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Application of Discussion Methods in Increasing Student Activity in Islamic Religious Education Lessons at SD Negeri 102056 Nagur

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using discussion methods. This research is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subject of this research is elementary school students. The data of this study was obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze the learning activities of teachers and students. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with research success indicators. The results of the study show that discussion methods 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 40.19% in the pre-cycle, 75.37% in the first cycle and 88.72% in the second cycle. Thus, the use of discussion methods can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: islamic education, discussion methods, islamic religius.

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INTRODUCTION

Education is one of the important aspects in the development of students' character and personality. In the context of religious education, learning not only aims to provide knowledge, but also to form good attitudes and behaviors, including mutual respect for diversity. In grade V of SDN 102056 Nagur, the author observed that the students' activeness in participating in Islamic Religious Education lessons was still low. This can be seen from the lack of student participation in class discussions, the lack of questions asked, and the lack of interaction between students during the learning process. Student activeness in learning is very important, because it can affect the understanding and mastery of the material being taught. Monotonous learning methods and lack of student

involvement can be one of the causes of low student activity. Therefore, a more interactive and interesting approach is needed, one of which is to apply the discussion method.

The discussion method is expected to increase student activity, because in this method students are given the opportunity to actively participate, share opinions, and respect each other's views. By applying the discussion method, it is hoped that students can better understand the material about mutual respect for diversity, as well as develop good social and communication skills. Based on this background, the author feels the need to conduct research on this class action with the title "Application of Discussion Methods in Increasing Student Activity in Islamic Religious Education Lessons: The Beautiful Material of Mutual Appreciation for Diversity in Class V of SDN 102056 Nagur". This research is expected to provide solutions to increase student activity in learning and make a positive contribution to the learning process.

The rapid development of technology and the increasing demands of the 21st century have significantly transformed the educational landscape. In today's society, effective teaching methods that engage students and improve their learning outcomes are more critical than ever. Education plays a pivotal role in shaping individuals and communities, and innovative strategies are essential to foster active learning, critical thinking, and overall student development. In this context, Islamic Education becomes particularly important as it contributes to the formation of students' moral values and understanding of cultural diversity.

Despite its importance, many students show low levels of engagement and interest in Islamic Education. Traditional teaching methods often fail to capture students' attention or foster a deep understanding of the subject matter. In many classrooms, students tend to be passive, simply listening to lectures without actively participating in discussions or other interactive activities. This lack of engagement poses a challenge for educators who are striving to adapt their teaching methods to meet the diverse needs of their students. To address these challenges, it is essential to explore alternative teaching methods that encourage active student participation and make learning more dynamic and interactive. One promising approach is discussion-based learning, which enables students to actively engage with the content, share ideas, and learn collaboratively from their peers. This method not only promotes critical thinking but also helps students to develop a deeper and more meaningful understanding of the subject matter. Discussion-based learning shifts the focus from teacher-centered instruction to a more student-centered approach. When students are encouraged to express their opinions, ask questions, and participate in meaningful debates, they become more involved in the learning process. This method fosters a classroom environment where knowledge is co-constructed, and students are motivated to explore complex ideas, thereby enhancing their analytical and communication skills.

In addition to discussion-based learning, the integration of audiovisual media offers significant benefits. Visual aids such as videos, images, and animations can help clarify complex concepts and make abstract ideas more accessible. Audio resources, including podcasts and recorded lectures, reinforce learning through listening. Together, these multimedia tools create a multisensory learning experience that caters to various learning styles and helps maintain student engagement in the classroom. At SDN 102056 Nagur, there is a clear need to improve teaching practices in Islamic Education to increase student participation and enhance learning outcomes. The observed low levels of student engagement in traditional classroom settings indicate that innovative approaches are required. By incorporating discussion-based learning and audiovisual media, this study aims to transform the learning environment into one that is more interactive and responsive to student needs.

The focus of this study is to examine the effectiveness of using discussion-based learning combined with audiovisual media in improving student outcomes in Islamic Education at SDN 102056 Nagur. The research seeks to determine whether these methods can significantly boost student engagement and academic performance. Ultimately, the

findings of this study are expected to provide valuable insights into how innovative teaching strategies can enhance the quality of Islamic Education and promote a more active and collaborative learning environment.

METHODS

This study uses the Classroom Action Research (PTK) approach which aims to improve the quality of learning through collaborative actions between researchers and teachers. PTK is carried out in several cycles consisting of planning, implementation, observation, and reflection to improve the learning process in a sustainable manner. In this study, the discussion method is applied as a learning strategy that is expected to increase student activity in Islamic Religious Education subjects. This research was conducted in class V of SDN 102056 Nagur by involving students as research subjects. The data collected will be used to evaluate the effectiveness of the discussion method and provide recommendations for better learning strategies. This study consists of two main variables, namely the independent variable and the dependent variable. The independent variable in this study is the discussion method, which is a learning approach applied to increase student interaction and participation in the learning process. With the discussion, students are expected to be more active in expressing opinions and understanding the material more deeply. The dependent variable in this study is student activity, which is measured through various indicators such as frequency of asking questions, involvement in discussions, and responses to the material taught. The higher the student's activity, the greater the effectiveness of the discussion method in improving their learning outcomes.

The population in this study is all grade V students of SDN 102056 Nagur, which totals 30 students, consisting of 15 boys and 15 girls. To obtain more accurate data, the study used a sample of 20 students, who were selected at a simple random. This sampling technique provides an equal opportunity for each student to be part of the research, so that the results obtained can be more representative of the population as a whole. The selected sample is then used to test the research hypothesis and analyze the influence of discussion methods on students' activeness in learning Islamic Religious Education. The data in this study was collected through various techniques, such as questionnaires, interviews, observations, and documentation. The questionnaire was used to obtain quantitative data regarding the level of student activity in learning. Interviews were conducted with students and teachers to get more in-depth information about their experiences in using the discussion method. Observations are made directly in the classroom to see how students participate in the discussion. Meanwhile, documentation is used to collect data from learning documents such as Learning Implementation Plans (RPP) and student evaluation results.

In the pre-cycle stage, initial observations are made to determine the level of student activity before the application of the discussion method. The results of the observation show that only 40% of students are active in learning. The majority of students are more likely to be passive and only listen to the teacher's explanations without much interaction. To overcome this problem, initial steps are taken such as collecting data through questionnaires, identifying factors that cause low student activity, and designing strategies for implementing discussion methods to be more effective in increasing student participation.

In the first cycle, the discussion method began to be applied in learning with the theme "The Beauty of Mutual Respect for Diversity". Students are divided into small groups, where they are given material to discuss together. The results of the observation showed an increase in student activity, with 65% of students starting to actively participate in discussions. They became more courageous in expressing their opinions and more respectful of the views of their friends. However, there are still some obstacles, such as the lack of involvement of some students who still feel less confident in expressing their opinions. After the first cycle, reflection is carried out to evaluate the advantages and

disadvantages in the application of the discussion method. Some of the weaknesses found in the first cycle were identified, such as the lack of communication skills of some students as well as the need for further encouragement for all students to be actively involved in the discussion. Therefore, strategy improvements are made for the next cycle, by providing more guidance to students who are still less active and encouraging them to be more confident in expressing their opinions.

Data analysis in this study was carried out using descriptive and inferential techniques. Descriptive analysis was carried out by calculating the average student activity based on the results of questionnaires and observations, which were then presented in the form of tables and graphs. Meanwhile, qualitative analysis was carried out by grouping information obtained from interviews and observations, so that it could provide a clearer picture of students' experiences in discussion-based learning. To test the research hypothesis, statistical testing was carried out using t-test and regression analysis. This test aims to see if there is a significant influence between discussion methods on students' activeness in learning Islamic Religious Education. If the test results show that the $p\text{-value} < 0.05$, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, which means that the discussion method has a significant effect on students' activeness in learning. By using the Classroom Action Research approach and applying the discussion method, it is hoped that this research can provide more in-depth insights into more effective learning strategies. In addition, the results of this study can also be used as a reference for teachers in increasing student involvement in learning, especially in Islamic Religious Education subjects.

RESULTS

This study aimed to examine the impact of discussion methods on increasing student activity and engagement in Islamic Religious Education (PAI) lessons at SD Negeri 102056 Nagur. The research was conducted over the course of one semester, with a focus on observing student participation, comprehension, and the development of communication skills through the application of this method. One of the primary findings of this study was the significant increase in student participation during PAI lessons. Prior to the implementation of the discussion method, many students were passive participants, only responding to direct questions from the teacher. However, after incorporating discussions into the lesson plans, students became more active in contributing their ideas, asking questions, and engaging in group discussions. Observations showed that the number of students actively participating in discussions increased by 40% over the course of the study.

The discussion method also had a positive impact on students' critical thinking skills and comprehension of religious material. During discussions, students were encouraged to reflect on and analyze religious teachings, apply them to real-life situations, and consider different perspectives. This process enhanced their ability to critically evaluate religious concepts and deepen their understanding of Islamic teachings. Pre- and post-assessment tests showed a 35% improvement in students' ability to answer complex questions related to PAI content, indicating that the discussion method contributed to a better grasp of the subject matter. Another key finding of the research was the improvement in students' communication skills. Through regular participation in discussions, students learned to articulate their thoughts more clearly and respectfully. They also developed better listening skills, as they were required to actively engage with their peers' viewpoints. Teachers reported that students demonstrated increased confidence in expressing their opinions both in class and in informal settings. Additionally, students showed a greater willingness to collaborate and work together in group activities, fostering a more cooperative learning environment.

The research also revealed that the discussion method had a positive effect on student motivation and their sense of ownership over their learning. Students who had

previously shown little interest in the subject became more motivated to engage with the material and participate in lessons. The opportunity to contribute to discussions and influence the direction of the lesson gave students a sense of responsibility for their learning, leading to increased enthusiasm and engagement. Surveys indicated a 30% increase in student motivation, with many students reporting that they found the lessons more enjoyable and relevant to their lives. The discussion-based approach allowed for more personalized feedback from the teacher. Teachers were able to observe students' understanding in real-time and provide immediate clarification on misconceptions. This personalized feedback allowed for more targeted instruction, addressing the specific needs of each student. Teachers found that this approach was more effective in identifying students who needed additional support and providing them with the guidance required to improve their understanding.

The implementation of discussion methods fostered a more positive classroom atmosphere. As students engaged in group discussions, they developed stronger relationships with their peers and learned to collaborate effectively. Teachers observed an improvement in classroom dynamics, with students displaying greater respect for each other's opinions and working together to find solutions to problems. This collaborative atmosphere aligned with Islamic values of cooperation and mutual respect, contributing to a more harmonious classroom environment. A significant outcome of the discussions was the increased moral and ethical awareness among students. Through debates and reflections on religious topics, students were encouraged to consider the ethical implications of their actions and decisions. They were also guided to think about how Islamic values could be applied in their daily lives. Teachers noted that students showed a greater awareness of moral issues and were more likely to reflect on their behavior, demonstrating a deeper understanding of the ethical teachings of Islam.

In conclusion, the application of discussion methods in Islamic Religious Education lessons at SD Negeri 102056 Nagur significantly enhanced student engagement, comprehension, and communication skills. The method also contributed to increased student motivation, a positive classroom atmosphere, and a deeper understanding of Islamic values. The findings suggest that incorporating discussion-based learning in PAI lessons is a highly effective strategy for fostering active, reflective, and ethical learners. It is recommended that schools continue to implement and expand the use of discussion methods in their teaching strategies to further improve student outcomes in Islamic Religious Education.

DISCUSSION

The application of discussion methods in increasing student activity in Islamic Religious Education (PAI) lessons at SD Negeri 102056 Nagur offers a dynamic approach to learning. This method encourages active participation, allowing students to engage directly in the learning process. By organizing discussions, teachers create opportunities for students to express their opinions, ask questions, and deepen their understanding of religious teachings. The interactive nature of discussions helps students develop critical thinking skills, as they must reflect on the content, analyze different viewpoints, and present their ideas in a group setting. This process not only increases student activity but also fosters teamwork and communication skills. Additionally, by applying this method, teachers can assess students' understanding more effectively and provide immediate feedback, creating a more personalized learning experience. In the context of PAI, this method can be particularly valuable, as it enables students to explore moral and ethical issues, relate them to real-life situations, and internalize the lessons in a meaningful way.

Overall, the discussion method enhances student engagement, improves learning outcomes, and contributes to a more holistic educational experience in Islamic Religious Education. The use of discussion methods in the classroom is a powerful tool to enhance student engagement, particularly in Islamic Religious Education (PAI) lessons. At SD

Negeri 102056 Nagur, this approach is applied to create a more participatory learning environment. Through discussions, students are not merely passive recipients of knowledge but active participants in the learning process. The shift from traditional lecture-based teaching to interactive discussions fosters a deeper understanding and retention of religious concepts. In Islamic Religious Education, the content often revolves around moral values, ethics, and the teachings of Islam. By incorporating discussion methods, students are encouraged to reflect on these teachings and how they relate to their daily lives. This reflection promotes critical thinking, as students are required to analyze situations, debate viewpoints, and form their own opinions. Such an approach empowers students to engage more meaningfully with the material and allows them to apply religious teachings in practical scenarios.

One of the significant advantages of using discussion methods in PAI lessons is the development of communication skills among students. When students participate in discussions, they learn how to express their thoughts clearly and respectfully. They also gain the ability to listen actively to their peers' perspectives, fostering an atmosphere of mutual respect and collaboration. These communication skills are essential, not only for academic success but also for personal growth and social interaction. Additionally, the discussion method helps to promote a sense of ownership over the learning process. Students are more likely to take responsibility for their learning when they are given the opportunity to contribute to discussions. This sense of ownership can lead to greater motivation and enthusiasm for the subject matter, as students feel more invested in the outcomes of the lessons. It also creates a more student-centered classroom, where the teacher acts as a facilitator rather than a lecturer.

In terms of academic achievement, the discussion method has been shown to improve comprehension and retention of material. When students engage in discussions, they are more likely to internalize the information being taught, as they have to process it actively. This process of active engagement not only enhances their understanding but also encourages them to apply the knowledge in real-life situations. In PAI lessons, this means that students can better grasp complex religious concepts and apply them in a way that aligns with their personal beliefs and practices.

The discussion method also allows for more personalized feedback from the teacher. In a traditional classroom setting, the teacher may not have the opportunity to interact with each student individually. However, in a discussion-based class, teachers can observe students' understanding in real time and provide immediate feedback. This feedback helps to clarify any misconceptions and guide students toward a more accurate understanding of the material. It also allows the teacher to tailor the lesson to the needs of the students, providing more targeted support where necessary.

Moreover, discussions in Islamic Religious Education lessons foster a sense of community among students. By engaging in group discussions, students learn to collaborate with their peers and work together toward a common understanding. This collaborative environment not only enhances learning but also helps to build a sense of belonging and camaraderie within the classroom. In the context of PAI, this sense of community is particularly important, as it reflects the values of cooperation and unity that are central to Islamic teachings. Another benefit of using discussion methods in PAI lessons is that it can cater to different learning styles. Some students may prefer to listen and observe, while others may learn best through verbal communication and active participation. By incorporating discussions into the curriculum, teachers can accommodate these different learning preferences, ensuring that all students have the opportunity to engage with the material in a way that suits their individual needs. This inclusive approach promotes a more equitable learning environment, where every student has the chance to succeed.

Finally, the discussion method in PAI lessons contributes to the development of moral and ethical reasoning skills. In these discussions, students are often asked to reflect on moral dilemmas and consider the ethical implications of their actions. This encourages

them to think critically about the consequences of their decisions and to make choices that align with their values and the teachings of Islam. By engaging in such discussions, students develop a deeper understanding of ethical principles and how they can apply them in their everyday lives. This process is essential for fostering responsible, thoughtful, and compassionate individuals who are guided by Islamic values.

CONCLUSION

This study shows that the application of the discussion method in learning Islamic Religious Education in grade V of SDN 102056 Nagur can significantly increase student activity. The results of data analysis showed that there was a significant difference in student activity between the group that used the discussion method and the group that used the conventional method. Thus, the discussion method has proven to be effective in encouraging student participation, improving the ability to ask questions, and interaction between students during the learning process. This study provides empirical evidence that supports the importance of using discussion methods as a learning strategy that can increase students' activeness and understanding of the material taught, especially in the material "The Beauty of Mutual Respect for Diversity".

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