



## APPLICATION OF DISCUSSION METHOD IN IMPROVING STUDENT LEARNING OUTCOMES IN PAI SUBJECTS

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### Abstract :

Achievement results Study past order method discussion Can tried with evaluation. Evaluation is a series activity use take into account something activity so that recognize throughout the activity the Already bear fruit results. The formulation of the problem in this study is "What is the order method discussion can increase results Study student on eye "Islamic Religious Education lessons at SMP Setia Probolinggo?" There is also a goal of this research, namely to identify how the implementation of discussion procedures can improve student learning outcomes in Islamic Religious Education subjects at SMP Setia Probolinggo. The research method used is classroom action research (CAR). This research is included in the type of meta-analysis research, namely research conducted by summarizing, reviewing and analyzing research data from several previous research results. The results of the study indicate that an increase in student grades in Islamic Religious Education learning using the discussion method in class VIII students of SMP Setia Probolinggo can be seen from the results of student scores in each cycle where in the first cycle the increase in learning completeness was 7 students or 30.4% increasing to 21 students or 91.2% experiencing an increase, while in the second cycle there was another increase of 23 students or 100%. This means that the application of the discussion method that has been used in Islamic Religious Education learning is declared successful in improving student learning outcomes.

**Keywords:** Discussion Method, Learning Outcomes, Islamic Education Lessons

### Abstrak:

Hasil pencapaian belajar pada metode urutan pembelajaran diskusi dapat diukur melalui evaluasi. Evaluasi merupakan rangkaian kegiatan yang dilakukan untuk menilai suatu aktivitas sehingga dapat diketahui sejauh mana aktivitas tersebut telah memberikan hasil. Rumusan masalah dalam penelitian ini adalah: "Apakah metode pembelajaran diskusi dapat meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam di SMP Setia Probolinggo?" Tujuan penelitian ini adalah untuk mengetahui bagaimana penerapan prosedur pembelajaran diskusi dapat meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam di SMP Setia Probolinggo. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Penelitian ini termasuk jenis penelitian meta-analisis, yaitu penelitian yang dilakukan dengan merangkum, mengkaji, dan menganalisis data penelitian dari beberapa hasil penelitian sebelumnya. Hasil penelitian menunjukkan adanya peningkatan nilai siswa pada pembelajaran Pendidikan Agama Islam dengan menggunakan metode diskusi pada siswa kelas VIII SMP Setia Probolinggo. Peningkatan tersebut terlihat dari hasil nilai siswa di setiap siklus, di mana pada siklus I jumlah siswa yang tuntas belajar meningkat dari 7 siswa (30,4%) menjadi 21 siswa (91,2%). Pada siklus II kembali meningkat menjadi 23 siswa (100%). Hal ini



menunjukkan bahwa penerapan metode diskusi dalam pembelajaran Pendidikan Agama Islam dinyatakan berhasil meningkatkan hasil belajar siswa.

**Kata kunci:** Metode Diskusi, Hasil Belajar, Pendidikan Agama Islam

## **INTRODUCTION**

The world of learning is inseparable from teaching and learning activities. Teaching and learning are interactions and reciprocal bonds between teachers and students. Therefore, the teaching and learning process serves as a benchmark for student success, not only in terms of overall learning outcomes, but also in terms of the character and skills needed to create perfect educational outcomes and learning outcomes.

Therefore, to achieve learning objectives, the primary task teachers must undertake in the educational process is selecting and using appropriate methods to achieve these objectives. The educational process is the process of coordinating several interrelated and interdependent components (objectives, materials, procedures, equipment, and evaluation), thus maximizing student learning activities and leading to behavioral changes aligned with established objectives. Therefore, teachers are required to understand teaching skills to influence student learning.

Learning is an activity attempted by educators in a planned manner so that students have very good behavior and character, so that learning is organized in accordance with the Learning System (Mustaqim, 2010) . Muhaimin said that success does not depend on achieving a learning unit goal, but depends on how the achievement of a learning experience is felt by students including the Cognitive, Affective and Psychomotor aspects of learning achievement. In order for the attitude and character of children to occur, Islamic religious education is needed, so that the desired learning goals can be achieved.

Objective national learning sources in Law Number 20 of 2003, national learning plays a role spread skill as well as create personality And civilization nation utilise objective enlightening life nation, so that development character participant educate as a man of faith And pious to Allah, have good morals noble, healthy, knowledgeable, capable, creative, and So people a democratic country as well as responsible.

System Islamic Religious Education (PAI) with character appoint, take care of And direct or train. Regarding the own interpretation business hypnotize soul through the process little by little leading something objective is implant piety as well as morals And uphold truth, as the impact formed insane personality as well as good character suitable sublime with Islamic teachings with This existence interest student For Study.

Education is harmonious blend between activity teaching that the teacher tries and activity attempted learning by students. Education also has an obligation to prepare for the future of humanity (Prasetiya, 2019) in the world activity education that, intertwined interaction between student with students, interaction between teacher and student, or even interaction between students

and source learning. It is expected with the presence of interaction said, students can build knowledge in a way active, education ongoing in a way interactive, inspiring, fun, challenging, and bias motivating member educate so that reach expected competencies. Implementation education respond Far more fast various data growth, science knowledge, as well as technology. Regarding This tried for improve relevance of educational programs, with condition as well as need moment This and the times that will come.

Objective learning can be achieved when somebody educator own order the right way and efficient in do education. Increasingly efficient order method it is hoped that will Keep going become the education that is implemented is also efficient. For Sutikno in a way literally order method It means method. On the contrary in a way designation order method is procedures, steps, equipment, or methods used for reach out something purpose. With that's what it means order method education namely something method consisting of from part steps taken to achieve something objective education.

In implementation somebody educator must able get used to between module lesson with order the way to go used because regarding the will influence towards the educational process as well as success student in Study. As explained according to Nasihah & Muchasan if if somebody educator No normal ensure suitable method in something exercise until at the time that's also a member educate experience hardship for control the modules obtained. With method this, the election strategy education must fit and suitable with eye lesson as well as condition students. Continue to be the right utilization order method education, up to Keep going become suitable objective learning. Thus, the same as objective education that is wanted achieved namely results Study.

Results Study student can be influenced by various internal aspects or external. Internal aspects are aspects that originate from in self students who influence results learning. For example: desire learning, intelligence, explanation learning, behavior, and condition And health because. Beside That aspect external is aspects obtained through external means self ordinary students influence results learning. Aspects namely: school area, family, and resident.

One of order method education where it is applied Can done almost all over learning namely order method discussion. Through order method condition dialogue class So more and more alive. No only That order method discussion is also normal share encouragement with students so that his attention aimed at on the problem presented And Also to emphasize learners so that bias a thinking critical as well as understand in comment. Sutikno in his book say order method dialog is One from that's all order method education that strives use handle problems experienced, both by at least 2 people, who are the same submit reason from each person's view. Regarding this aim for grow as well as increase atmosphere Study where students will normal think about with deep about what they flavor.

When using discussion methods, educators must provide equal opportunities for each student to truly participate in the dialogue so that

students can improve their thinking and exchange opinions, which will influence learning outcomes. how to dialogue in system education normal share freedom towards students for internal diversion purposes deliver feeling or argue, propose problem, refuse, share inspiration, as well as tolerate or reject evaluation of others.

For recognize How achievement results Study past order method discussion Can tried with evaluation. Evaluation is a series activity use take into account something activity so that recognize throughout the activity the Already bear fruit results. One of the component education that has role worth, where comparison success learners throughout implementing the educational process can be known past evaluation evaluation with levels ability or description student to modules studied. Success results Study No only viewed from competence cognitive will but Also mentality as well as expertise. It can be concluded that the results Study student me n cover all over things that can be learned at school, both That behavior, knowledge, and related skills with eye lessons given. Sourced on the above explanation until The case studied is : "Whether order method discussion can increase results Study student on eye Islamic Religious Education lessons at Setia Probolinggo Middle School?" There are also objectives from research This namely use recognize How implementation order method discussion in increase results Study student on eye Islamic Education lessons at Setia Probolinggo Middle School .

## **RESEACH METHOD**

procedures are education through dialogue that covers a problem by exchanging comments, raising thoughts, and testing comments that are tried by some people who are members of the group to find the truth (Nasihah Lulu', 2015) . The goal is to get a clearer and more intensive explanation of something and unravel a problem, respond to issues, raise and master student data, and make decisions (Andriani, 2019)".

The research conducted was classroom action research (CAR). The purpose of CAR was to correct and refine the implementation that teachers should try, so that teachers in practice would be more likely to implement various alternative activities as an effort to improve educational services, rather than acquiring generalizable knowledge in the learning field . This research is a meta-analysis, which is a technique used to summarize, review , and analyze research information from several previous studies. The research location was Setia Junior High School, Probolinggo.

The information collection methods in this research are: 1) Tests to identify student learning outcomes, in the form of learning outcome tests administered at the end of each activity. 2) Observations, where observations were applied to both the researcher and the subjects during each teaching and learning process. This was done by filling out a form prepared by the researcher to identify the researcher's activities and attitudes during the learning activity. (KBM). The stages involved include planning, action, observation, and follow-up. The flow or stages of this classroom action research are as follows.

The above steps form a cycle that can be continued into the next cycle, with the same steps as the previous cycle's results. This study used two cycles, with 20 eighth-grade students ( 14 boys and 9 girls) as subjects. The object of the study was the learning outcomes of students at Setia Probolinggo Middle School.

## **RESEARCH RESULT**

### **1. Stage First Pre Cycle**

On stage This started with he did A action pre-cycle, thing This researchers include data in the form of Name student And Also include mark Shiva on eye lesson about the commendable attitude before he did discussion method. As for stages in pre-cycle these include:

#### **a. Stage Planning**

Stages This writer must make something planning For carrying out the learning process, compiling sheet Work in form test and quiz as well as researchers Also act as a teacher.

#### **b. Stage Action**

1. The researcher told the students the sub-chapter material to be discussed .
2. researchers provide explanation about commendable behavior material
3. Give question question on student.
4. Closing

As for list results mark on stage first taken from mark pre cycle implementation method discussion .

**Tab el 1**  
**Student Learning Score Results in the Pre-Cycle**

<b>No</b>	<b>Mark</b>	<b>Information</b>
1	40	Not yet finished
2	50	Not yet finished
3	75	Completed
4	55	Not yet finished
5	78	Completed
6	50	Not yet finished
7	55	Not yet finished
8	60	Not yet finished
9	80	Completed
10	50	Not yet finished

11	50	Not yet finished
12	50	Not yet finished
13	85	Completed
14	60	Not yet finished
15	50	Not yet finished
16	60	Not yet finished
17	80	Completed
18	80	Completed
19	30	Not yet finished
20	50	Not yet finished
21	80	Completed
22	55	Not yet finished
23	60	Not yet finished

**Tab el 2**  
**Percentage Results Pre-Cycle Analysis**

<b>Category</b>	<b>Amount Student</b>	<b>Range Mark</b>	<b>Percentage</b>	<b>Completed/U nfinished</b>
Very Good	0	90-100	0%	Completed
Good	7	70-80	30.4%	Completed
Enough	14	50-60	60.8%	Not yet finished
Not enough	2	30-40	8.8%	Not yet finished
Amount	23		100%	

c. Observation

Stage This can seen from activity students who are still which is less due to Still There is active students And passive in member i respond in material lessons given by researchers .

d. Reflection

Based on information results mark Study student in the tab above can concluded that as many as 7 students own percentage value of 30.4% can it is said completed, while 16 students percentage worth 69.6% can it is said Not yet complete, because completeness in reach indicator by 70%. Stage cycle furthermore in the learning process research use method discussion as objective For increase results Study student.

2. Stage cycle 1

a. Planning

Stages This writer must make something planning For carrying out the learning process, compiling sheet Work in form test and quiz as well as researchers Also act as a teacher.

b. Action

1. The researcher tells the students the sub-chapter of material that will be discussed .
2. Researchers provide explanation about commendable behavior material .
3. Researchers can determine And make group on student.
4. At each group required read material that has been given by Researchers .
5. Researchers asked from each group to discuss and provide examples of commendable behavior.
6. Researchers invite every group to present the results of the discussion and ask questions to the teacher about material that is still Not yet understood.
7. Researchers provide question to students who work in a way individual.
8. Closing.

List results mark in cycle I taken From a test of 10 questions. The following table shows the cycle I scores.

**Table 3**  
**Student Learning Score Results in Cycle I**

No	Mark	Information
1	60	Not yet finished
2	70	Completed
3	90	Completed
4	70	Completed
5	90	Completed
6	70	Completed
7	75	Completed
8	90	Completed
9	90	Completed
10	70	Completed
11	80	Completed
12	75	Completed

13	90	Completed
14	70	Completed
15	75	Completed
16	70	Completed
17	90	Completed
18	90	Completed
19	50	Not yet finished
20	70	Completed
21	90	Completed
22	70	Completed
23	90	Completed

**Table 4**  
**Percentage Results Analysis in Cycle I**

Category	Amount Student	Range Mark	Percentage	Completed/ Unfinished
Very Good	9	90-100	39.1%	Completed
Good	12	70-80	52.1%	Completed
Enough	2	50-60	8.8%	Not yet finished
Not enough	0	30-40	0%	Not yet finished
Amount	23		100%	

c. Observation

After observations were carried out on students, the results of the observations can be stated that students have started to be active in learning activities and are moving towards standards, in this case meaning that some of the students are able to provide opinions and participate in discussion methods.

d. Reflection

Based on information results mark Study student in the tab above can concluded that as many as 21 students own percentage value of 91.2 % can it is said completed, while 2 students percentage worth 8.8 % can said to be unfinished , because completeness in reach indicator by 70% . Stage cycle Next is cycle II, where this cycle aims to improve student learning outcomes so that the predetermined completion can be met.



In this first cycle stage, the researcher conducted a re-inspection and then an evaluation of the first cycle to find solutions to problems that had not been found in the class. Therefore, the actions that must be taken next are: 1) the researcher is clearer in explaining the material; 2) the researcher provides more motivation to students during group and individual discussions; 3) the researcher emphasizes students to be more active in group discussions; 4) the researcher adds lesson time for students who are deemed not to have understood the material given; 5) the researcher can re-evaluate and record activities that occur during the learning process.

### 3. Cycle II Stage

#### a. Planning

Stages This writer must make something planning For carrying out the learning process, compiling sheet Work in form test and quiz as well as researchers Also act as a teacher.

#### b. Action

1. Researchers can explain the material about commendable behavior clearly by going around to each group.
2. The researcher started the question and answer session by giving questions to each group.
3. The researcher appoints one group to answer and the other group responds, refutes or provides feedback on the answer from the appointed group.
4. The researcher re-explained the results of the discussion in detail to students who still did not understand.
5. At the end, the researcher gave questions to the students.
6. Closing.

List results mark in cycle II taken From a test of 10 questions. The following table shows the cycle II scores.

**Table 5**  
**Student Learning Score Results in Cycle II**

No	Mark	Information
1	70	Completed
2	80	Completed
3	95	Completed
4	80	Completed
5	95	Completed
6	80	Completed
7	80	Completed
8	95	Completed

9	95	Completed
10	80	Completed
11	95	Completed
12	80	Completed
13	100	Completed
14	80	Completed
15	80	Completed
16	80	Completed
17	95	Completed
18	95	Completed
19	70	Completed
20	80	Completed
21	100	Completed
22	80	Completed
23	100	Completed

**Table VI**  
**Percentage Results Analysis of Student Learning Scores in Psa Cycle II**

Category	Amount Student	Range Mark	Percentage	Completed/ Unfinished
Very Good	10	90-100	43.5 %	Completed
Good	13	70-80	56.5 %	Completed
Enough	0	50-60	0 %	Not yet finished
Not enough	0	30-40	0%	Not yet finished
Amount	23		100%	

c. Observation

After observations were made on students, in the second cycle stage it can be stated that student activity in learning activities experienced a significant increase, in this case meaning that all students were able to provide opinions.

d. Reflection

Based on information results mark Study student in the tab above can concluded that as many as 23 students own percentage 100 % value can it is said complete because it has achieved the predetermined completion indicator of 70%. Thus, it has been proven that the use of discussion methods in Islamic Religious Education learning with commendable attitude material can improve student learning outcomes at SMP Setia Probolinggo.

## **DISCUSSION**

Based on the analysis that has been carried out at the action research stage above in the learning process using the discussion method, a comparison can be seen between the value of student learning outcomes and the results of the percentage of the value of learning outcomes known in each cycle as follows:

**Table VIII**  
**Comparison of Student Learning Outcomes**  
**Pre-Cycle, Cycle I, and Cycle II**

<b>No.</b>	<b>Pre Cycle</b>	<b>Cycle I</b>	<b>Cycle II</b>
1	40	60	70
2	50	70	80
3	75	90	95
4	55	70	80
5	78	90	95
6	50	70	80
7	55	75	80
8	60	90	95
9	80	90	95
10	50	70	80
11	50	80	95
12	50	75	80
13	85	90	100
14	60	70	80
15	50	75	80
16	60	70	80
17	80	90	95
18	80	90	95
19	30	50	70
20	50	70	80
21	80	90	100
22	55	70	80
23	60	90	100

**Table 8**  
**Percentage Comparison of Student Learning Outcomes**

**Pre-Cycle, Cycle I, and Cycle II**

<b>Categor y</b>	<b>Pre Cycle</b>		<b>Cycle I</b>		<b>Cycle II</b>	
	<b>Number of Student s</b>	<b>Percentag e</b>	<b>Number of Student s</b>	<b>Percentag e</b>	<b>Number of Student s</b>	<b>Percentag e</b>
Very good	0	0%	9	39.1%	10	43.5 %
Good	7	30.4%	12	52.1%	13	56.5 %
Enough	14	60.8%	2	8.8%	0	0 %
Not enough	2	8.8%	0	0%	0	0%
Amount	23	100%	23	100%	23	100%

From the comparison results above from the pre-cycle, cycle I, and cycle II, it can be seen that the application of the discussion method in Islamic Religious Education learning on the topic of commendable attitudes has enabled students of SMP Setia Probolinggo to achieve a passing grade. Thus, this means that the actions taken by researchers to improve the results of grades or learning achievements by using the discussion method have shown significant progress.

## CONCLUSION

From the results and analysis that have been carried out using the discussion method on class VIII students at SMP Setia Probolinggo to improve student learning outcomes, the researcher can conclude that

In the application of the discussion method in Islamic Religious Education learning to class VIII students of SMP Setia Probolinggo, it is done by emphasizing the learning materials given to students, forming a group and each group is required to read the material that has been given. Next, the researcher asks each group to discuss and provide examples of commendable behavior, then each group presents the results of their discussion and asks the researcher about the material that is still not understood, and finally, questions are given to students to be worked on individually.

The improvement of students' grades in Islamic Religious Education learning using the discussion method in class VIII students of SMP Setia Probolinggo can be seen from the results of students' grades in each cycle where in the first cycle the improvement from learning completeness was 7 students or 30.4% increased to 21 students or 91.2% experienced an increase, while in the second cycle there was an increase again by 23 students or 100%. This means that the application of the discussion method that has been used in Islamic Religious Education learning is declared successful in improving students' learning outcomes.

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