

JESLR
Journal Of Educational Science Learning And Research

Journal homepage :https://jurnal.asrypersadaquality.com/index.php/JournalESLR

APPLICATION OF DISCUSSION METHODS IN PAI LEARNING STATE ELEMENTARY SCHOOL 056642 KAMPUNG BARU

Nurlia, S.Pd

SD Negeri 056642 Kampung Baru

Inurlia473@gmail.com

ABSTRACT

There are many teaching methods applied by teachers in schools. One of them is the discussion method. This method emphasizes interaction between fellow students and also teachers in discussing or finding solutions to learning materials. If implemented properly, this discussion method can stimulate students to think or express their own opinions so that it will also train students to think critically and confidently. In Islamic religious education learning, the discussion method is not just an ordinary conversation or debate, but discussions arise because there are problems that require various answers or opinions. This is necessary for students in the future, not only because humans are always faced with various problems that cannot be solved alone, but also because through cooperation or deliberation a better solution may be obtained. The application of the discussion method carried out by students, especially with the guidance of teachers in Islamic religious education learning, is believed to be one of the right methods in channeling useful knowledge and deeper understanding.

ARTICLE INFO

Article History:
Received 2 Jan 2024
Revised 3 Jan 2024
Accepted 29 Jan 2024
Available online 5 Mei 2024

Keywords:

Discussion method, problem solving, Islamic Religious Education learning

To cite this paper (in APA style):
Nurlia, S.Pd
Journal Of Educational Science Learning And Research

INTRODUCTION

Discussion is a communication interaction between two or more people. Usually communication between these people is in the form of one of the basic sciences or knowledge that will ultimately provide a sense of good and correct understanding. The discussion method in Islamic education learning has long been known. This discussion method aims to be able to realize and test evidence of value systems, opinions and responses from one's own or other people's ideas. Collectively testing an idea put forward by others. To exchange thoughts and ideas, learn to express and respond to relevant information. Linking data and circumstances from various views of other people and their different backgrounds. The mastery of Islamic religious education teachers in the discussion method is important to realize students have the ability to speak, express opinions, respond to the opinions of other students, and make students have a democratic attitude.

Discussion Methods

Discussion from a linguistic aspect means an exchange of ideas between two or more people to solve a problem. The word discussion comes from Latin, namely "discussus" which means "tu examine", "investigate" (to examine, investigate). In general, discussion is a process involving two or more individuals who integrate verbally and face each other regarding goals or defending opinions or solving problems (Nizar & Hasibuan, 2011: 60). The discussion method is a way of teaching that is characterized by a commitment to a topic or main question or problem. Where the members of the discussion honestly try to achieve or obtain a decision or opinion that is mutually agreed upon (Hamalik, 2001: 45). In the discussion method, teachers can guide and educate students to live in an atmosphere full of responsibility, everyone who speaks or expresses an opinion must be based on certain principles that can be accounted for. The word 'discussion' reviewed from the aspect of the term or opinion of experts is basically an exchange of information, opinions, and elements of experience regularly with the intention of getting a clearer and more precise understanding of something or to prepare and finalize a joint decision (Sudjana, 1995: 79). According to Martinis Yamin (2011: 49), the

discussion method is an interaction between students and students or students with teachers to analyze, solve problems, explore or debate certain topics or problems.

According to Abdul Rachman Shaleh, the discussion method is a way of mastering learning materials through exchanging opinions based on the knowledge and experience that has been obtained in order to solve a problem. In other words, in this method students learn something through deliberation among themselves under the leadership or guidance of a teacher. This is necessary for students in the future, not only because humans are always faced with various problems that cannot be solved alone, but also because through cooperation or deliberation a better solution may be obtained (Shaleh, 2006: 195). The discussion method is a process of exchanging ideas between two or more people. Through this process, both parties will dialogue with each other and express their views argumentatively. This process is carried out with full openness and brotherhood.

The main goal is to seek the truth. This method will be able to respond to the intellectual power of students to conduct critical analysis and foster self-confidence in building a thought that can be accounted for and utilized by all mankind (Nizar, 2008: 178). In the world of education, this discussion method has received considerable attention because discussions stimulate students to think or express their own opinions. This is also common in family life. Because the process of human life in everyday life, especially in the field of education, is often faced with problems, where these problems sometimes cannot be solved with just one answer or one way, but require knowledge to then compile a solution that may be the best alternative path.

This discussion method in Islamic religious education can develop children's creativity to love having knowledge, as the words of the Prophet Muhammad SAW. "From Abdurrahman bin Abi Laili said: Discuss, indeed the development of a hadith arises from the discussion". (HR. al-Darimi). Therefore, the discussion method in Islamic religious education is not just an ordinary conversation or debate, but discussion arises because there is a problem that requires various answers or opinions. The role of Islamic religious education teachers in this discussion method is very important in

order to revive the enthusiasm of students' thinking in expressing the educational problems they face. In order to create a dialogical and good discussion, Islamic religious education teachers should get used to living democratically, giving each student the freedom to think, and express their opinions freely and responsibly. Every difference of opinion is always appreciated as a diversity of views in viewing an object of study.

The dynamics of the discussion should reflect an attitude of tolerance and mutual respect for the opinions of others. Islamic religious education teachers should guide and direct so that the dynamics run in accordance with the desired educational goals (Nizar, 2008: 178-179). Based on the understanding put forward above, there are several components that can be explored to be explained and known by an Islamic religious education teacher. First, how to master the subject matter. Discussion as a method can lead students to master Islamic religious education subject matter. Teachers and students must both be active in knowing the steps of this discussion method so that students can master the subject matter presented. The emphasis on how to master this subject matter lies on the students where they must be active in the learning process while the teacher must provide guidance and stimulation so that the discussion can run well. Second, exchanging opinions between students according to experience. This meaning indicates the exchange of opinions between students according to the knowledge they have. Exchanging opinions is an important part of the discussion method process because it requires a student's ability to communicate well. Exchanging opinions is a step to express ideas wisely and well to other students related to problems in learning. The process of exchanging opinions implies a critical and tough attitude in conveying ideas correctly but also still prioritizing humanist and democratic values.

The ideas given during the exchange of opinions must also be based on knowledge that is in accordance with the material during the learning process. This illustrates that when students follow learning with the discussion method, they must first have knowledge by studying the material to be discussed. All students are required to have and know the material being studied to the maximum. If this cannot be owned by students, the discussion cannot run well. The credibility and prestige of the

discussion do not run well according to actual expectations. Therefore, it is important to note that students must read the material to be studied after that they must provide comments, opinions, or responses to the problems that arise. Third, through democratic and humanistic methods.

The discussion method that is carried out can be followed and carried out by students in a democratic and humanistic way. The democratic way illustrates that there is appreciation and an attitude of accepting opinions that differ from the students themselves. Students do not assume that their opinions are the most correct while other opinions are considered wrong. "Learning must take place in a democratic, participatory, and humanistic way. There is an atmosphere of mutual respect, freedom of opinion/speech, freedom to express ideas, involvement of students in various activities at school, the ability to live together with friends who have different views". The humanistic way illustrates that there is appreciation for the human side where there is no attitude of criticizing and demeaning other students. Therefore, the paradigm of learning and education should be a learning paradigm that from the philosophical level, strategy, process approach and learning technology leads to the liberation of students with all their existence. This is then only students can freely realize their full potential. Therefore, learning must provide wider opportunities for students to be actively involved in constructing their knowledge and understanding for a process of "humanization" absolutely to be developed. Fourth, solving a problem. The discussion that is held is not just exchanging opinions without a clear direction and purpose, but must reach the process of solving a problem. This problem can be developed by the teacher through learning indicators that have been set or often called learning objectives. The determination of a problem can be determined by the teacher in two ways, namely before the learning day and during the learning day. The problem given by the teacher before the learning day as the first way means giving the problem a day or two before the learning takes place by appointing a group that will discuss it.

RESEARCH METHODS

The method used in this study is descriptive qualitative. According to (Sugiyono, 2015) revealed that qualitative research is a research method used to research the natural conditions of objects. Where the researcher acts as a key instruction. The data source was taken by interviewing PAI teachers at SD Negeri 056642 Kampung Baru. Data analysis techniques include data reduction, data presentation and conclusions. This research was conducted at . SD Negeri 056642 Kampung Baru and the subjects of the study were PAI Teachers and Grade VI Students.

This type of research is quantitative research. Quantitative research is research that emphasizes statistical data (Emzir, 2013). According to Sugiyono (2016:7) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples. Sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing the established hypothesis. The purpose of collecting qualitative data in this study is to prove, strengthen, deepen, expand, weaken and invalidate previously obtained quantitative data.

RESULTS AND DISCUSSION

Discussion method of learning Discussion method is a way of presenting learning materials in which teachers give students (groups of students) the opportunity to hold scientific discussions in order to collect opinions, make conclusions or compile various alternative solutions to a problem. (Nizar & Hasibuan, 2011: 60)

The discussion method is one of the methods used in Sd Negeri 056642 Kampung Baru. In a discussion, each participant has the opportunity to speak, listen, and contribute to the group. Discussions are often guided by a moderator or facilitator who ensures that the discussion runs smoothly and focuses on the desired topic. In a discussion, it is important to create an inclusive environment, respect the opinions of each participant, and try to reach agreement or compromise if necessary.

Through effective discussion methods, groups can achieve deeper understanding, build strong relationships, and achieve better results collectively. Benefits of Discussion Methods in Learning at Sd Negeri

056642 Kampung Baru 1. Improve Understanding: Discussion methods allow students to actively interact with subject matter and classmates. Discussions facilitate the exchange of ideas, deeper understanding, and the ability to see topics from multiple perspectives. 2. Encourage Critical Thinking: Discussions involve analysis, evaluation, and the construction of strong arguments. Students are encouraged to question, compare, and consider multiple viewpoints, thereby improving critical thinking skills

Enriching Perspectives: Discussions provide a space for learners to share their own experiences, knowledge, and views. This enriches understanding and develops tolerance for differences of opinion. 4. Increasing Engagement: The discussion method creates an interactive and participatory learning environment. Learners feel more involved and have an active responsibility in building their understanding. 5. Developing Communication Skills: Discussions strengthen learners' communication skills, such as active listening, expressing opinions clearly, and providing persuasive arguments. (Dr. H. Eka Saputra (2020) Steps for Implementing the Discussion Method 1. Determining Discussion Objectives: Determine clear objectives for the discussion, whether to understand concepts, analyze problems, or achieve specific problem solving. 2. Choosing Topics and Materials: Choose topics that are relevant to the learning material and interest students. Prepare materials that support the discussion, such as articles, texts, or case studies. 3. Organizing Discussion Groups: Divide students into groups of 3-5 people. Consider diversity in the group to enrich perspectives. 4. Establishing Roles and Rules: Determine roles and rules in the discussion, such as moderator, note taker, or time allotted for each speaker. These rules help keep the discussion running smoothly. 5. Starting a Discussion: The moderator introduces the topic, provides context, and begins the discussion with open-ended questions. Give students time to share their thoughts. 6. Encouraging Participation: Encourage all students to actively participate in the discussion. Ask questions, give praise, or connect with their arguments to encourage more contributions. 7. Listening with Empathy: Students should listen to each other with empathy and respect each other's perspectives. Avoid interruptions and give everyone space to express their opinions. 8. Summarizing and Drawing Conclusions: The moderator summarizes the

important points that emerged during the discussion and helps students reach a conclusion or shared understanding. 9. Evaluation and Reflection: Discuss the results of the discussion, evaluate the process, and reflect on the learning gained. Discussions can also involve self-evaluation and getting feedback from students. (Fajar, S. 2021).

CONCLUSION

Through the application of discussion methods in Islamic Religious Education learning at SDN 056642 Kampung Baru, students' enthusiasm for learning in the subject can be increased. The discussion method provides an opportunity for students to actively participate, share ideas, and debate concepts in Islamic Religious Education. By actively involving students, they become more enthusiastic and directly involved in the learning process. The application of the discussion method at SDN 056642 Kampung Baru begins with careful planning and preparation. The teacher chooses a relevant topic and prepares appropriate learning materials. Furthermore, the steps for implementing the discussion method are carried out, such as dividing students into small groups, providing discussion guides, facilitating discussions, and providing constructive feedback to students. During the discussion process, students are invited to listen to the opinions of their group members, ask questions, and put forward relevant arguments and evidence. The results of the application of the discussion method show a positive impact on students' enthusiasm for learning. Students become more active and involved in learning. They feel more confident in expressing their opinions and debating openly. In addition, students' understanding of the concepts in Islamic Religious Education increases significantly. Through discussion, students can exchange information and gain new perspectives that enrich their understanding. The application of the discussion method also contributes to the development of students' critical thinking skills. In the discussion, students are invited to analyze, evaluate, and conclude based on the arguments and evidence they put forward. This helps them develop logical, analytical, and reflective thinking skills. The results of the study using the discussion method can be used in the development of theories and practices in the field of Islamic Religious Education. The findings of this study can be the basis for the development of a more interactive and

participatory curriculum in the subject. In addition, the discussion method can also be adopted by other teachers as an effective learning strategy in increasing students' enthusiasm for learning in Islamic Religious Education subjects. The application of the discussion method is an effective learning approach in increasing students' enthusiasm for learning in Islamic Religious Education subjects at Sd Negeri 056642 Kampung Baru. This method encourages active student involvement, improves conceptual understanding, and develops critical thinking skills. By adopting the discussion method, it is hoped that students' enthusiasm for learning can continue to increase and their academic achievements in Islamic Religious Education can be better.

REFERENCES

Arikunto, S. 2000 . Research *Methodology*. Jakarta: Rineka Cipta.

Emzir. (2013). *Educational Research Methods*. Jakarta: Rajawali Press.

Nizar, Samsul dan Zainal Efendi Hasibuan. 2011. *Hadis Tarbawi: Membangun Kerangka Pendidikan Ideal Perspektif Rasulullah,* Jakarta: Kalam Mulia. Cet. Ke- 1.

Suryosubroto, (2009) *Proses Belajar Mengajar di Sekolah*. Jakarta : PT. Rineka Cipta

Budiasih, I.G.A.D., & Adiningsih, I. K. S. (2018). Diskusi Kelompok dalam Pembelajaran. Deepublish.

Yulianto, A., & Hariyanto. (2018). Pembelajaran Aktif Melalui Metode Diskusi. Penerbit Erlangga.

Fajar, S. (2021). Penerapan Metode Diskusi dalam Pembelajaran Pendidikan Agama Islam. Penerbit Raja Grafindo Persada.

Imam Solichin (2017). *Metode Pembelajaran Diskusi Kelompok dalam Peningkatan Keterampilan Berpikir Kritis Siswa*. Penerbit Raja Grafindo Persada.

Eka Saputra (2020) *Metode Diskusi sebagai Alternatif Pembelajaran yang Efektif* Penerbit Raja Grafindo Persada.