Implementation of Discussion Teaching Method to Improve PAI Learning Outcomes of SMK Al Karimah Bodak Students

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Abstract

A common problem with Madrasah learning systems is the inadequate quality of their educational programmes, which prompted this study. The purpose of this research is to shed light on how SMK Al Karimah Bodak used discussion approaches to enhance PAI learning outcomes in an effort to improve students' poor performance in the subject. Qualitative methods are used, with data collected via observation and questionnaires. Previous studies have shown that lecturing with question and answer sections is the most effective way for instructors to use PAI in the classroom. The small group discussion approach is used in this learning process. Affective students may absorb information effectively, and psychomotor students can be psychologically actively engaged in lecture-based learning outcomes, in terms of cognitive growth. At the third meeting, students' cognitive learning results in discussion-based classrooms started to decline. Students are able to take an active role in psychomotor learning and to receive information effectively in the emotional learning domain.

Keywords: Learning Methods, Discussions, Learning Outcomes

Introduction

The term education comes from the word "pendidikan," which gets the prefix "pen" and the suffix "an," which means thing or way of educating. The term education was originally derived from the Greek "paedagogie", which means guidance given to students [1]–[3]. The English word "education," meaning "development" or "guidance," is the result of translating this original word. The Arabic word for education, "tarbiyah," is a common translation of the phrase. The word "education" originally meant "adult guidance" or "adult assistance," both of which adults knowingly provided to pupils in order to help them mature into adults. In more recent times, "education" has come to represent the process by which an individual or community works towards intellectual growth and improved living conditions [4]–[6].

From the above understanding, it is shown that adults give education to adult children. The adults referred to here are not only teachers but also parents. In the process of educating, parents also must provide education to their children as early as possible. Education given in childhood has a very important meaning because it has a very deep effect and has a major influence on children's growth in the future. Reading lessons that parents must teach children, one of them is the correct prayer procedure [2], [8], [9]. Since the role of

the teacher includes planning, directing, executing, and assessing lessons, the teacher is in a position to influence the degree to which their students learn [10]–[12].

Teachers carry out the heavy task of achieving the goals of national education. An effective teacher finds a way and always strives to get his learners appropriately involved in a subject without resorting to coercive, negative, or punitive techniques [13], [14]. In addition, teachers must also be able to create a caring classroom environment, have a love of learning, master the field of study, and be able to motivate learning, not only achieve achievements [15], [16].

Based on the results of observation during PAI learning, students still have difficulty understanding the material delivered and do not apply it well in everyday life. This can be seen in the average score of the competency test; 65% of students have not completed it. The results of observations show that teachers still often use the lecture method (conventional) in explaining the material, so it is less effective in understanding students. The lecture method makes students less enthusiastic to participate in PAI learning and lacks student activity in learning. So that it has an impact on the learning achievement of less satisfied students. Nurrizqa & Khairan mentioned that the lecture method, which is a method where teachers who convey information and knowledge orally to students and students only listen, has an impact on students becoming passive, learning becomes saturated, reduces interest in learning, and is ineffective.

The use of learning methods in each lesson is very important because the success of lessons is also determined by the method [17]–[19]. The teaching method is a way to present learning messages so that the achievement of learning outcomes can be optimal. Methods have an important position in efforts to achieve learning objectives [20]. Without a method, a learning message will not be processed effectively. Nasution argued that in order for

kids to excel academically, instructors must provide them with the knowledge and skills necessary to study in a classroom setting. Teachers may utilise the discussion approach as one of their learning tools.

You may use this conversation approach as an exercise to review material, explain ideas, or classify items based on their attributes. The group's members work together to find answers to pressing questions and uncover hidden truths through what amounts to a responsive scientific conversation, as described by Syaiful Sagala. This conversation begins with problematic questions, then moves on to the generation of ideas, and finally, their testing [21]. In light of the above, the purpose of this research is to ascertain whether or not the discussion approach improves students' comprehension.

Method

This study employs a qualitative research strategy based on the work of Bogdan and Taylor. This approach generates descriptive data via interviews, observations, and written or spoken accounts of people's experiences [22]. The focus here is on the person and their environment taken as a whole.

For the purpose of capturing and describing the events that occur in the field during the investigation, researchers in this study use a descriptive approach. The learning process in both lecture and discussion sessions will be observed by the researchers. Additionally, researchers will compare the results of students' learning in lecture and discussion-based sessions.

Results and Discussion

Researchers in this study used purposive sampling strategies, which include selecting data points from a pool after taking a number of factors into account. In this study, the main target for obtaining the information desired by researchers was PAI teachers and students. As many as 20 grade X students of SMK Al Karimah were the subjects of this study. In this study, researchers only acted as observers. Teachers

often use a combination of lecture and question and answer sessions to help students learn.

Typically, a teacher will utilise a lecture format to provide the lesson's content, but when the presentation is over, they will offer the floor to questions from the students. This provides an opportunity to ask questions that have not been understood and see the activeness and response of students to the learning material that the teacher has delivered. But even so, if there are students who ask questions when the teacher delivers the material, the teacher still responds and answers the question. In addition, for discussions about the verses of the Qur'an or hadith, the teacher invites students to read together after the teacher first reads the verse or hadith.

For this lesson, we'll be using a small-group discussion format, in which students will work in groups to answer problems based on the course materials. Here, other pupils are given an explanation. The material is taken from existing competency standards and basic competencies. The groups are formed and distributed material at meetings before they run presentations. In this discussion, students were given the freedom to use learning media. Each discussion ends with a question and answer if time allows. The X-1 pre-test results themselves can be seen at the first meeting based on the grade point average of 84.5, then at the second meeting 78.9, and the third meeting 42.5.

The pre-test results for class X-A at the first meeting were based on the class average score of 89.90, while in the second meeting, it was 82.13. At the third meeting, it was 77. Based on these two data, it can be concluded that classes that use the discussion method have more preparation before starting the learning process than classes that use the lecture method.

Based on the results of the post-test, it can be seen that learning outcomes based on the cognitive realm of students, namely, class X-B, get the results of class average scores with increased gains in the first meeting 82.4, the second meeting, 82.9, the third meeting 8.5. Meanwhile, although it experienced a significant increase in the second meeting, in the third meeting, class X-A saw a decline again with the average grade point as follows: the first meeting was 75.4, the second meeting was 85.13, the third meeting was 8.3.

Researchers performed several analyses based on the emotional domain based on the outcomes of their class observations, as follows: Compared to Class X-A, which relies on class discussions, Accepting Class X-B, which relies on lectures, pays more attention in class. This is due to the fact that students pay closer attention in lecture-based courses compared to discussion-based ones. Because some presenters in discussion-based seminars only look at their text, the attention of the other students tends to wander. Therefore, they provide the content in a less engaging manner.

In addition, some students from other groups are more focused on the material he will deliver, and this can be seen from these students who prefer to read the papers he made rather than pay attention to their friends' presentations. In addition, the unpreparedness of students who use the discussion method in following the learning process can be seen from the unprepared learning media by students whom the teacher had assigned at the previous meeting. All of these phenomena point to the fact that students' receptive abilities in discussion-based classrooms are both enhanced and diminished. Students' ability to receive information greatly improves after the third meeting of a three-meeting lecture series.

In this study, researchers see that the interaction of the material presenter itself influences students' responses to the material. In a teacher-led lecture class, students can still ask or respond to questions because the teacher directs and encourages them in that direction. For classes that use discussion, researchers see that students actually have a desire to respond to teaching material in the form of questions or statements. Still, due to

time constraints caused by poor time management to present material by students, question and answer sessions are sometimes limited. Another consideration is that few students ask questions when the students presenting the topic are not actively engaging with the audience. There is a commonality between the two groups, however. In particular, both have a respectable response component, and the question-and-answer session is often dominated by engaged students.

The study's authors noted that students in both the discussion and lecture methods of instruction had positive attitudes toward evaluation. This can be seen in the question and answer session or discussion in the two classes. If there is a student who expresses a statement or opinion, other students who respond can first analyze it and provide arguments that can strengthen other opinions.

Classification: here, pupils are required to identify and rank fundamental assumptions according to their own personal beliefs. Students in both groups were able to categorise their knowledge and value systems in this research. For instance, kids are already able to differentiate between honourable and dishonourable actions.

Following this, researchers performed a number of studies based on the psychomotor domain using data collected from classroom observations. From the perspective of students' preparedness for both lecture and discussion classes, Readiness already has Readiness, despite the fact that both classes still have room for improvement. Students' actions in class, such as responding to questions, adapting to new conditions, making study materials, and taking attendance, reveal their level of readiness. Researchers assess that teachers can assess learning outcomes well. This is based on the principles of assessment of learning outcomes that researchers have previously described.

The description of these principles that the teacher has carried out is based on the principle of validity, which states that the questions given by the teacher can be declared valid. This is based on the question design in accordance with the indicators taken from the basic competencies that students must achieve, and this can be seen in the RPP in the appendix. The selection of competency-measuring devices is also in accordance with the measured competencies. The teacher assesses this objectively because when designing the questions, the teacher has made a grid about the answer key to the questions. Before starting the lesson, the teacher explained about SK and KD, which students must achieve. Before the test is carried out, the teacher explains the assessment mechanism of the test to be carried out. These two things are the basis for transparency carried out by teachers.

The assessment carried out by the teacher is based on the existing criteria of the SK and KD that have been carried out. Teachers do not discriminate between students, so it can be said that teacher assessment is fair. For the final assessment, the teacher uses pure grades plus attitude scores. This is permissible because self-assessment is not only based on cognitive but also affective and psychomotor.

Assessment is carried out after the learning process takes place; this can be the basis for the integration of the assessment carried out by the teacher. The assessment covers all aspects of SK and KD, and it is carried out gradually at several meetings. This is the basis for the assessment carried out by teachers to be comprehensive and continuous. Assessment is also systematic, arranged sequentially and accountably because it refers to the learning outcome research book. The criteria teachers use in the assessment are based on a predetermined SKM of 75.

Conclusion

These findings lead researchers to the following conclusion: students are prepared for both lecture and discussion classes, despite the fact that both classes have room for improvement. Students' responses to

questions, adaption to classroom dynamics, development of learning resources, and reporting of attendance all serve as indicators of their level of readiness. It is possible to observe pupils' imitation abilities, both positive and negative imitation, by observing their classroom attitudes.

A good example would be when two students start conversing, and eventually additional students would join in. Take a cue from your instructors while creating educational materials. As part of their classroom routine, instructors model appropriate behavior, such as asking and answering polite inquiries, covering their heads while teaching PAI pupils, and reading aloud from the Qur'an or hadith. Both groups of students are capable of excelling at this. The focus of adaptation in the classroom is on the interaction between students and PAI learning materials, as well as between students themselves.

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