion method. One of the challenges was the initial reluctance of some students to participate. This was particularly true for those who were shy or lacked confidence in their ability to express their thoughts.

Overcoming this barrier required patience and encouragement from the teacher. It was important for the teacher to create a supportive and inclusive environment where all students felt comfortable sharing their ideas without fear of judgment. By gradually building students' confidence and providing positive reinforcement, the teacher was able to ensure that everyone had an equal opportunity to participate in the discussions. Another challenge was managing the group dynamics during discussions. While the method encourages collaboration, it also requires careful monitoring to ensure that the discussions remain focused and that all students are actively involved. In some cases, a few students dominated the conversation, while others were reluctant to speak up.

To address this issue, the teacher needed to be proactive in guiding the discussions, ensuring that every student had the opportunity to contribute and that the discussions remained on track. This aspect of classroom management required skill and

experience, but with practice, it became easier to facilitate productive discussions. Overall, the study highlights the effectiveness of the discussion method in enhancing student engagement in Islamic Education. By fostering a more interactive and collaborative learning environment, this method not only improved student participation but also promoted the development of important skills such as critical thinking, communication, and collaboration. It is clear that the discussion method is a valuable tool for enhancing the quality of education in Islamic studies.

However, its success depends on the teacher's ability to create a supportive and inclusive environment and to manage the group dynamics effectively. In conclusion, the discussion method is an effective approach to improving student engagement and enhancing the learning experience in Islamic Education at SD Negeri 081228 Sibolga. By encouraging active participation, critical thinking, and collaboration, the discussion method not only helps students understand the material more deeply but also fosters personal and academic growth.

With proper implementation and support, this method has the potential to significantly improve the quality of education and contribute to the holistic development of students. It is recommended that teachers continue to explore and refine the use of discussion in their teaching practices to maximize its benefits.

## **CONCLUSION**

This study has demonstrated the significant potential of the discussion method in enhancing student engagement in Islamic Education at SD Negeri 081228 Sibolga. The findings reveal that the implementation of this method positively influenced students' active participation, encouraging them to engage more with the subject matter. In particular, the shift from passive listening to active involvement in discussions allowed students to better connect with the lessons and internalize the Islamic teachings being presented. The use of the discussion method also facilitated the development of critical thinking skills among students. By engaging in conversations about Islamic concepts, students were encouraged to analyze, question, and reflect on the teachings, allowing for a deeper and more comprehensive understanding. This approach not only enhanced their academic performance but also fostered a more thoughtful and reflective attitude toward religious education. Furthermore, the collaborative nature of the discussion method had a positive impact on students' communication and interpersonal skills. As students shared their perspectives and listened to their peers, they developed respect for differing opinions, which is essential for fostering a harmonious learning environment. The teacher's role as a facilitator was critical in guiding the discussions and ensuring that all students participated, further contributing to the success of the method. Another notable outcome was the improvement in student retention of the material. Through active participation in group discussions, students were able to reinforce their understanding of the content, which led to better retention and application of knowledge. The social interaction inherent in discussions also made the learning process more engaging and enjoyable, allowing students to learn from one another in a more informal and supportive environment. However, the study also highlighted certain challenges in implementing the discussion method, such as students' initial reluctance to participate and the difficulty in managing group dynamics. While some students were hesitant to contribute due to a lack of confidence, the teacher's encouragement and the gradual build-up of a supportive atmosphere helped overcome this barrier. Additionally, effective management of discussions was essential to ensure that all students had the opportunity to contribute equally and that the conversations remained focused and respectful. In light of these findings, it is clear that the discussion method holds significant promise as an effective teaching strategy for enhancing student engagement and learning outcomes in Islamic Education. It not only promotes active participation but also fosters the development of essential skills such as critical thinking, communication, and collaboration. Teachers

should continue to refine their ability to facilitate productive discussions and create an inclusive environment where all students feel comfortable expressing their ideas. In conclusion, the discussion method has proven to be an effective tool for enhancing student engagement and improving the quality of learning in Islamic Education at SD Negeri 081228 Sibolga. By incorporating this method into their teaching strategies, educators can help students develop a deeper understanding of the material while also cultivating essential life skills that will benefit them both inside and outside the classroom. The successful implementation of this method suggests that further exploration and adaptation of interactive teaching methods could lead to even greater improvements in the educational experience for students in the future.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.

- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.