



APPLICATION OF THE DISCUSSION METHOD WITH THE PROBLEM BASED LEARNING MODEL IN INCREASE RESULTS STUDY STUDENT CLASS VII SCHOOL PAI SUBJECT NEGERI 1 EAST SOLOR

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Abstracts

The conditions above clearly result in maximum student learning outcomes not being achieved due to students' lack of understanding of the material that has been provided. 2. How to use the Discussion Method with the Problem Based Learning learning model able to increase students' learning motivation? 3. How to use the Discussion Method with the Problem Based learning model Learning is able to provide a better level of understanding of the material (learning outcomes) than the type of research in this research is Classroom Action Research. Education and Humans cannot be separated from life, whether family, society as well as nation and state, this is as stated in Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, namely: "Education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential himself to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, race and country". Education and Humans cannot be separated from life, whether family, society as well as nation and state, this is as stated in Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, namely: "Education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential himself to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, race and country". The problem -based learning model is becoming a problem the challenge of whether his presence will have a positive impact on change students to be more motivated in learning. The problem -based learning model

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Keywords:

Discussion Methode, Problem based learning, PAI

Introduction

Education is an effort to improve individual quality directly for support and follow the pace of development of science and technology to fulfill human needs. And effort improving the quality of education in line with the teaching and learning process is a must has various elements, namely material, curriculum, teaching methods, facilities and available infrastructure, teaching staff and evaluation. Therefore, education plays a role in socializing new abilities for them to be able to anticipate the demands of dynamic society Belief that education is an important factor for human life It has existed since ancient times until today it can be seen from a verse of the Al-Qur'an which describes the high position of people who have knowledge knowledge, this verse can be a motivation to continue seeking knowledge. Education and Humans cannot be separated from life, whether family, society as well as nation and state, this is as stated in Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, namely: "Education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential himself to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, race and country". The law above explains how important education is for increase human potential. And by going through the teaching and learning process it will achieved educational goals that not only form changes in behavior, will but also increase the knowledge within the student. One of the weaknesses that often occurs in the world of education is the number of students who get high test scores when facing real life problems, they can't solve them. Therefore, teachers as educators are required to be creative or capable create a new atmosphere in the learning process. The problem -based learning model is becoming a problem the challenge of whether his presence will have a positive impact on change students to be more motivated in learning. Learning in Schools stuff students' brains too much with various teaching materials that must be memorized or not directed at building and developing the character and potential of students [1]. The condition of junior high school students is a transition period from primary education to secondary education, So an effort is needed to create better student understanding. In the process Islamic Religious Education learning activities in class VII often encounter things like students are less enthusiastic and interested in following lessons because students feel bored listening to the monotonous explanation from the teacher. The conditions above clearly result in maximum student learning outcomes not being achieved due to students' lack of understanding of the material that has been provided. Many factors cause low student learning outcomes in Islamic Religious Education learning. Students just silently receive the lesson material without any activity students in learning. Apart from that, students do not have references for learning material enough so that learning only centers on active teachers. Problem Based Learning is defined as Problem Based Learning is a type of learning model that involves students deeply an activity (project) to produce a product. This learning model places more emphasis on long-term learning process, students are directly involved with various issues and daily life problems, learning how to understand and solve problems real, interdisciplinary, and involves students as the main actors in designing, carry out and report the results of activities (student centered).

Methods

Study Class Action is a form of reflective study by the perpetrator of the action carried out to increase the rational stability of their actions in carrying out their duties, deepening understanding of the actions taken, as well as improving the conditions in which This learning practice was carried out and in this research used a qualitative approach. This classroom action research was carried out at SMP Negeri 1 Solor Timur located in Menanga East Solor District, Flores Regency, East Nusa Tenggara Province with research subjects is a Class VII student at SMP Negeri 1 East Solor in the Islamic Religious Education Subject (PAI) Clean Material is Healthy. This research describes a dynamic process that includes aspects of planning, action, observation, reflection which are sequential steps in one cycle to the next cycle. In this case, the researcher designed lessons using the Problem Based Learning model in the teaching process in the classroom. Meanwhile, in carrying out this research, a process of continuous improvement or repeated actions (cycles) is carried out. This classroom action research was carried out in 2 cycles with 1 meeting in each cycle.

a. Planning In the initial planning stage, researchers need to make an observation sheet to see the process learning using the Problem Based Learning model, namely how student activities and teacher performance during the learning process take place, including by:

- 1) Determine the material to be taught
- 2) Analyze Content Standards to determine Standards Competencies and Basic Competencies that will be taught to students
- 3) Make a plan learning oriented to Problem Based Learning
- 4) Preparing teaching tools
- 5) Prepare observation sheets
- 6) Prepare learning outcomes test equipment to measure results student learning.

b. Execution At the implementation stage, the activities carried out are carrying out oriented learning pada Problem Based Learning (PBL).

• Core Activities:

- a) Students listen to the teacher's explanation of the material presenting examples of Islamic Religious Education questions which are associated with problems in everyday life.
- b) Students are divided into 4 groups learn and work together to solve questions on the worksheets provided by the teacher.

• Final Activity:

- a) Students and the teacher conclude the material they have studied.

c. Observation At this stage the teacher and observer make observations of ongoing learning takes place to find out learning activities and to find out the obstacles faced or effect in applying the learning carried out. The observer observes the teacher's activities in delivering material using model Problem Based Learning. Many instruments can be used to collect data, but their use really depends on the type of problem to be studied. Observation sheet Observation Instrument is an observation instrument in this research used to measure activities teachers and students in the learning process. In this research, observation sheets were used for teacher and student.

• Teacher Observation Sheet This teacher observation sheet is useful to assist in obtaining data in the learning process at East Solor 1 Middle School. The instrument that will be used to determine the level of student ability in this research in the form of a written test. Tests are carried out to obtain data regarding student learning outcomes in mastering the material that has been conveyed through application of the Problem Based Learning learning model. The observation sheets used in this research are observation sheets to see student activities and observation sheets of teacher activities during the learning process adapted to the syntax of the problem based learning model.

c. Documentation This documentation is used to obtain data from all existing documents during research activities, namely in the form of photos of learning activities using the Problem Based Learning learning model.

Results and Discussion

Based on the research results, it can be analyzed that at the beginning of pre-learning The learning process cycle has not been maximized, so there are still many students who have not finished studying. Implementation of learning improvements in this research was carried out for two cycles. In this discussion, the learning outcomes in pre cycle or before repair and after

repair, namely in cycle I and cycle II. Pre cycle That students whose grades are complete (KKM=70) there were only 5 students (25%), while there were 15 who did not complete students (75%).

Cycle I Analysis

That students whose grades are complete experienced an increase, from 5 students (25%) to 12 students (60%), while those 8 students (40%) did not complete. that students who get a score of 40-49 as many as 0 students, who got a score of 50-59 as many as 1 student, who got a score 60-69 as many as 7, and who got a score of 70-79 as many as 4 students, who got a score 80-89 were 4 students and 4 students got a score of 90-100. Observation of the learning process which focuses on the teacher's activities at the time implement the teaching learning process as well as activities during the process learn how to teach. Results of student observations:

- There are still students who do not understand the material.
- There are still students who are less skilled in answering questions.
- There are students who are not clear about the material being observed.
- Students are quite enthusiastic in participating in the learning process
- There are still students who do not pay attention to subjects

The advantages in Cycle I are as follows: Through a discussion method approach, it can increase students' interest in following lessons. Student activity increases. The learning process is more varied. The shortcomings in Cycle I are as follows: Some students are bored with the implementation without paying attention or listen to the video displayed. The teacher uses methods that are not optimal so that learning is lacking attract students' attention. Students seem afraid to ask questions

Learning Cycle II

At this stage the author carried out 4 stages, namely planning, implementation, observation and reflection. This is done in order to obtain better learning results than before repairs were made.

Planning

Implementation of learning and actions in Cycle II based on results evaluation and analysis in Cycle I learning with emphasis on learning center for teachers. Redesign the scenarios or learning activities for Cycle II with using media or tools in implementing the learning model through discussion method. In Cycle II learning the teacher prepares a video about plural prayers and qasar with the aim of explaining to students about the learning material. Prepare a re-evaluation tool in the form of a worksheet for discussion and tests formative according to indicators for tests at the end of the teaching and learning process.

Execution

The author can present data obtained from the implementation of Cycle II learning on September 29 2022. Results obtained from the implementation of cycle II by focusing on media or tools through discussion methods. Based on the data results of the Cycle II formative test scores in the table above, it can be said that researchers have succeeded in learning, although not completely which is said to be completed with a percentage of 90% with a total of 20 students. By looking The standard for completeness is a completeness score above 70%. Meanwhile, 2 students who getting a score of less than 70 is declared incomplete and action needs to be taken continued in the form of assignments.

Observation

Based on observations in Cycle II, students were active in participating learning as well as in carrying out discussions in group work. Apparently through The discussion method approach in improving student learning outcomes is appropriate with the expected plan. The results of student observations are as follows: Students do not seem bored with the learning process. Students interact more and are active Students do not experience difficulties in working on questions. Students can understand the learning material. Students are more confident in asking questions Work results are completed on time.

Reflection

Based on the results of the reflection in Cycle II, it can be seen that students are in accordance with the scenario planned. Some of the things discovered at this stage are very satisfying because students are more active and more confident in expressing themselves questions and opinions. And the teacher has optimized the delivery of the material. The second cycle learning process was considered good because it was in accordance with the learning objectives which are desired. The advantages of Cycle II are as follows: Learning activities are more varied. Use of appropriate learning models and methods. Students have a higher level of understanding. Increase in satisfactory class scores. The shortcomings of Cycle II are as follows: The teacher has difficulty focusing on dividing attention in the study group. Students still seem bored with the learning material.

Conclusion

Based on data analysis and research results regarding the effectiveness of the discussion method with Problem Based Learning (PBL) learning model to improve learning outcomes class VII students in Islamic Religious Education learning can be summed up as following: The discussion method can be applied in learning Islamic Religious Education. This matter can be seen from the development of students' interest in learning during the teaching and learning process using this method. Use of discussion methods in learning Islamic Religious Education allows students to learn actively, so that it is a process learning is more student-centered. Then based on research data at SMP Negeri 1 Solor Timur, learning achievements are generated through use The discussion method is quite satisfactory because 90% of students have obtained a complete score in accordance with the KKM at the school. In applying the discussion method these aspects are fulfilled to improve student learning outcomes, this method can influence the process learning, especially Islamic Religious Education. PAI learning through The discussion method can improve student learning outcomes, this can be seen from the data the percentage of classical student learning outcomes in the pre-cycle is only (25%), at cycle I (80%) and in cycle II it increased to (90%).

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