Active Learning with Discussion Method on Motivation and Learning Outcomes of Islamic Religious Education Moral Material for Class X Students of SMA Negeri 3 Padangsidimpuan

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Abstract

This research is based on several theories that have been studied, namely that *active learning* strategies using discussion methods have a big influence on increasing student motivation and learning outcomes. However, in reality there are still many students who are less motivated to study Islam, especially moral lessons. This research is quantitative research with experimental methods. The population of this study was all class X students who were Muslim, totaling 262 people. The instrument used in collecting data about learning motivation was a 30-item questionnaire. Meanwhile, the instrument for collecting data on learning outcomes is a test with 35 items. The data analysis used is descriptive analysis and inferential analysis. The results of the t test illustrate the significant influence of implementing active learning strategies using the discussion method on motivation to learn Islamic religious education, because $X^2_{count}=7,9382> t_{table}=1,75$. Furthermore, the results of the t test also illustrate the significant influence of implementing active learning strategies using the discussion method on Islamic religious education learning outcomes, because $X^{2count}=20,32> t_{table}=1,75$.

Keywords: Active Learning, Discussion Methods, Motivation and Learning Ooutcome

Abstrak

Penelitian ini berlatar belakang dari beberapa teori yang dikaji bahwa strategi *active learning* dengan metode diskusi memberikan pengaruh yang besar pada peningkatan motivasi dan hasil belajar peserta didik. Akan tetapi, kenyataannya masih banyak peserta didik yang kurang termotivasi dalam belajar agama Islam khususnya pelajaran akhlak.

Penelitian ini adalah penelitian kuantitatif dengan metode eksperimen. Populasi penelitian ini seluruh siswa kelas X yang beragama Islam berjumlah 262 orang. Instrumen yang digunakan dalam pengumpulan data tentang motivasi belajar adalah angket sebanyak 30 item. Sedangkan instrumen pengumpul data tentang hasil belajar adalah tes sebanyak 35 item. Analisis data yang digunakan adalah analisis deskriptif dan analisis inferensial. Hasil perolehan uji t menggambarkan pengaruh signifikan penerapan strategi pembelajaran active learning dengan metode diskusi terhadap motivasi belajar pendidikan agama Islam, Karena $X^{2hitung} = 7{,}9382 > t_{tabel} = 1{,}75$. Selanjutnya hasil uji t juga menggambarkan pengaruh signifikan penerapan strategi active learning dengan metode diskusi terhadap hasil belajar pendidikan agama Islam, kerena $X^{2hitung} = 20{,}32 > t_{table} = 1{,}75$.

Kata Kunci: Active Learning, Metode Diskusi, Motivasi dan Hasil Belajar

INTRODUCTION

Education is a system that includes several components, namely objectives, educators, students, materials, facilities, methods, media and evaluation. One component that influences the continuity of learning is method or strategy. Abdurrahman Saleh Abdullah, quoted by Samsul Nizar, believes that methods are a requirement for the efficiency of Islamic educational activities. For this reason, methods are an essential issue, because educational goals will be achieved effectively if the methods are also appropriate.[1] From the opinion above, it can be understood that method or strategy is a very important aspect, because having a strategy will facilitate the learning process so that learning outcomes are achieved optimally.

Active learning strategies or active learning that involve all physical and psychological aspects will provide good concentration and provide great opportunities to grow motivation. Active learning strategies can also support enthusiasm for learning so that learning outcomes will increase. Research results have proven that the quality of learning will increase if students have ample opportunities

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[1] Samsul Nizar, *Filsafat Pendidikan Islam Pendekatan Historis, Teoritis, Dan Praktis* (Jakarta: Ciputat Pers, 2002), 65.

to ask questions, discuss and actively use the new knowledge they have acquired. If students are active in learning, knowledge will be mastered better.

Active learning is an alternative that must be considered if the quality of learning is to be improved. Based on Daryanto's opinion,[2] "The use of active learning either completely or simply as a complement to traditional methods will improve the quality of learning." This opinion explains that applying active learning strategies as a complement to other teaching methods, or implementing active learning methods fully both make a major contribution to increasing student motivation and learning outcomes.

Active learning is a suitable way of learning to motivate students because active learning increases knowledge with experience. This is in accordance with Kunandar's statement[3] "Knowledge grows through experience. Understanding develops deeper and stronger if it is always tested with new experiences." Hisyam Zaini et al quoted by Istarani & Ridwan[4] explained that active learning is very necessary for students to get maximum learning results. When students are passive, there is a tendency to quickly forget what has been given. The thoughts above provide a clear picture that active learning can foster learning motivation and can improve student learning outcomes. The participation given by the teacher will create pride for the students because they feel appreciated and recognized by the teacher as being able and worthy to be involved in solving problems. So, that way, interest in learning will arise and the results obtained will be better.

When the learning process does not activate students enough, boredom arises, and with the emergence of boredom, learning motivation decreases. If learning motivation decreases, learning outcomes will definitely decrease. To increase students' motivation to learn again, students must be physically and psychologically

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[2] Daryanto, *Inovasi Pembelajaran Efektif* (Bandung: Yrama Widya, 2013), 51.

[3] Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) Dan Sukses Dalam Sertifikasi Guru* (Jakarta: Raja Grafindo Persada, 2009), 306.

[4] Istarani and Muhamamd Ridwan, *50 Tipe Strategi Dan Teknik Pembelajaran Kooperatif* (Medan: Media Persada, 2015), 292.

active at the same time. In order for students to be successful in learning, they must be actively involved in their mental and physical aspects. According to Zarnuji, quoted by Hasibuan,[5] using one hour to discuss is more beneficial for students than memorizing and repeating lessons for a whole month. From this opinion it is clear how the discussion method is very good to apply to increase students' motivation and learning outcomes. Because, over time, lessons that have been memorized will also be forgotten, unlike the results of discussions that will continue to ring in the minds of students.

The Islamic religion is a system of creeds and shari'ah as well as morals that regulate human life and living in various relationships, both human relationships with God, human relationships with other humans including human relationships with themselves, as well as human relationships with the natural surroundings.[6] The above opinion gives us an understanding that Islamic religious education, moral material is material that is suitable for developing the younger generation, so this moral material must be taught in every school during in Indonesia. Both morals from an Islamic religious perspective for Muslim students, as well as morals from the perspective of other religions for non-Islamic students.

Moral education at a macro level includes three things, namely: first, morals which touch cognitive (simply knowledge about what is good and bad). The second is at the level of values (namely loving good values and hating bad values). Third, at the level of carrying out good deeds in daily life and avoiding bad values. Morals are placed as an important part in developing human resources, because morals are closely related to the character building of a nation. Character development is

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[5] Zainal Efendi Hasibuan, *Metode Pembelajaran Berbasis Al-Qur'an Dan Hadis* (Medan: CV. Mitra Medan, 2013), 22.

[6] Mohammad Daud Ali, *Pendidikan Agama Islam* (Jakarta: PT Raja Grafindo Persada, 2000), 51.

important because it concerns human spiritual development. Spiritual development is important because morals are the basis of human development.[7]

Like other Islamic religious education materials, moral materials certainly provide boredom for students. This situation is because moral material regulates human behavior more in accordance with the teachings of the Islamic religion, and these rules often conflict with the desires of most people's hearts. Moral material also often includes many expert opinions on the same issue, causing confusion and ultimately boredom for students. This confusion is aggravated by the lack of relevant methods and supporting materials provided by teachers.

To overcome this boredom, students are required to be active on their own initiative in seeking wider information to help them understand the confusing moral material. Apart from that, to overcome boredom in learning, applying strategies or methods by teachers is an effective effort. However, not all existing strategies or methods can ward off students' learning boredom, because some of them only focus on the teacher. Learning that is focused and has full authority on the teacher will usually result in boredom for students. On the other hand, active learning will make learning passionate for students.

To overcome this boredom, students are required to be active on their own initiative in seeking wider information to help them understand the confusing moral material. Apart from that, to overcome boredom in learning, applying strategies or methods by teachers is an effective effort. However, not all existing strategies or methods can ward off students' learning boredom, because some of them only focus on the teacher. Learning that is focused and has full authority on the teacher will usually result in boredom for students. On the other hand, active learning will make learning passionate for students.

The lecture method is not suitable for all student conditions, it is possible that the teacher's lecture material is already known and understood by the students, and

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[7] Haidar Putra Daulay, *Pemberdayaan Pendidikan Islam Di Indonesia* (Jakarta: Rineka Cipta, 2009), 104.

perhaps the students have even heard it repeatedly, causing boredom. If the teacher has to lecture when giving the material, try not to make it complicated and easy to understand and with material that is new to the students. It could also for a few minutes, then students are given the opportunity to participate, such as asking questions or giving criticism and suggestions, that way students' motivation will be helped and boredom will be eliminated.

From the above various opinions, it can be understood that active learning such as discussions can maximize learning and can also improve learning outcomes. However, in reality, from the preliminary study conducted by the author, there are still many class X students in SMA 3 who lack motivation in learning even though the teacher has implemented the discussion method. For example, there are still students who come in and out while studying Islamic religious education without any clear reason. If a student leaves, a few moments later other students will surely follow. Some students were also less enthusiastic when studying, as previously they already knew that the lesson that would take place was Islamic religious education and still did not prepare study equipment. If asked to prepare equipment, there are still some students who do not immediately prepare it. Likewise, if there are obstacles to not studying Islamic religious education, students will actually feel happy.

RESEARCH METHODS

This research is quantitative research, using experimental methods to look for causal relationships between one or more experimental groups that were treated with one or more comparison groups that did not receive treatment.[8] The population in this study was 262 Muslim students of SMAN 3 Padangsidimpuan class X who were Muslim, consisting of 7 classes. This research uses a cluster sampling technique. The sample in this study consisted of two classes or groups, the experimental class x^9 was 41 people, the control class x^7 & x^8 was 40 people, namely a combination of Muslim

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[8] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), 9.

students in class x^7 and Muslim students in class x^8 with thus totaling 81 people. In the experimental class, learning was given using active learning strategies with the discussion method, and in the control class the learning process used the lecture method without any special treatment.

This research uses questionnaire instruments[9] and questionnaire tests[10] for learning motivation data and tests for learning outcome data. In this research, the data analysis used to see the effect of active learning with the discussion method on motivation as well as the influence of active learning with the discussion method on PAI learning outcomes is descriptive data analysis and inferential data analysis with descriptions 1) Pre-test and post-test data analysis.

RESEARCH FINDING AND DISCUSSION
Research Instrument Results.

This research was conducted in class X of SMA Negeri 3 Padangsidimpuan, by applying different learning strategies. Learning in class X^9 as an experimental class amounted to 41 people using active learning with the discussion method. Learning in a combined class between X^7 and X^8 as a control class of 40 people using conventional learning strategies using the lecture method and without any special treatment.

Before the instrument is used in data collection, the questionnaire and test are first tested outside the sample. The test trials were carried out on another class X randomly selected totaling 30 people from the same school as the research sample. The number of items tested was 100 questions, for the questionnaire 50 items as well as for the test 50 items. After being validated and reliable it became 65 items. For the valid questionnaire there were 30 items and for the valid test 35, while for reliability all the items turned out to be reliable. Detailed data processing is not presented, but

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[9] Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik* (Jakarta: Bumi Aksara, 2008), 16.

[10] Purwanto, *Evaluasi Hasil Belajar* (Yogyakarta: Pustaka Pelajar, 2014), 68.

the complete data has been processed and can be seen in the researcher's data results.[11]

Descriptive Data Processing

1. Description of Initial Data on Learning Motivation, for the experimental class the average value of initial learning motivation was 82.04 and the standard deviation was 9.80.

Table 1. Frequency Distribution of Initial Values for Experimental Class Learning Motivation

Interval	Median (xi)	Frequency (Fi)
56-62	59	1
63-69	66	2
70-76	73	10
77-83	80	9
84-90	87	12
91-97	94	4
98-104	101	3
Total	560	41

2. Description of Initial Data (Pre Test) Control Class Learning Motivation. For the control class, the average value of initial learning motivation was 84.28, and the standard deviation was 7.94.

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[11] Helmi Rostiana Dasopang, "Pengaruh penerapan strategi pembelajaran active learning dengan metode diskusi terhadap motivasi dan hasil belajar Pendidikan Agama Islam Materi Akhlak Siswa Kelas X SMA Negeri 3 Padangsidimpuan" (Masters, IAIN Padangsidimpuan, 2016), https://etd.uinsyahada.ac.id/1797/.

Table 2. Frequency Distribution of Initial Scores on Control Class Learning Motivation

Interval	Median (xi)	Frequency (Fi)
70-74	72	5
75-79	77	8
80-84	82	8
85-89	87	10
90-94	92	4
95-99	97	2
100-104	102.5	3
Total	6095	40

3. Description of Initial Data (Pre Test) Experimental Class Learning Results. For the experimental class, the average initial learning outcome value was 87.28 and the standard deviation was 19.72.

Table 3. Frequency Distribution of Initial Values for Experimental Class Learning Results

Interval	Median (xi)	Frequency (Fi)
49-60	54.5	5
61-72	66.5	5
73-84	78.5	8
85-96	90.5	7
97-108	102.5	12
109-120	114.5	2
121-132	125.5	2
Total	633.5	41

4. Preliminary Data (Pre Test) Control Class Learning Results. For the control class, the average value of initial learning results (pre-test) was 91 and the standard deviation was 17.96.

Table 4. Frequency Distribution of Initial Values for Experimental Class Learning Results

Interval	Median (xi)	Frequency (Fi)
61-70	65.5	7
71-80	75.5	8
81-90	85.5	3
91-100	95.5	7
101-110	105.5	11
111-120	115.5	2
121-130	125.5	1
131-140	135.5	1
Total	804	40

5. Final Data Description (Post Test) Experimental Class Learning Motivation. For the experimental class, the average score for final learning motivation (post test) was 339.39 and the standard deviation was 18.40.

Table 5. Frequency Distribution of Final Scores on Experimental Class Learning Motivation

Interval	Median (xi)	Frequency (Fi)
57-65	61	2
66-74	70	3
75-83	79	4
84-92	88	4
93-101	97	6
102-110	106	9
111-119	115	10
120-128	124	3
Total	740	40

6. Description of final data (post test) learning motivation for control class. For the control class, the average score for final learning motivation (post test) was 152.496 and the standard deviation was 12.34.

Table 6. Frequency Distribution of Final Scores on Control Class Learning Motivation

Interval	Median (xi)	Frequency (Fi)
57-63	60	3
64-70	67	3
71-77	74	7
78-84	81	6
85-91	88	11
92-98	95	4
99-105	102	6
Total	567	40

7. Description of Final Data (Post Test) Experimental Class Learning Results. For the experimental class, the average value of the final learning outcomes (post test) was 116.40 and the standard deviation was 18.42.

Table 7. Frequency Distribution of Final Grades for Control Class Learning Results

Interval	Median (xi)	Frequency (Fi)
68-77	72.5	1
78-87	82.5	3
88-97	92.5	3
98-107	102.5	4
108-117	112.5	8
118-127	122.5	10
128-137	132.5	7
138-147	142.5	5

Jumlah	860	41

8. Description of Final Data (Post Test) Control Class Learning Results. For the control class, the average value of the final learning outcomes (post test) was 104.75 and the standard deviation was 16.40.

Table 8. Frequency Distribution of Final Grades for Control Class Learning Results

Interval	Median (xi)	Frequecy (Fi)
68-77	72.5	1
78-87	82.5	4
88-97	92.5	10
98-107	102.5	9
108-117	112.5	8
118-127	122.5	3
128-137	132.5	4
138-147	142.5	1
Total	860	40

DISCUSSION OF RESEARCH RESULTS

The research carried out was experimental quantitative research. Based on the results of the research, it is known that the application of active learning learning strategies using the discussion method has a significant influence on the motivation and learning outcomes of Islamic religious education in the moral material of class the average on the pre-test and the difference test between two means on the post-test.

Based on the results of preliminary calculations (pre-test), it shows that the initial learning motivation for both classes started under the same conditions. Likewise, when we tested the similarity of the two averages, it showed that the two classes had balanced averages. Meanwhile, from the initial calculation (pre test) the

initial learning results for both classes started under the same conditions. Likewise, when we tested the similarity of the two averages, it showed that the two classes had balanced averages.

Based on the results of the final calculation (post test), it shows that the final learning motivation for both classes started under normal conditions, and the variance was also homogeneous. So testing the hypothesis using the t test shows that $t_{Count}=6,427>.t_{tabel}=1,671$. then the research hypothesis is accepted. In other words, there is a significant influence from the application of active learning strategies using the discussion method on motivation to learn Islamic religious education on moral material at SMAN 3 Padangsidimpuan.

Meanwhile, the final calculation results (post test) show that the final learning results for both classes started under normal conditions, and the variance was also homogeneous. So testing the hypothesis using the t test shows that $t_{Count}=4,257>.t_{tabel}=1,671$ then the research hypothesis is accepted. In other words, there is a significant influence from the application of active learning strategies using the discussion method on the learning outcomes of Islamic religious education on moral material at SMAN 3 Padangsidimpuan.

Research Recommendations

The entire series of research to the best of the researcher's ability has been carried out in accordance with the steps and procedures set out in the research methodology, this is intended so that the results obtained are truly objective and systematic. The implementation of this research was carried out carefully with steps in accordance with experimental research procedures which were intended to obtain better results. The data from this research was also repeatedly recalculated by researchers to minimize calculation errors. Getting perfect research results is very difficult, because in carrying out this research there are perceived limitations.

These limitations include, among other things, many students who consider the tests and questionnaires given to be not that important so that students do not take the tests and questionnaires too seriously. There is too little time for researchers to apply active learning strategies using this discussion method with quite a lot of material, even though it feels like two meetings are still not enough to complete the lesson material optimally.

The research location has nothing to do with the researcher, and the researcher only asks for permission to carry out research at that location, so that the time given to the researcher is in accordance with the time allocation that has been determined, which causes the researcher to not be able to apply active learning strategies using repeated discussion methods or as much as possible so that the consistency of the results can be seen at the next meeting in the next material. The large number of questionnaire items and research tests causes students to become tired and bored so they only answer questions as they are. The limitations of researchers themselves are processing data using statistical data.

CONCLUSION

According to the results of the research analysis carried out, the author concludes that there is a significant influence between the application of active learning learning strategies and discussion methods on the motivation and learning outcomes of Islamic religious education regarding morals for class X students at SMAN 3 Padangsidimpuan.

The results of calculating the final learning motivation (post test) for Islamic religious education (PAI) for the experimental class were better than the control class, where the experimental class had an average of 98.97, while the control class had an average of 83.62. Likewise with the results of the final learning motivation t test $t_{Count}=6,427>.t_{tabel}=1,671$ then Ha is accepted. This means that there is a significant influence of the application of active learning strategies using the discussion method

on the motivation to learn Islamic religious education on morals material for class X students at SMAN 3 Padangsidimpuan.

The results of calculating the final learning outcomes (post test) of Islamic religious education (PAI) for the experimental class were better than the control class, where the experimental class had an average of 116.40 while the control class had an average of 104.75. Likewise, the t-test results were obtained t_{Count} =4,257>.t_{tabel}=1,671 then Ha is accepted. This means that there is a significant influence of the application of active learning strategies using the discussion method on the learning outcomes of Islamic religious education regarding morals for class X students at SMAN 3 Padangsidimpuan.

Based on the conclusions drawn by the researcher, the researcher suggests the following: 1. For school principals, as input material in developing teachers to increase their understanding of various active learning strategies, especially discussion methods, so that they can apply them to Islamic religious education lessons such as material morals; 2. For teachers, as a consideration in using active learning strategies with this discussion method in the teaching and learning process, especially moral material to increase student motivation and learning outcomes; 3. For students, students are expected to be more active in seeking information regarding Islamic religious education material, especially Moral material, in order to understand and comprehend it better, because it is impossible for teachers to be able to provide all the important information needed. It is hoped that students will have their own initiative in finding out information regarding PAI material, especially moral material, because Islamic religious education material usually has various opinions from experts and ulama and the law can change in different conditions, so a deep understanding is needed to determine attitudes in practice and determination. proper law; 4. Other researchers are advised to continue research on other active learning learning strategies which are no less important in increasing motivation and learning outcomes.

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