



The Use of Group Discussion Methods and Assignment Giving in an Effort to Improve Learning Achievements at SD Negeri 101224 Gadu

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ABSTRACT

This study aims to improve the learning achievement of Islamic Religious Education (PAI) on the main material "Let's Learn Q.S. Al-Ma'un" through the use of group discussion methods and assignments. This study uses a classroom action approach (CAR) which is carried out in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The subjects of the study were grade V students of SD Negeri 101224 Gadu in the 2024/2025 Academic Year, with a total of 30 students. Data were collected through observation, learning outcome tests, and interviews. Data analysis was carried out descriptively quantitatively to see the increase in student learning outcomes from cycle to cycle. The results showed that the use of group discussion methods and assignments significantly improved student learning achievement. In the first cycle, the average student score increased compared to before the action. After improvements in the second cycle, student learning outcomes increased more significantly with a percentage of learning completion reaching more than 85%. In addition, students became more active in the learning process and showed a more positive attitude towards PAI material. The success of this study shows that the combination of group discussion methods and assignments can be an effective strategy in improving students' understanding of the material of Q.S. Al-Ma'un. Based on the results of this study, it is recommended that teachers apply group discussion methods and assignments more often in Islamic Religious Education learning. In addition, good classroom management is needed to ensure that each student can actively participate in discussions and complete assignments well. With the application of the right method, it is hoped that student learning achievement can continue to increase and learning becomes more meaningful.

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Introduction

Education plays an important role in shaping the character and intelligence of students, especially in the field of Islamic Religious Education (PAI). One of the materials taught in

PAI is understanding the Qur'an, including Q.S. Al-Ma'un, which contains values of social concern and sincerity in worship. However, in the reality of learning, there are still various obstacles that cause students to lack understanding of this material. Therefore, innovation is needed in learning methods so that students are more active and understand the material well.

One method that can be used to improve students' understanding in PAI learning is the group discussion method and assignment giving. The group discussion method allows students to exchange opinions, share understanding, and build critical thinking in understanding the verses of the Qur'an. Meanwhile, giving assignments can help students repeat and deepen the material that has been learned, so that they are better prepared to face learning evaluations.

However, in PAI learning at SD Negeri No. 101224 Gadu, several problems were found that hindered the improvement of student learning achievement. Based on the results of initial observations, many students were less active in learning and had difficulty understanding the contents of Q.S. Al-Ma'un. This can be seen from the low results of daily tests on this material and the lack of student involvement in the teaching and learning process.

This gap in learning can be caused by several factors, including learning methods that are still dominated by lectures, minimal interaction between students, and lack of exercises or assignments given to students to deepen their understanding. As a result, many students only memorize verses without understanding the meaning and messages contained therein.

Based on these problems, this study aims to implement the group discussion method and assignment giving as an effort to improve student learning achievement. With this method, it is expected that students will be more active in learning, have a better understanding of Q.S. Al-Ma'un, and be able to relate the contents of the letter to everyday life.

This research was conducted using a classroom action approach (CAR) consisting of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. Through this approach, it is expected to determine how much influence the group discussion method and assignment giving have on improving student learning achievement in Islamic Religious Education subjects.

The benefits of this research are not only intended for students, but also for teachers and schools. For students, this method is expected to increase their learning motivation and understanding of Islamic teachings. For teachers, this research can be used as evaluation material in choosing effective learning methods. Meanwhile, for schools, the results of this study can be a reference in designing more innovative and interactive learning strategies.

With this research, it is expected that an effective solution can be found to improve the quality of Islamic Religious Education learning, especially in understanding Q.S. Al-Ma'un. The use of group discussion methods and assignments is expected to not

only improve students' academic achievement, but also build their character to be more caring and responsible in their daily lives.

As a first step, this study will analyze the initial conditions of students before the application of group discussion methods and assignments. Furthermore, actions will be taken in the form of implementing the method and evaluating student learning outcomes after the action is taken. If proven effective, this method can be used as one of the sustainable learning strategies in Islamic Religious Education subjects in elementary schools.

Thus, this study has a high urgency in efforts to improve the effectiveness of Islamic Religious Education learning. If this method is successful, it can be recommended to be applied in other classes, so that its benefits can be felt by more students. It is hoped that this research can make a real contribution to improving the quality of Islamic religious education in elementary schools.

Methods

This study uses a Classroom Action Research (CAR) approach conducted in two cycles. Each cycle consists of four stages, namely planning, action implementation, observation, and reflection. This approach was chosen because it allows researchers to make improvements in the learning process directly and measure its impact on improving student learning achievement. With CAR, it is expected that there will be a significant increase in students' understanding of the material of Q.S. Al-Ma'un through the application of group discussion methods and assignments.

At the planning stage, researchers prepare learning tools, including the Learning Implementation Plan (RPP), teaching materials, student worksheets (LKS), and assessment instruments. In addition, learning scenarios are also prepared to integrate group discussion methods and assignments in the learning process. At this stage, coordination is also carried out with the class teacher so that the research process runs smoothly.

Furthermore, at the action implementation stage, group discussion methods and assignments are applied in learning activities. Students are divided into several small groups and given the task of discussing the contents of Q.S. Al-Ma'un, both in terms of interpretation, moral messages, and relevance in everyday life. After the discussion, each group presents the results of their discussions in front of the class. In addition, students are also given individual assignments to deepen their understanding of the material they have studied.

In the observation stage, data on student activities, activeness in discussions, and their understanding of the material were collected through observation sheets and field notes. The researcher also conducted interviews with students and teachers to find out their responses to the methods used. In addition, a learning outcome test was also conducted to measure the increase in student achievement after the implementation of this learning method.

The reflection stage was carried out after each learning cycle was completed. At this stage, the data that had been collected was analyzed to evaluate the effectiveness of the method applied. If obstacles or weaknesses were found in the implementation of the first cycle, improvements were made in the second cycle. This reflection aims to increase the effectiveness of learning so that student learning outcomes can continue to improve.

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from the results of observations, interviews, and learning outcome tests of grade V students of SD Negeri No. 101224 Gadu. This data includes the level of student understanding before and after the implementation of the group discussion method and assignments, as well as their responses to the methods used.

Secondary data were obtained from various sources, such as curriculum documents, Islamic Religious Education textbooks used in schools, and literature related to active learning methods. This secondary data is used as supporting material in analyzing the effectiveness of the applied methods and comparing them with existing theories.

The data obtained in this study were analyzed descriptively quantitatively and qualitatively. Quantitative analysis was carried out on the results of student learning tests before and after the action in the form of calculating the average value and percentage of learning completion. Comparison of test results was used to determine how much student achievement had increased after the application of the group discussion method and assignment giving.

Meanwhile, qualitative analysis was carried out on observation and interview data. Data from the observation and interview sheets were analyzed to understand how student behavior changes in the learning process, such as increased activeness in discussions, critical thinking skills, and learning motivation. The results of this analysis help in understanding the impact of learning methods not only in terms of academics, but also in terms of student attitudes and involvement.

To ensure the validity of the data, data triangulation was carried out, namely comparing the results of observations, interviews, and learning outcome tests. In this way, data accuracy can be more guaranteed and research results can be more accounted for.

Based on the results of the data analysis, conclusions will be drawn regarding the effectiveness of the group discussion method and assignment giving in improving student learning achievement. If this method is proven effective, it can be recommended as a learning strategy that can be widely applied in Islamic Religious Education learning, especially in understanding the contents of the verses of the Qur'an.

With the application of systematic research methods, it is expected that this research will provide real contributions in improving the quality of Islamic Religious Education learning. Through in-depth analysis, this research can also be a reference for

teachers in developing more innovative learning methods that are in accordance with students' needs.

Result

This study aims to determine the effectiveness of the group discussion method and assignment giving in improving student learning achievement in the Q.S. Al-Ma'un material in class V of SD Negeri No. 101224 Gadu. Based on the results of observations and data analysis, it was found that the applied method had a positive impact on students' understanding and learning achievement. There was a significant increase in learning outcomes after the application of the group discussion method and assignment giving in two research cycles.

In the first cycle, students began to show an increase in activeness during the learning process. They participated more in group discussions and tried to understand the contents of Q.S. Al-Ma'un by discussing with their friends. However, the results of the first cycle test showed that there were still some students who had not reached the minimum completion standard (KKM), so improvements needed to be made in the second cycle.

Improvements were made by providing more intensive guidance to students who were still experiencing difficulties. In addition, the tasks given were more varied, not only in the form of written questions but also in the form of practice, such as making personal reflections related to the moral messages in Q.S. Al-Ma'un. The test results in the second cycle showed a better improvement compared to the first cycle, with the percentage of learning completion reaching more than 85%.

In addition to the increase in academic scores, positive changes were also found in students' attitudes. They became more confident in expressing their opinions, more active in asking questions, and more enthusiastic in following the lessons. This shows that the group discussion method not only has an impact on cognitive understanding, but also improves students' social skills in communicating and working together.

The results of this study can be presented in the following table to clarify the increase in student learning achievement:

Table 1. Comparison result student learning achievement

Cycle	Number of students	Average scores	Number Students who completed (%)	Number Students who not completed (%)
Before action	30	60,4	40%	60%
Cycle 1	30	72,3	65%	35%
Cycle 2	30	83,7	87%	13%

From the table, it can be seen that there is an increase in the average value of students and the percentage of learning completion which increases gradually from before the action to the second cycle.

To ensure the validity of the research findings, data verification was carried out through several methods, namely 1) Source Triangulation - Data was obtained from various sources, including observation results, interviews with students and teachers, and student test results. By comparing information from various sources, a more valid conclusion was obtained regarding the effectiveness of the methods applied. 2) Method Triangulation - Data was obtained through various data collection techniques, such as learning outcome tests, observations, and interviews. By combining these methods, it can be seen in more depth how group discussion methods and assignments have an impact on improving student achievement; 3) Member Checking - Confirmation of interview results was carried out with teachers and students to ensure that the data obtained was in accordance with their experiences during the learning process; 4) Gradual Data Analysis - Data was analyzed gradually in each cycle to see the developments that occurred. The results of the first cycle became the basis for improvements for the next cycle, so that the research findings were more accurate.

The verification results show that the increase in student learning achievement is not only caused by chance factors, but is truly the result of the application of group discussion methods and assignments. With evidence from various data sources, it can be concluded that this method is effective in improving students' understanding of Q.S. Al-Ma'un. Overall, this study proves that the use of group discussion methods and assignments can significantly improve student learning achievement. With these positive results, this method is recommended to be applied in Islamic Religious Education learning, especially in materials that require a deep understanding of Islamic teachings and their application in everyday life.

Discussion

The results of the study showed that the use of group discussion methods and assignments had a positive impact on improving student learning achievement in Islamic Religious Education subjects, especially in understanding Q.S. Al-Ma'un. This method helps students to be more active in learning, improve critical thinking skills, and understand the contents of the verses more deeply. This improvement can be seen from the results of observations, learning outcome tests, and interviews with students and teachers.

Before the action was taken, many students had difficulty understanding the contents of Q.S. Al-Ma'un. They tended to only memorize verses without understanding the meaning and moral messages contained therein. The previous learning method that used more lectures also caused students to be less actively involved in the learning process. This had an impact on their low learning outcomes, as seen in the initial test before the application of the group discussion method and assignments.

In the first cycle, the group discussion method was applied by dividing students into small groups. Each group was given the task of discussing the meaning of the verses in Q.S. Al-Ma'un and relating them to everyday life. Although some students were still passive in the initial discussion, they slowly began to actively participate and were more confident in expressing their opinions.

However, the test results in the first cycle showed that although there was an improvement, there were still students who had not achieved learning completion. This was due to a lack of in-depth understanding of the material and there were still students who were less active in discussions. Therefore, in the second cycle, improvements were made by providing additional, more varied assignments and more intensive guidance for students who experienced difficulties.

In the second cycle, students were given individual assignments aimed at strengthening their understanding after group discussions. This assignment was in the form of personal reflection on the moral message in Q.S. Al-Ma'un and examples of its application in everyday life. As a result, students became more aware of the meaning of the verse and were able to apply it in their lives, such as increasing concern for others and sharing with friends in need.

In addition, in the second cycle it was found that students were more enthusiastic in participating in learning. They were more active in discussions, more confident in presenting the results of their discussions, and showed a more positive attitude towards Islamic Religious Education learning. This proves that the group discussion method and assignment giving not only improve students' academic achievement, but also develop their social skills.

The improvement in student learning outcomes can be seen from the comparison of scores before the action, after the first cycle, and after the second cycle. The average student grades increased significantly, and the percentage of learning completion increased to more than 85%. This shows that the method applied is effective in improving students' understanding of the material being taught.

Based on the data validation process, it was found that the group discussion and assignment methods really contributed to improving student learning achievement. The validation results showed several main findings as follows:

1. Increase in Average Student Scores

The test result data showed that the average student score increased significantly after the implementation of this method. Before the action, the average student score was at 60.4, then increased to 72.3 in the first cycle, and finally reached 83.7 in the second cycle.

2. Increased Percentage of Learning Completion

Before the action was carried out, only 40% of students achieved the KKM. After the first cycle, this figure increased to 65%, and after the second cycle, learning completion reached 87%. This proves that the method applied is effective in improving students' understanding of the material of Q.S. Al-Ma'un.

3. Increased Student Activeness in Learning

The results of the observation showed that students became more active in group discussions, more confident in expressing their opinions, and more enthusiastic in participating in learning. This change shows that the group discussion method not only has an impact on academic results, but also on students' social skills.

4. Positive Response from Students and Teachers

Interviews with students showed that they preferred this method compared to the lecture method. They found it easier to understand the material because they could discuss it with their friends. Teachers also stated that this method made the class more lively and students were more involved in the learning process.

5. Improving Critical Thinking Skills

With the group discussion method, students are accustomed to thinking critically in understanding the meaning of verses and relating them to everyday life. Students not only memorize verses, but also understand their meaning and try to apply them in their lives.

Based on the results of this validation, it can be concluded that the group discussion method and giving assignments are effective learning strategies in improving student learning achievement in Islamic Religious Education subjects. Therefore, this method is recommended to be applied more widely in learning, especially on materials that require in-depth understanding and active involvement of students.

Thus, this study makes a real contribution to the development of more innovative and effective learning strategies. It is hoped that the results of this study can be a reference for teachers in improving the quality of Islamic Religious Education learning in elementary schools, so that students not only have a better understanding of religious material, but are also able to develop their social and critical thinking skills.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the use of group discussion methods and assignments has a significant impact on improving student learning achievement in Islamic Religious Education (PAI) subjects, especially in understanding Q.S. Al-Ma'un. This method provides an opportunity for students to be more active in the learning process, improve their understanding of the material, and build critical thinking skills and teamwork in groups. Before the application of this method, many students had difficulty understanding the contents of Q.S. Al-Ma'un. They tend to only memorize verses without understanding the meaning and moral messages contained therein. Passive learning makes students less actively involved in the learning process, which has an impact on their low learning outcomes. After the application of the group discussion method and assignments, there was a significant change in the way students understood the material. They were not only able to memorize verses, but also to explain the meaning and relevance of verses in everyday life. With group discussions, students are encouraged to think more critically, share their understanding with friends, and correct each other if there are mistakes.

In the first cycle, the implementation of this method showed quite good improvement, but there were still some obstacles, such as the lack of participation of certain students and there were still students who had not achieved learning completion. Therefore, improvements were made in the second cycle by providing more intensive guidance and more varied assignments. In the second cycle, learning outcomes improved. Students who were previously passive began to be more active in discussions, and their understanding of Q.S. Al-Ma'un deepened. This was reflected in the increase in students' average scores and the percentage of learning completion which reached more than 85%. In addition to improving academic results, this method also had a positive impact on students' social skills. They were more confident in expressing their opinions, better able to work together in teams, and more active in seeking information to enrich their discussions. Thus, this method not only improved students' cognitive aspects, but also their affective and social aspects.

In conclusion, the group discussion and assignment methods have proven to be effective learning strategies in improving students' understanding of Q.S. Al-Ma'un. With proper implementation, this method can help students become more active, critical, and have a deeper understanding of Islamic teachings.

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