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Implementation of Discussion Method in Increasing Student Activeness in the Material "The Beauty of Respecting Diversity"

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Abstract

This study aims to improve the learning activity of fourth-grade students at SDN 17 Langga Payung through the application of the discussion method on the material "The Beauty of Appreciating Diversity" in Islamic Education lessons. This study uses the Classroom Action Research (CAR) method with two cycles. The results of the study show that the application of the discussion method can increase student activity in learning. However, there are still several obstacles such as lack of student motivation, lack of cooperation between students, and ineffective time management. Therefore, teachers need to develop more interactive and creative discussion methods and pay attention to the dynamics of each student to improve student learning activity.

Keywords: Implementation; Discussion Method; Improve; Activeness; Students.

Abstrak

Penelitian ini bertujuan untuk meningkatkan keaktifan belajar siswa kelas IV SDN 17 Langga Payung melalui penerapan metode diskusi pada materi "*Indahnya Saling Menghargai dalam Keberagaman*" dalam pembelajaran Pendidikan Agama Islam. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Hasil penelitian menunjukkan bahwa penerapan metode diskusi dapat meningkatkan keaktifan belajar siswa. Namun demikian, masih terdapat beberapa kendala seperti rendahnya motivasi belajar siswa, kurangnya kerja sama antar siswa, serta pengelolaan waktu yang kurang efektif. Oleh karena itu, guru perlu mengembangkan variasi metode diskusi yang lebih interaktif dan kreatif serta memperhatikan dinamika masing-masing siswa guna meningkatkan keaktifan belajar secara optimal.

Kata kunci: Penerapan; Metode Diskusi; Peningkatan; Keaktifan Belajar Siswa.



Al-Murabbi Jurnal Pendidikan Islam, Vol. 3, No.1 Tahun 2025

E-ISSN: 2986-4658

DOI: 10.62086/al-murabbi.v3i1



Introduction

Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Development of Character to provide legal certainty that the issue of character is something that must be considered and developed immediately in everyday life at school. The term character according to Ki Hadjar Dewantara is often called *adab* or *akhlak* (Directorate General of Elementary and Secondary Education, Ministry of Education and Culture, Republic of Indonesia 2015).

Islamic Religious Education is an important component that cannot be separated from the formation of character (morals), in its learning there are many examples of how the morals of the previous people, one of which is the beautiful example of mutual respect for diversity. Allah SWT. said which means as follows. "Indeed, the Messenger of Allah is for you a good example for those who hope for Allah, hope for (rewards) in the hereafter and those who often remember Allah." (QS Al Ahzab, verse 21).

In reality, there is still a lot of low interest of students in Islamic Religious Education subjects. Especially if the material is material that concerns exemplary behavior for noble character. Moreover, if the teacher is not able to create various learning methods and media. This is what is experienced by the fourth grade students of SDN 17 Langga Payung.

In keeping with the times, quality teachers must have professional skills. In this regard, the Teacher Education Development Project (1979) formulated three important skills that a professional teacher must have, namely: (1) professional competence, (2) personal competence, and (3) social competence (Arikunto, 2015).

Teachers are the key to improving the quality of education and they are at the center of every educational reform effort aimed at qualitative changes. Various



efforts made to improve the quality of education will not show significant results if they continue to ignore teachers. Teachers with their involvement in curriculum renewal, development of methods, and learning media, provision of facilities and infrastructure will change the face of education itself.

Every student has a different motivation to learn. Therefore, every teacher is required to understand this so that the teaching is not done carelessly. Teachers who ignore the differences in motivation in each student tend to fail in carrying out their teaching duties in class (D. & Zain, 2006)

Based on the results of observations conducted in Class IV SDN 17 LanggaUmbrella, information was obtained that the activeness of student learning on the material on the beauty of respecting diversity is still low. Furthermore, the factors that cause conditions such as those above include: (1) Students' cognitive abilities in understanding the concepts of Islamic Religious Education are still low, (2) the learning that takes place tends to be monotonous and boring, and (3) Students are not motivated to study Islamic Religious Education just to memorize it.

By learning by rote, the concepts of Islam that have been accepted become easily forgotten. This is a challenge that must be faced and resolved by a teacher. Teachers are required to be more creative in preparing the learning that will be implemented. Developed, for example in the selection of learning models that will be used in learning as one form of learning strategy.

Teacher readiness in managing learning will have a positive impact on students, including better student learning outcomes and in accordance with the indicators to be achieved. One of the learning models that can be applied in learning the beauty of respecting diversity is the discussion method. This is because students can be actively involved because they have their respective roles and responsibilities, so that student activity during the learning process increases.



Etymologically, the word discussion is an adoption of Latin, namely *discutio*, which means exchanging ideas. Meanwhile, the discussion method in learning is a method that confronts students with a problem to be solved by discussing with friends in a group. The Discussion Method focuses on students or student center and not on the teacher, so that students are expected to always be active during the learning process. In its implementation, the teacher guides and explains the discussion rules to students. During the discussion activity, students in one group will share data, experiences, and knowledge to solve a problem.

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Hamdayama (2015) said that the discussion method is a way of presenting lessons, where students are faced with a problem, which can be a statement or question that is problematic to be discussed and solved together.

Hasibuan and Moedjiono (2011), the discussion method is a way of presenting lesson material in which the teacher gives students (groups of students) the opportunity to hold scientific discussions in order to gather opinions, draw conclusions, or compile various alternative solutions to a problem.

Then, the relevant literature review can be seen as follows. Rahman (2008) studied the application of the Discussion Method in improving students' learning motivation in Islamic Religious Education learning at SMPN 1 Prambon Sidoarjo with pre-cycle and cycle I classical completeness had not been achieved. Meanwhile, learning completeness was only achieved in cycle II, which was 85.71%, so that the study was completed in cycle II. Furthermore, A (2018) studied the application of the Discussion Method in Islamic Religious Education



learning for class VIII at SMP Negeri I Maluku, West Sumbawa Regency in the 2017/2018 Academic Year which was said to be effective because it was seen from the increasing student activity in the classroom. Finally, Sudriman (2022) studied the application of the Discussion Method in improving the activity and learning achievement of Islamic Religious Education in class VIII students of SMP 1 Alla, Enrekang Regency.

Therefore, efforts to improve learning outcomes of the material on the beauty of mutual respect for diversity are carried out by Classroom Action Research (CAR). This can be seen from the application of the Discussion Method in learning the material "The beauty of mutual respect for diversity" which can increase student learning activity. The aim is to find out the application of the Discussion Method in learning the material on the beauty of mutual respect for diversity can increase student activity.

Research methods

This research is a classroom action research (CAR). CAR is a type of research conducted in the classroom with the aim of improving and enhancing the learning process and student learning outcomes through repeated actions. The subjects of this study were 10 fourth grade students of SDN 17 Langga Payung, Sungai Kanan District, South Labuhanbatu Regency in the 2024/2025 Academic Year, consisting of 4 male students and 6 female students. The location of this research was at SDN 17 Langga Payung, Sungai Kanan District, South Labuhanbatu Regency.

Furthermore, the types of data include quantitative data and qualitative data. (1) Quantitative data is used to measure the level of student understanding of the material on the beauty of respecting diversity. This data can be in the form of scores or grades from written tests that test students' understanding of concepts.



(2) Qualitative data is used to gain a deeper understanding of students' experiences, responses, and perceptions of the discussion methods used in learning. Qualitative data can also be used to collect information from teachers about experiences. Data sources are subjects from which data can be obtained.

The data sources of this study are primary and secondary data sources. The primary data source is an informant (person) who can provide information about the research data. The informants in this study were grade IV students of SDN 17 Langga Payung consisting of 7 female students and 3 male students. This is a consideration to determine the extent of student success in learning provided by implementing the use of the Discussion Method in learning. Secondary data sources are sources that do not directly provide data to data collectors. The data source is learning outcome data collected by other people, supporting data in this study is data from the Principal and administration of SDN 17 Langga Payung. The types of secondary data used in this study are activities, locations, and documentation. There are several data collection techniques applied in this PTK which include observations made by the teacher concerned and a collaborator to record behavior. The activities of teachers and students during the learning process use observation sheets.

Then, data analysis techniques are carried out to collect data required student scores obtained through process and outcome assessments. After the data is collected, the data is processed using descriptive analysis, namely by finding the level of activity, Mean (M), learning outcomes, and learning completion. The level of activity can be obtained by calculating the average percentage and comparing it with the PAP criteria on a five-scale.

$$M (\%) = \frac{\text{Skor Perolehan}}{100\% \text{ MONEY}}$$

Information:



M (%) = Average percent

figure M = Average student
score

Smi = Ideal maximum score (Agung, 1998)

Table 1 PAP Scale 5 Learning Activity shows the criteria for student learning activity based on the percentage of scores obtained. These criteria include: Very Active (90-100%), Active (80-89%), Quite Active (65-79%), Less Active (55-64%), and Very Less Active (0-54%). In assessing learning outcomes, scores are used with a scale of 0-100 obtained from observation sheets and student test results. The criteria for student success are determined based on the average student score calculated using the Mean (M) formula from Nurkancana (2002:174) below.

$$M = \frac{\text{Total Value Sum}}{\text{Number of Students}}$$

Information:

M = Mean (average) = Sum of all values

N = Number of individuals

Then, the time of this Classroom Action Research was carried out for 3 months, namely from July to August 2023. This research on the material of the beauty of respecting diversity was taught. This research was planned for 2 cycles, each cycle I meeting. This research uses a Classroom Action Research design with cycles.

Cycle I of this activity discusses the beauty of respecting diversity. The planning stage involves preparations such as creating a syllabus, lesson plan, observation sheets, student worksheets, and evaluation tools. Furthermore, in the implementation stage, the teacher explains the material in a classical manner, then students discuss in groups about figure 3.3 in the student book. Students work

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Al-Murabbi Jurnal Pendidikan Islam, Vol. 3, No.1 Tahun 2025

E-ISSN: 2986-4658

DOI: 10.62086/al-murabbi.v3i1



together in groups, help each other and share tasks. Each group member is responsible for their group. The observation stage is carried out to observe the implementation of the action, especially the activeness of students and teachers in the learning process.

Meanwhile, the increase in student activity and learning outcomes was obtained from the student learning outcome test. The reflection stage was carried out to evaluate the learning process in Cycle I and to be considered for planning Cycle II. Cycle II was designed based on the results of reflection and data analysis in Cycle I. Cycle II planning corrected the weaknesses and deficiencies found in Cycle I. The stages passed in Cycle II were the same as in Cycle I.

Results and Discussion

The learning process at SDN 17 Langga Payung is still carried out classically, namely by using the lecture method. Based on data from pre-cycle observations obtained from collaborators by observing research objects using observation instruments, the results of students who are active in learning from 10 children, 2 active children (20%), (40%) 4 children who are quite active, 2 children are less active (20%) and 2 children (20%) who are very inactive. The results of observations of the learning activity of grade IV students of SDN 17 Langga Payung before the implementation of the cycle showed that there were no students who were very active in learning. Only 2 students (20%) were active, 4 students (40%) were quite active, 7 students (20%) were less active, and 1 student (20%) was very less active in learning. This shows that the activity of grade IV students is very low and there needs to be a change in learning methods to increase student activity.

Based on the data from the pre-cycle observation results, the researcher conducted classroom actions with the aim of increasing student activity in the



subject of Islamic Religious Education on the beauty of respecting diversity in class IV of SD Negeri 17 Langga Payung, Sungai Kanan District, South Labuhan Batu Regency in the 2024/2025 Academic Year. The implementation of Cycle I was carried out on November 26, 2024 with the following stages.

The action planning stage in this study involved several strategic steps to improve students' learning motivation with a scientific approach. First, the researcher asked permission from the Principal of SD Negeri 17 Langga Payung, Banjarsari District, Surakarta Regency, and the fourth grade teacher to conduct classroom action research. Furthermore, the researcher formed a team consisting of research subjects and collaborators involved. Then, a teaching module was prepared, including learning methods and supporting devices needed. In addition, observation instruments were designed to be used by collaborators in measuring the increase in students' learning motivation.

At the implementation stage of the action, the researcher acted as a teacher, assisted by the Principal of SD Negeri 17 Langga Payung as Supervisor 1 who played a role in directing the preparation of the research report, as well as collaborators who were tasked with observing the learning process. The researcher carried out learning according to the teaching module, which included opening, core, and closing activities. In the opening activity, the teacher greeted students, checked attendance, and encouraged students with activities such as singing, accompanied by strengthening the value of prayer before learning activities. The teacher also gave an initial ability test, explained the learning objectives, and explained the activities to be carried out.

The core learning activities involve group discussions. Students are invited to observe pictures, listen to the teacher's explanation about diversity as sunnatullah, and form groups to discuss the types of diversity of the Indonesian population. The information obtained is written on origami paper and attached to



a flat paper with an attractive layout, which is then displayed for other groups to visit in the learning gallery. This activity is closed with students singing a song related to population diversity.

In the closing activity, students and teachers conclude the learning, make a resume, schedule homework, and prepare materials for the next meeting. The activity is closed with a joint prayer and greetings. The action observation stage is carried out simultaneously with the implementation. The observation method is used to record everything that happens during the learning process. Observers, namely peer teachers, observe the researcher's actions, such as explaining, guiding discussions, and monitoring student presentations. The results of the observations show the level of student activity as follows: 10% very active, 30% active, 20% quite active, 20% less active, and 20% very less active. These data indicate that the level of student activity is still low, so further intervention and guidance are needed in cycle II to increase student activity.

Furthermore, observations conducted in cycle I still did not show satisfactory results that student activity in participating in discussion activities on learning materials about the beauty of mutual respect in diversity (the beauty of mutual respect for diversity). From several criteria for student activity, namely attention, cooperation, courage, problem solving and discipline, there are still many below the word active. Of the 10 students in grade 4 (four), there is 1 student who is very active (10%), 3 active students (30%), 2 students are quite active (20%), 2 students are less active (20%) and 1 student is very less active (20%). Many factors influence the results of cycle I, including students do not have high self-confidence to express their opinions, there is a feeling of awkwardness when speaking in front of a forum, also the learning style of children who like the lecture method and the last is the lack of student understanding in learning materials.



Furthermore, in this study, there are several things that need to be considered. Not all students like the discussion learning model, so it is important to understand each child's learning style, whether visual, auditory, or kinesthetic. In addition, the lack of motivation given by teachers to students causes the discussion process not to run well. Time management is also something that needs to be considered, especially in delivering material so that the time for discussion can be longer. Another thing that is of concern is the lack of good cooperation among students during the discussion, so that the results of the discussion are not optimal.

Conclusion

The application of the discussion method in Islamic Religious Education lessons, especially on the material "The Beauty of Respecting Diversity," in grade IV of SDN 17 Langga Payung has been proven to increase student activity. Through discussions, students are given the opportunity to express their opinions, listen to their friends' views, and discuss with respect. This not only improves students' understanding of the material, but also encourages them to appreciate differences and diversity more. Students' activeness in asking questions, giving opinions, and interacting in groups is increasingly visible during the discussion. Furthermore, teachers can develop variations of more interactive and creative discussion methods, such as small group discussions or light debates, to further arouse students' enthusiasm and participation. In order for discussions to run effectively, teachers need to manage time well and ensure that each student has the opportunity to speak. Teachers need to give appreciation to students who are active in discussions to further motivate them to participate. The use of interesting learning media such as images or videos about diversity can further deepen the material and encourage student activity. Finally, teachers need to pay attention to



the dynamics of each student, by paying special attention to students who tend to be quieter, so that they are more motivated to participate in discussions.

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