



Implementation of the Discussion Learning Model in Shaping Student Activity at Tribakti Lirboyo Kediri Islamic University

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ABSTRACT

The learning model as one of the media in delivering material must be really considered. This is because with the right learning model, the achievement of learning goals will be easily achieved. In several existing learning models, the discussion method is one of the learning models that is often used. The discussion method, not only focuses on learning outcomes, but can also have a positive effect on each student, such as shaping the activeness of students. This study aims to find out how the implementation of the discussion learning model in shaping student activity at Tribakti Lirboyo Kediri Islamic University. This research uses a qualitative method with a field study approach. Data was collected through classroom observations, interviews with lecturers and students, and analysis of the results of the discussion assignments. The results showed that through the discussion method, students succeeded in forming activeness, because with discussions students were given opportunities and freedom to express their opinions.

Keywords : Learning Model, Discussion, Student Activity.

Introduction

Education has an important role in human life, where education is not only a transfer of knowledge, but also developing full potential, character formation, behavior change. Education is not only providing information, but also facilitating related skills to prepare to face life's challenges. Therefore, humans are required to get a high education. Universities in the world of education have rights and obligations that must be fulfilled in preparing the young generation who can advance the nation. At this university, students can develop more in-depth professional knowledge and skills before entering the world of work. In addition, in higher education, students are not only taught theoretical knowledge and practical skills but will also be formed into individuals who are able to think critically, analytically, and independently. So, later the student can play an active role and bring better changes in the future. In fact, in the field, more students only understand theoretically but lack of insight in knowledge. Apparently, this can be caused by the lack of creativity of educators in providing understanding with an interesting model so that students feel monotonous with learning in class, which results in students not feeling provoked in responding to the learning given by the lecturer. Rooted in this, students will experience difficulties in adding insight, which can cause prolonged problems.

Tribakti Lirboyo Kediri Islamic University as one of the private universities located in East Java, has a program to provide opportunities for students from postgraduate to lecturer, as a simulation and preparation before entering the world of work later. This program organized by a private university is called the Teaching Assessment Design & Research Instrument (TADRIS). Tadris in the Postgraduate program of Tribakti Islamic University (UIT) Lirboyo Kediri is in the form of a *dodosenan* practice, which is an intracurricular activity in the form of teaching practice and the practice of other educational tasks. Field experience practice is carried out by every student with a guided internship system, in order to meet the requirements for the formation of professional lecturers or education staff. Other. Before students do *tadris*, *tadris* students first make observations related to the learning system carried out in the class they will be taught. This is used as a provision so that *tadris* students can be more mature in providing material. Observations were made to dig deeper into the problems in the field. In addition, *tadris* students also prepare RPS before carrying out teaching and learning activities.

The researcher received class A3 of the PAI study program, Faculty of Tarbiyah, with a learning model and strategy course. In the class that the researcher obtained, the researcher found the fact that the majority of students in the class still did not dare to express their opinions straightforwardly in public. In addition, students also experience difficulties in developing their potential related to activities in KBM. The absence of adequate tools for the teaching and learning process, such as projectors in the classroom, is one of the obstacles in learning in higher education. Departing from this, the researcher found a method that can be applied to be able to develop potential through student activity despite the limitations of media in learning. In the learning method, the researcher uses the discussion method.

In this increasingly democratic world of education, the discussion method has received great attention because it is considered to help stimulate the thinking framework of students. In general, the purpose of the method of using this method is to encourage students to think with deep reflection. In the context of religious learning, discussions also often provide added value in relating religious concepts to social reality, so that the material presented is not only theoretical but also applicable to students.

This study aims to find out the extent to which the implementation of the discussion learning model can shape student activity in universities Tribakti Islam. The results of this research are expected to contribute and recommend lecturers in the development of learning

models and strategies that experience media limitations to support learning. The results of this research are expected to contribute and recommend lecturers in the development of learning models and strategies that experience media limitations to support learning.

Research Methods

This study uses a qualitative approach with a field study approach to explore students' knowledge even though there are limitations in learning media through discussion methods. The qualitative method was chosen because it provides a deeper understanding of the dynamics of student interaction and participation in learning. The data collection technique used in the study is a direct observation technique.

Discussion

The discussion method consists of two words, namely method and discussion. Method is a method used to implement a plan that has been prepared, so that the goals of the plan can be achieved. In the learning system, the implementation of good learning methods or strategies can achieve the goals of the learning. Meanwhile, discussion is a scientific conversation activity that contains the exchange of opinions, information, which gives rise to an idea and testing opinions carried out by several people who are members of a group to seek the truth.

The discussion method is a way of presenting lessons, where students are faced with a problem that can be in the form of a statement or problematic questions that can be discussed and solved together. In a discussion, there are several elements of conversation from people who meet each other, goals to be achieved, a process of exchanging opinions, information, opinions, and decisions based on consensus taken together. According to Soekartawi, the discussion method is an interaction between students and students, or students and teachers to analyze and explore a certain topic. In the discussion method, the teacher prepares a topic or problem to be discussed before holding a discussion, which later students are given the task of explaining, analyzing and guiding the course of the discussion.

The discussion method itself is actually a learning method in the form of exchanging information, opinions and there are elements of experience regularly to get the same answer about something. At Tribakti Lirboyo Kediri Islamic University, the discussion method is one of the methods that is optimized in various courses. Through this method, students get an open space to express an opinion, without any discrimination from their classmates. They, listening carefully to their friends' opinions, before finally giving their own opinions. Through the discussion method, it is hoped that both students and teachers can achieve the desired learning goals. In addition, Zaini, et al. argued that the discussion method also has a purpose that can help students, such as helping students to learn to think from the perspective of a subject by giving them thinking practice, getting the right feedback on how far a goal is achieved, and developing activeness and motivation for more advanced learning.⁵

Here are some of the indicators that the researcher uses in the class discussion method :

1. Improve creative thinking skills.

In the discussion method, students are given the opportunity to convey ideas based on the problems discussed. Even so, students are required to accompany logical reasons and there

- are postulates or references.
2. Building interpersonal communication for students.
Students are given the opportunity to interact with each other and share experiences according to the problem being discussed, by emphasizing the importance of student participation in the learning process.
 3. Build a more confident character.
In the discussion method, students are given the opportunity to express their opinions in front of their classmates, with the concept of one by one. That way, the character of students who have an introverted spirit can be trained to be more open.
 4. Fostering a spirit of learning in students
The discussion method carried out in the classroom will create a non-monotonous atmosphere, where both students and lecturers together voice their opinions to solve problems. That way, students who were previously seen not participating in the discussion forum will begin to be provoked and participate in discussion activities. Through this, the classroom atmosphere will look more lively so that it can foster a spirit of learning in students.

Strategies for Shaping Student Activity Through Discussion

The implementation of the discussion method in this learning model and strategy course is certainly inseparable from the steps that must be prepared properly, so that in application and results can be in accordance with the goals. As expressed by Hamdayana, the implementation of the discussion can run with Smooth and effective requires preparation, implementation of the discussion and closing which ends by providing a conclusion related to the theme discussed.

In its implementation, the researcher uses several strategies, first, preparation. Before the implementation of discussions in learning, researchers prepare careful and planned preparations before the material is presented in class. As explained by Mulyono, planning before the implementation of the discussion method needs to be planned, so that learning objectives can be achieved optimally. This planning is related to what needs to be implemented, when, by whom, where, and how its implementation needs to be planned as best as possible. This plan can be prepared as best as possible and included in the form of a lesson plan.

This is in accordance with what has been done by lecturers of the learning model and strategy course at Tribakti Lirboyo Kediri Islamic University before learning to prepare learning tools such as lesson plans, and determine the material to be delivered. In this case, the researcher provides material in accordance with the directions that have been given by the lecturer in the class. In addition to providing lesson plans, researchers are asked to provide innovations related to learning systems and learning models in the classroom. Therefore, before entering the classroom, the researcher makes learning components that will be carried out according to the material, such as themes, goals, motivations, materials, and examples. Second, the researcher provides constructive questions and there are elements of 5 W's and 1 H, which are in accordance with the topic of discussion such as examples of honesty. Before starting the discussion, the lecturer first explained the learning flow of the definition of material such as the definition of honesty, the importance of be honest, and how to be honest. Through this learning flow, it is hoped that discussion activities can run well.

Third, the researcher gives the task to students to describe, analyze and find a way out of the topic based on their opinions. Fourth, give time for preparation. Before carrying out the discussion, students are given time to prepare for giving responses. For example, giving a response on how a person can be honest in the midst of problems that require individuals to lie. In this case, the teacher becomes a facilitator in the course of the discussion by providing

direction and explanation to problems that may not be understood by students related to the topic of discussion. Fifth, closing and conclusion. At the end of the learning activity, students are asked to conclude the results of the discussion material. As in Mulyasa's opinion, the activities that must be carried out by lecturers when closing the lesson are as follows: first, draw conclusions about the material that has been studied. Second, ask several questions as a benchmark in the level of achievement of goals and the effectiveness of learning that has been implemented. Third, presenting deepening materials that must be studied, such as books, articles that are in accordance with the subject matter that has been studied.

Sixth, there is an evaluation and reflection of discussions. After giving a conclusion, the teacher provides an evaluation to find out if the learning objectives have been achieved. This reflection is carried out to help improve the quality of discussions in the future. This is in line with the teaching and learning activity procedures contained in the Teaching Assessment Design & Research Instrument (TADRIS) manual.

Conclusion

Based on the description above, related to the implementation of the discussion method in shaping student activity at Tribakti Islamic University, it can be concluded that the discussion at Tribakti Islamic University lirboyo Kediri in class A3 of the Tarbiyah study program has been able to increase student activity by using various strategies, such as preparation by making learning components that will be carried out in accordance with the material, such as themes, goals, motivation, materials, and examples, provide questions containing elements of 5 W's and 1 H, give assignments, give time for preparation, conclusion and conclusion, and provide evaluation and reflection of the discussion. Through these strategies, it is possible to create a pleasant atmosphere, which has a positive impact on the understanding of learning models and strategies. As a suggestion, it is important for the campus to continue to develop discussion methods that are added by providing relevant examples to the material taught, so that students will be more optimal in understanding the material.

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