

Small Group Discussion Method to Increase Learning Activity: its Implementation in Education

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ABSTRACT

The aims of this study is: 1) Knowing the use of the Small Group Discussion method in fiqh learning for class X MA tanbihul Ghofilin Bawang students; 2) Knowing the difference between learning activities using the Small Group discussion method and those who do not use the small group discussion method in class X MA Tanbihul Ghofilin students; 3) Knowing the increase in learning activities using the small group discussion method for class X MA Tanbihul Ghofilin Bawang students. The research according to experimental methods using non-equivalent control group design. The subjects in this study were students of class X Agama 3 and X Agama 4 MA Tanbihul Ghofilin which totaled 60 students who were divided into two groups, namely class X Agama 3 as the Experimental class and Class X Religious 4 as the control class. Learning begins with providing pretest questions to find out the extent of student learning activities. Experimental students were given learning using the small group discussion method while the control group used conventional learning methods. The experimental group and the control group were given the final test in the form of posttest questions in writing. Then the results were processed, analyzed, and compared using a t-test and a scor gain test to determine the differences and activities between the two groups to be studied. The results showed that there were differences in learning activities between the experimental class and the control class with evidenced by the t-test and the control class with evidenced by the t-test calculation showing tcount of count 2,0001 > ttable 10.6 with a significance level Of 5 % and degress of freedom 58. It was proved by the calculation of N-gain of 0,76 with category.

KEYWORDS

Discussion, Method, Learning Activities

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INTRODUCTION

Islam is a religion of rahmatallil'alaamiin. As a Muslim, of course you are no stranger to this sentence (Sullivan, 2019). Muslims or Muslims with various procedures for worshipping the one worship of God, namely Allah Azza Wajalla, should be able to understand the practice of worship from an early age. As in one of the maqolah of the Prophet SAW which reads. One of the Islamic religious sciences is fiqh. Fiqh is the science of Islamic religion which is guided by the Al-Qur'an and Hadith (Angadi, 2019). Fiqh is a very valuable product of the intellectual treasures of Islamic civilization.



Fiqh offers a variety of answers to various phenomena in people's lives both in worship and muamalah (Asarta, 2021). For this reason, it is necessary to study jurisprudence in depth in order to continue to be civilized human beings in Islam. In language, fiqh is understanding, while in terms, fiqh is knowledge of shari'a law obtained from detailed arguments (Sukumar, 2021). In learning, fiqh can be taught from various da'wah with lectures from ustadz and ustadzah accompanied by certain practices in order to deepen understanding of the practice of fiqh itself (Rahmat, 2020).

In practice, the science of jurisprudence in the world of education is minimal with conventional learning. Even though the scope of material regarding fiqh is very broad (Al-Imari, 2020).

Because the scope of fiqh subjects is very broad which is not only developed in class, proper learning is needed. One of the factors of the success of learning is to use learning methods. The learning method functions as a stimulant or motivational tool that arouses students' learning enthusiasm. Thus, learning motivation is very concerned because it reflects the behavioral characteristics of students, how they have a stable interest when carrying out learning activities, sports, social activities, pre-work and others (Fatima, 2019). The role of educators to find the right method is very dependent on creating an effective learning atmosphere (Sunni, 2020). With the hope that students will easily understand and practice the material in social life. For this reason, it is necessary to have a method that is considered appropriate and relevant to fiqh subjects which has a wide range of material with various detailed concepts divided into various sub-chapters (Aina, 2021).

Observations made by Meisari in his journal, the level of students' thinking in learning activities is very low due to an ineffective learning process, requiring methods and media to support the learning process (Hayashi, 2019).

In line with Natssya Ramadini's research, concluded that learning in the 21st century in terms of communication and collaboration skills is still relatively low with the learning process still using teacher center so students tend to be passive and do not pay attention to learning (Thomas, 2019). This is in line with Rini Fatahan's research in her journal to increase understanding and application of problem-based learning for teachers, it is necessary to have an appropriate learning method for explaining fiqh subject matter (Yunus, 2022).

In this case, one method that provides detailed concepts is the Small Group Discussion method. method Small Group Discussion is a learning process that involves three discussions about information or knowledge of each group member (Shah, 2021). The Small Group Discussion method is able to motivate students to dare to express ideas or opinions. Every student dares to express his opinion, learning that occurs in the classroom will be more meaningful (Silverio, 2019). Meaningful learning is able to bring out every potential possessed by students (Doron, 2022). With the right learning method, learning activities are not only teacher-centered, but students can also take part in learning, and express ideas, opinions, and objections without feeling worried or afraid to argue (Arwidiyarti, 2022).

RESEARCH METHODOLOGY

The research was conducted at the Tanbihul Ghfiliin MA class X Bawang Banjarnegara, this study used field research using a quantitative approach, the type of research was true experiment and the research design was a pretest and posttest control group design. Therefore, the researchers were focused and directed so that data is actually fetched from this location. The approach with this method is research that relies on humans as a research tool that allows authors to find certainty and reliability of data that is validated and described as accurate research. With a research focus on

efforts to increase the learning activities of class X MA Tanbihul Ghofiliin students, the constraints faced by the fiqh teacher, and how to overcome the constraints of the fiqh teacher. Data collection techniques are using observation, interviews and tests. The sources of his research were the head of the madrasah, deputy head of curriculum, fiqh teacher, and students. In analyzing the data, the researcher used the t-test analysis technique, normality test, homogeneity test, paired t-test, and N-gain.

RESULT AND DISCUSSION

Understanding Learning Activities

Learning is someone who masters scientific material as an activity towards the formation of a complete personality and can be applied in the real world so that the knowledge gained becomes meaningful knowledge. Learning activities can be realized if students are actively involved in learning.

Learning activities are activities or actions both physical and mental carried out by individuals to build knowledge and skills within themselves in learning activities. Learning activities will make learning effective. Teachers do not only impart knowledge and skills. However, the teacher must be able to bring students to be active in learning.

Understanding the Small Group Discussion

Method The Small Group Discussion is a learning method that exposes students to a problem. Discussion is a learning method that can be used to implement problem-solving-based learning strategies. Learning Methods Small Group Discussion is a learning process that involves 3-5 people in one group, who gather information or knowledge for each member of the group so that existing problems can be solved. The results of the discussion were then presented in front of the class by group representatives. It aims to build individual cooperation in groups, have analytical skills and social sensitivity as well as individual responsibility in groups. method small group discussion can increase student participation in the learning process and independence in the process of exchanging thoughts, experiences and ideas, which are formed in the small group discussion process.

This method is expected to be a reference for educators to replace the conventional learning process to be more active and effective. Especially in fiqh material which has a broad scope in each sub-chapter.

This research method uses a quantitative approach, this type of research is a true experiment and the research design is a pretest posttest control group design. Data collection techniques are through interviews, observation, documentation and tests. Data analysis techniques used are t test, normality test, homogeneity test, paired t test and N-gain. The author conducted a preliminary analysis, namely the analysis of the pretest questions that were tested for validity, the data used in the analysis of the validity test, namely the pretest scores carried out on learning muamalah material with 20 items, using the "t" test proved that there was no difference in the initial ability of students in both the control class as well as the experimental class, so that the calculation results obtained obtained t count < t table. Data on student ability test results in learning can be obtained through pretest and posttest, both for the experimental group and the control group.

If based on data analysis it is not proven that there is no difference then proceed with the normality test analysis using pretest data. If it turns out that the data obtained proves to be normal and meets the requirements, then the research can be continued. This is evidenced by the calculation results obtained t count < F table, which means that the data is proven to be homogeneous. After the data to be carried out by the research have passed the preliminary test analysis, the data is declared

feasible to be given treatment for research. In this case using the method of small group discussion and conventional methods. After being treated using the learning model, data on understanding the concept was obtained using test questions. Then the data is analyzed by testing the hypothesis to prove whether the proposed hypothesis is accepted or rejected. Thus H_0 is rejected and H_a is accepted. In learning activities using the small group discussion for class X students at MA Tanbihul Ghofilin and those who do not use the small group discussion there are differences

Then use the N-gain test which is done by calculating the difference between the pretest and posttest values, with this calculation it will be known whether the use of a particular method is said to be effective or not. The results of the N-gain test for the control class obtained results of 0.42, so it can be concluded that the increase in learning activity in the control class was moderate, because the results of the g test were $0.3 < g < 0.7$. The results of the experimental class N-gain test obtained results of 0.76 so it can be concluded that the increase in learning activity in the experimental class was high, because the results of the N-gain test were $0.3 < g < 0.7$.

CONCLUSION

The results of the study are said to be in accordance with the theory according to the thesis of Nur Kholidah with the title Increasing Indonesian Language Learning Activities and Achievements through the Small Group Discussion in 2020. which concludes that learning activities are student activities to think and do, there are indicators that students say active in learning. Students who have high learning activity are obtained in learning using the small group discussion method. This activity allows students to play an active role and think broadly, by giving problems and students are required to discuss related answers in accordance with the reference sources from each group and defend their answers and thoughts, all of which make students trained and active and able to think critically.

Learning activities are related to activities that gain a form of increasing skills, knowledge, attitudes, habits, understanding skills, and thinking power that results in a change in behavior. Then in teacher learning it is no longer the center (teacher centered), but learning that is centered on students (student centered).

In this case the teacher applied the small group discussion method in increasing student learning activities. This application trains students in problem solving and being independent, especially in fiqh concepts able to implement in everyday life.

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