

Improvement Of Learning Achievement Of Islamic Religious Education Material Of Faith In The Rasul_Rasul Of Allah With The Small Group Discussion Method In Class XI Is 1 SMA 1 Kepenuhan

Makmur

SMA 1 Kepenuhan

hmakmur@33cocoid.com

Abstract, This Class Action Research aims to determine the increase in PAI learning achievement after the application of the Small Group Discussion learning model to students of class XI IIS 1 SMAN 1 Kepenuhan. The type of research used is classroom action research (PTK) or classroom action research (CAR), namely: practical research carried out to solve factual problems faced by teachers as a scrutiny of learning management activities which is applied to students of class XI IIS 1 SMAN 1 Kepenuhan, with the number of learners 8 students. Instruments used to obtain initial data through students' daily scores, learning achievement data with objective tests carried out at the end of cycle I and cycle II. The results showed that pai learning material has faith in Allah's Apostles with a Small Group Discussion model in class XI IIS 1 students of SMAN 1 Kepenuhan is able to increase student learning achievement. Improvement of learning outcomes in precyclical with an average of 55.00 with the number of completed students as many as 1 student or 12.50% to 50% or 4 students with an average learning outcome of 66.25 and an average in Cycle II of 76.25 with 8 students completed or 100%. The student activity increased from 2 students or 25% to 5 students or 62.50% and 8 students or 100% in the second cycle. This shows that, the learning activities and achievements of students in PAI subjects in class XI IIS 1 SMAN 1 Kepenuhan can be improved through the Small Group Discussion learning model.

Keywords: activity, achievement, learning, small group discussion

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license



I. INTRODUCTION

Islamic Religious Education is a conscious and planned effort in preparing students to know, understand, live, believe, devout, have a noble character and practice the teachings of the Islamic religion from its main source of the Holy Book of the Qur'an and Hadith. Through mentorship, teaching,

practice, and experience use activities. Islamic education in schools aims to increase students' beliefs, understanding, passion and experience about the Islamic religion so that they become Muslim people who have faith and devotion to Allah SWT. The general purpose of Islamic education according to Jalal (1988:119) is the

realization of man as a servant of Allah. What is meant by the servant of Allah is to worship Allah Almighty. Islam wants man to be able to realize the purpose of his life as outlined by Allah, which is to worship Allah. Jalal (1988:121) states that the goal is not only for Muslims, but for all human beings. Meanwhile, the general objectives of Islamic education according to Law No. 20/2003 article 3 concerning the National Education System are: To develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life and aim to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become citizens who democratic as well as responsible. Religious subjects that integrally become a source of value and become a solid moral foundation in social life. Religious learning must therefore emphasize wholeness and integration between acrobe, affective and psychomotor. Because these three domains have a direct relationship with student learning.

Preliminary studies (pre-survey) are the latest activities that absolutely must be carried out to collect information about research variables, namely learning achievement, collecting data on the ongoing

PAI learning profile in class XI IIS 1 SMAN 1 Kepenuhan and the real condition of the subject to be studied. This is done to develop a model or approach in order to improve the quality of learning, because the development of a model that is carried out needs to be based on empirical data on how the teaching and learning process is in the classroom.

Based on the results of observations, data were obtained regarding learning conditions in class XI IIS 1 SMAN 1 Kepenuhan. The learning system that takes place is still one-way, where the teacher still plays the role of the person who knows best and is the source of all knowledge for students, so that during the learning process, the involvement of students in learning is still lacking or it can be said that students tend to be passive. In addition, students are also less enthusiastic in participating in learning which is shown by the fact that there are still few students who ask questions or respond to questions given by the teacher. PAI learning conditions as above are used as data-based and starting points for classroom action research and development in designing a hypothetical model that will be tested in researchers

Based on the data obtained, PAI learning so far has not achieved satisfactory success. In addition to too much material,

there is less time available, and the learning methods or models used by teachers in delivering material are still monotonous or dominated by teachers alone. As a result, the activities of students in learning so far tend to be passive, less enthusiastic in participating in Teaching and Learning Activities (KBM). It is known, that the average formative test result of the initial condition of PAI subjects of class XI IIS 1 learners is 55.00 while the learning completion achieved is 12.50% or there is only 1 student. Meanwhile, the KKM determined by XI IIS 1 SMAN 1 Kepenuhan is 70 and classically at least 85% of the number of students is declared complete in learning.

To overcome the mass above, researchers use the Small Group Discussion method. The Small Group Discussion method is a learning process by conducting small group discussions so that students have the skills to solve problems related to the subject matter and problems faced in everyday life. Small Group Discussion also means the process of seeing two or more individuals interacting globally and face to face regarding a goal or objectives that which is already certain through the exchange of information, maintaining opinions or solving problems (Ismail, 2008).

II. RESEARCH METHODS

The research design taken in designing this research is Classroom Action Research. This study was conducted as many as 2 cycles. Classroom Action Research (PTK) has many models, in this study researchers used one of the PTK models, namely the Arikunto model. Each model has a different implementation procedure, here are the steps of Classroom Action Research according to Arikunto (in Sanjaya, 2011)

1) Planning.

Planning is an initial plan to determine the learning journey process so that it is carried out properly.

2) Action

Action is a treatment carried out by researchers in accordance with the plan that has been prepared by the researcher

3) Observation

Observation is an observation made by researchers to determine the effectiveness of actions or collect information about various weaknesses (shortcomings) of actions that have been taken.

4). Reflection

Reflection is an analysis of the results of observations to bring up new programs or plans.

Research instruments that need to be prepared in this study are: RPP, Observation Sheet and Question Sheet. Analysis techniques are The data

obtained from research either through observation, tests or by using other methods are then processed with descriptive analysis to describe the state of improvement in the achievement of success indicators for each cycle and to describe the increase in student achievement in the material familiarize commendable behavior in class XI IIS 1 SMAN 1 Fullness after using the Small Group Discussion method.

As for quantitative data collection techniques in the form of data presented based on numbers, the analysis used is a percentage with the following formula:

1. Student activity data

The components observed or assessed from student activities are the enthusiasm of students in participating in KBM, fluency in expressing ideas / opinions, activeness of students in discussions, the ability of students to collect discussion results, accuracy in asking, student activeness in finding learning resources, fluency of students in answering questions with criteria Very Good (BS), Good (B), Sufficient (C), and Less (K).

III. RESEARCH RESULTS AND DISCUSSION

The implementation of school action research activities on PAI learning in class XI IIS 1 SMAN 1 Kepenuhan begins with making preparations as a must to achieve

truly maximum results. Preparations or steps taken before this study include:

1. Coordinating with the Head of SMAN 1 Kepenuhan, Homeroom Teacher, and Observer.
2. Determine the subject of the study, namely students of class XI IIS 1 SMAN 1 Kepenuhan.
3. Conduct preliminary studies (pre-survey) to collect information about research variables, namely learning achievement. From the data collection, a profile of PAI learning will be obtained which takes place in the subject class, namely: class XI IIS 1 SMAN 1 Kepenuhan
4. Record the list of names and number of students of class XI IIS 1 SMAN 1 Kepenuhan.
5. Determine the material to be delivered.

After this preparation is complete, this research begins with the first step, namely: conducting Teaching and Learning Activities (KBM) like ordinary days

<i>No</i>	<i>Range</i>	<i>Criteria</i>	<i>Description</i>
1	≥ 90	Very Good	-
2	70-89	Good	Complete
3	50-69	Simply	No Complete
4	< 50	Less	No Complete

without using new methods. This first step is called pre-cycle whose results will later be compared with cycle I and the next cycle.

Description of Precyclical Data

An explanation of the state of affairs in the initial conditions as described in the tables below.

No	Grade Criteria	Sum	%	Information
1	Very Good	0	0,00	Complete
2	Good	2	25,00	Complete
3	Enough	3	37,50	Incomplete
4	Less	3	37,50	Incomplete
	Sum	8	100	

Table 4.1 List of Values of Formative Test Results Under Initial Conditions

No	Student Name	SUM	Completeness	
			T	B
1	Adinda Dwi Putri	50	-	B
2	Aditya Yanda Rivial Akbar	50	-	B
3	Alfarezi Agustian	50	-	B
4	Andri Sianturi	60	-	B
5	Assyva Azzahra	50	-	B
6	Bagas Kembara Alam	50	-	B
7	Hendri Soelastio	70	T	-
8	Husna Fadilah	60	-	B
Sum		440	1	7
Average		55,00	12,50	87,50

From the formative test results on the preliminary test as shown above, it can be explained that in the initial conditions there was only 1 student or 12.50% who scored above KKM, and the remaining 7 students or 87.50% had not met KKM with a

classically average score of 55.00, so they had not met KKM of 70.

The explanation of the results of observations in the initial condition learning activities as explained in the following table. In detail it can be seen in the section of the appendices.

Table 4.2 Recapitulation of Results Observation of Learning Activities

Based on the results of observations that have been made, results were obtained about the activities of class XI IIS 1 students of SMAN 1Kepenuhan at the pre-cycle stage as many as 2 students or 25% who were declared complete because they were within the minimum criteria of GOOD. After observing firsthand the learning process of PAI both from formative tests and the results of observations on the learning activities of class XI students of SMAN 1Kepenuhan at the precyclical stage, then the results are discussed with collaborators for the next stage, namely at the stage of cycle I.

This pre-cycle learning can be summarized as follows:

- a. The implementation of learning is still on one-way communication.
- b. Learning in the classroom related to learning resources still depends on Student Worksheets (LKS).

c. There is an application of one method, namely lectures, so that students become saturated and the attention of students has not been focused on one problem.

d. There needs to be a new approach so that students become interested and have their full attention.

Description of Cycle I Research Results

Class action research on Cycle I is carried out by researchers and collaborators with the subject matter of applying commendable behavior.

a) Planning

In planning this class action, researchers have compiled a Learning Implementation Plan (RPP) on the topic of maintaining honesty as a mirror of personality. Designing a cycle I test kit in the form of final test questions of cycle I and the answer key to the end of cycle I test, then the researcher prepares an instrument, namely

an observation sheet, for the observation of teachers, students during learning activities teaching and questionnaires of students after teaching and learning activities, assigning student assignments.

b). Implementation

Researchers take action at this stage, the teacher performs apperception to provide motivation and direct students to enter the implementation of PAI learning on the topic of maintaining honesty as a mirror of personality. Then explain the objectives to be achieved, explain the learning steps, direct the learners to gather according to the group list. The teacher provides problems that must be studied and discussed by each group, students are given the opportunity to find learning resources and discuss for 20 minutes. Furthermore, each group was given the opportunity to present for 10 minutes while answering other group questions if any. Furthermore, a class discussion was held to write down the conclusion at the end of the activity which at the same time determined the best group according to observations students by giving the group leader the opportunity to assess the results of group work. Researchers applauded the learners in the best group. The explanation of the action result data as described below.

No	Student Name	Value	Completeness	
			T	B
1	Adinda Dwi Putri	60	-	B
2	Aditya Yanda Rivial Akbar	70	T	-
3	Alfarezi Agustian	60	-	B
4	Andri Sianturi	70	T	-
5	Assyva Azzahra	60	-	B
6	Bagas Kembara Alam	60	-	B
7	Hendri Soelastio	80	T	-
8	Husna Fadilah	70	T	-
Sum		530	4	4
Average		66,25	50,00	50,00

Table 4.3 List of Values of Formative Test Results by the Small Group Discussion

No	Grade Criteria	SUM	%	Information
1	Very Good	0	0,00	Complete
2	Good	5	62,50	Complete
3	Enough	3	37,50	Incomplete
4	Less	0	0,00	Incomplete
	Sum	8	100	

Method in the First Cycle

From the formative test results in the final test of the first cycle as shown above, it can be explained that in the first cycle there were 4 students or 50% of students who were declared complete, from the initial condition of 1 student or 12.50% who scored above KKM, and the remaining 4 students or 50% had not met KKM with a classically average score of 66.25, so it has not met the KKM of 70.

The explanation of the results of observations in the first cycle learning

activities carried out using observation sheets using 7 indicators, namely the enthusiasm of students in participating in kbm, fluency in expressing ideas / opinions, the activeness of students in discussions, the ability of students to collect the results of discussions, accuracy in asking questions, the activeness of students in finding sources The smoothness of students in answering questions as described in the following table. In detail it can be seen in the section of the appendices.

Table 4.4 Recapitulation of Observation Results of Learning Activities with the Small Group Discussion Method in the First Cycle.

Based on the results of observations that have been made, the results of the activities of class XI students of SMAN 1 Kepenuhan in the first cycle stage were 5 students or 62.50% and 3 students or 37.50% were declared incomplete.

No	Question Description	Answer	Cycle I	
			Sum	%
1	Is learning the Small Group Discussion method fun ?	Ya	4	50
		No	4	50
2	Does Small Group Discussion make it easy for you to understand the lesson ?	Yes	3	37,5
		No	5	62,5
3	Does learning Small Group Discussion make you dare to express your opinion ?	Yes	2	25
		No	6	75
4	Does Small Group Discussion encourage you to be more creative ?	Yes	4	50
		No	4	50
5	Don't you have any difficulties in learning Small Group Discussion ?	Yes	2	25
		No	6	75

An explanation of the results of the questionnaire that is distributed to students after the learning activity applies the Small Group Discussion method to the implementation of the first cycle of learning as explained in the table below

Table 4.5 Recapitulation of Student Questionnaire Results After Learning

Activities with the Small Group Discussion Method in the First Cycle.

From the table above, it can be explained that on the question Is learning the Small Group Discussion method fun, the number of students who answer "yes" is 4 students, and on the question Is it with Small Group Discussion learning that makes it easy for you to understand the lesson?, the number of students who answer "yes" is 3 students, the third question, namely Does learning Small Group Discussion make you dare to express opinions? the number of students who answered "yes" was 2 students, the fourth question, Does Small Group Discussion encourage you to be more creative? there were 4 students who answered "yes" and in the last question that was Are you having difficulty in learning Small Group Discussion?, the number of students answering "yes" was 2 students. From the above results it follows that in principle all students state that the application of the Small Group method Discussions can help students in the learning process.

c. Observations

At the same time, collaborators make observations by filling in the instruments that have been prepared, which include: observation of teacher activities, students during teaching and learning activities, and student questionnaires after the activity

ends. The observed results of this observation are as follows :

- 1) Enthusiasm of students in teaching and learning activities.
- 2) Activeness of learners in discussions.
- 3) The ability of students to collect the results of discussions.
- 4) Fluency in answering other groups' questions, getting enough criteria scores with a range of 60-70 scores.
- 5) Fluency in expressing ideas or opinions.
- 6) The thoroughness of gathering discussions.

d. Reflection

Looking at the results of formative tests, observations and student questionnaires in the first cycle, it can be concluded that in principle the implementation of learning in the first cycle has increased from the initial condition, this is evidenced by the improvement of all the results of aspects of the successful implementation of learning improvement.

Based on cycle I, the achievement score of students was obtained with an average of 66.25. Learning completion increased from 12.50% in the initial conditions to 50% in the first cycle. assist the students in the learning process. This can be seen in the increase in "yes" answers by students on each question item given compared to the answers in the initial conditions. This is what encourages it to be continued in Cycle

II with the hope that in the implementation of the second cycle all aspects of the assessment can meet the indicators and success criteria that have been set.

Cycle II

a. Planning

In this class action planning, a learning implementation plan has been prepared on the topic of maintaining honesty as a personality mirror, developing instruments for the gathering of teachers, students during teaching and learning activities and

No	Student Name	Value	Completeness	
			T	B
1	Adinda Dwi Putri	70	T	-
2	Aditya Yanda Rivial Akbar	80	T	-
3	Alfarezi Agustian	70	T	-
4	Andri Sianturi	80	T	-
5	Assyva Azzahra	70	T	-
6	Bagas Kembara Alam	70	T	-
7	Hendri Soelastio	90	T	-
8	Husna Fadilah	80	T	-
Sum		610	8	0
Average		76,25	100,00	0,00

questionnaires of students after teaching and learning activities. Providing assignments for students to study at home, preparing learning resources in the form of supporting books, dividing the class into 6 heterogeneous groups

b. Action

The teacher performs appreciation at this stage to provide motivation and direct learners to enter the topic of maintaining honesty as a mirror of the personality to be studied, explaining the goals to be achieved, explaining the learning steps, the teacher directing the learners to gather according to the group list, the teacher gives problems that must be studied and discussed in each group, Furthermore, each group was given a percentage opportunity for 10 minutes as well as answering other group questions if any, then a class discussion was held to write down the conclusions at the end of the activity which at the same time determined the best group according to the observations of students by giving the group leader the opportunity to assess the results of group work and the researcher gave a ballpoint pen prize to all the best members of the group. The explanation of the action result data as described below.

Table 4.6 List of Values of Formative Test Results by the Small Group Discussion Method in the Second Cycle

From the formative test results on the test at the end of the second cycle as shown above, it can be explained that in the second cycle there were 8 students or 100% who scored above KKM, and there were no students who had not met KKM with a classically average score of 76.25, so that they had met

KKM of 70, and classically had met the completeness criteria, namely at least 85% of students were declared complete. The explanation of the results of observations in the second cycle of learning activities as explained in the following table. In detail it can be seen in the section of the appendices. Table 4.7 Recapitulation of Observation Results of Learning Activities with the Small Group Discussion Method in the Second Cycle

Is learning the Small Group Discussion method fun ?	Yes	8	100	
	No	0	0	
	Does Small Group Discussion make it easy for you to understand the lesson ?	Yes	7	87,5
		No	1	12,5
	Does learning Small Group Discussion make you dare to express your opinion ?	Yes	8	100
		No	0	0
	Does Small Group Discussion encourage you to be more creative ?	Yes	8	100
		No	0	0
	Don't you have any difficulties in learning Small Group Discussion ?	Yes	7	87,5
		No	1	12,5

Based on the results of observations that have been made, the results of the activities of students of class XI IIS 1 SMAN 1 Kepenuhan in the second cycle were obtained as many as 8 students or 100% who were declared complete because they were in the minimum criteria of GOOD, consisting of 3 students or 37.50% in the excellent category and 15 students or 62.50% in the good category. An explanation of the results of the questionnaire that was distributed to students after the learning activity applied the Small Group Discussion method to the implementation of the second cycle of learning as explained in the table below.

Table 4.8 Recapitulation of Student Questionnaire Results After Learning Activities with the Small Group Discussion Method in the Second Cycle

No	Grade Criteria	Sum	%	Information
1	Very Good	3	37,50	Complete
2	Good	5	62,50	Complete
3	Enough	0	0,00	Incomplete
4	Less	0	0,00	Incomplete
	Sum	8	100	-

From the table above, it can be explained that on the question of whether learning the Small Group Discussion method is fun, the number of students who answer "yes" is 8 students, and on the question Is it with Small Group Discussion learning makes you easy understand the lesson?, the number of students who answered "yes" was 7 students, the third question, namely Does the Small Group Discussion make you dare to express an opinion?, the number of students who answered "yes" is 8 students, the fourth question, Does Small Group Discussion encourage you to be more creative? there were 8 students who answered "yes" and in the last question that

No	Cyle II	
	Sum	%

is Are you having difficulty in learning Small Group Discussion? The number of students answering "Yes" was 7 students. From the above results, it can be concluded that in principle all students state that the application of the Small Group Discussion method can help students in the learning process.

c. Observations

At the same time, collaborators make observations by filling in prepared instruments, which include ; observation of teacher activities, students during teaching and learning activities and student questionnaires after the activity ends. The results obtained from this experience are:

- 1) Enthusiasm of students in participating in teaching and learning activities.
- 2) The activeness of students in discussing.
- 3) The ability of students to collect the results of discussions, fluency in answering questions of other groups get good criteria scores.
- 4) Fluency in expressing ideas or opinions.
- 5) Thoroughness in gathering discussion and activeness.

d. Reflection

Looking at the results of the discussion in Cycle II, the enthusiasm of students in participating in teaching and learning activities, the activeness of students in discussions, the ability of students to participate in discussions, the fluency of

students in answering questions from other groups, the fluency of expressing ideas or opinions, shows that there has been a significant improvement through Small Group Discussion learning. From the explanation of the results as described above, it can be concluded that all aspects of learning success assessment consist of 3 aspects, all of which have met the success criteria so that it can be stated that the learning improvement process is declared complete in the second cycle.

IV. CONCLUSION

Based on the results of research and discussion in the implementation of PAI learning through the Small Group Discussion method in class XI IIS 1 SMAN 1 Kepenuhan, it can be concluded:

1. Learning activities of pai subjects basic competencies increase faith in the Apostles of Allah in class XI IIS 1 SMAN 1 Kepenuhan of the 2019/2020 academic year using the Small Group Discussion method has experienced a significant increase, thus encouraging an increase in student achievement. The increase in learning outcomes in precyclical with an average of 55.00 with the number of completed students as many as 1 student or 12.50% to 50% or 4 students with an average learning outcome of 66.25 and an average in Cycle II of 76.25 with 8 students completed or 100%. The student activity

increased from 2 students or 25% to 5 students or 62.50% and 8 students or 100% in the second cycle Changes in the behavior of students in class XI IIS 1 SMAN 1 Kepenuhan during the PAI learning process through the Small Group Discussion method show a change in attitude in a more positive direction. These positive attitudes include students showing a disciplined, active, independent attitude, daring to ask and answer, and feeling comfortable with their learning environment so as to create a conducive and pleasant learning atmosphere. Learning using the method Small Group Discussion can improve the learning achievement of students in class XI IIS 1 SMAN 1 Kepenuhan in PAI subjects with basic competencies to increase faith in the Apostles of Allah.

BIBLIOGRAPHY

Majid, Abdul dan Andayani, Dian. 2004. *Pendidikan Agama Islam Berbasis Kompetensi: Konsep dan Implementasi Kurikulum 2004*. Bandung : Remaja Rosdakarya.

Anita Lie. 2005. *Cooperative Learning; Mempraktekkan Cooperative Learning di RuangRuang Kelas*. Jakarta: Gramedia.

B.Suryobroto. 1999. *Proses-Proses Belajar Mengajar di Sekolah*. Jakarta: Bina Aksara.

Departemen Agama RI. 2006. *Undang-undang dan Peraturan Pemerintah RI tentang Pendidikan*. Jakarta: Direktorat Jendral Pendidikan Islam Departemen Agama RI.

E.Mulyasa.2004. *Menjadi Guru rofesional; Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: PT. Remaja Rosdakarya.

MuhibbinSyah. 2004. *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya. hal. 201.

Fathurrohman, Pupuh dan M. Sobri Sutikno. 2009. *Strategi Belajar Mengajar Melalui Penanaman Konsep Umum dan Konsep Islami*. Bandung: P.T Refika Aditama.

Hidayat, Bara. 2008. *Upaya Peningkatan Hasil Belajar Siswa pada Mata Pelajaran Ilmu Pengetahuan Alam*. Melalui model pembelajaran Inquri. Skripsi Sarjana Pendidikan PGSD FIP UPI Bandung : tidak di terbitkan.

Hisyam Zaini, dkk. 2008. *Strategi Pembelajaran Aktif*. Yogyakarta: Insan Madani.

Isjoni. 2010. *Pembelajaran Kooperatif*. Yogyakarta: Pustaka Pelajar.

Ismail. 2008. *Strategi Pembelajaran Agama Islam Berbasis PAIKEM*. Semarang: RaSail Media Group. Cetakan 1.

Jalal Abdul Fattah. 1988. *Asas-Asas Pendidikan Islam, dalam Herry Noer Ally (Terj)*. Bandung: CV. Diponegoro.

Lester O Crow and Alice Crow. 1985. *Educational Psycholog*. New York: American Book Company