

Application of Lecture and Group Discussion Methods in Efforts to Increase Students' Understanding of Aqidah and Moral Subjects at MTs Aisyiyah, Binjai City

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Abstract

Learning is a process activity carried out by individuals with the aim of obtaining a change in behavior as a form of experience in their interaction with the environment. This research was carried out with the aim of improving learning outcomes in the subject of moral aqidah at MTs Aisyiyah through direct implementation using lecture and group discussion methods. The subjects in this research were teachers who applied the discussion and lecture learning model. The research method used was qualitative and observational. The data generated from this research comes from teachers of the Aqidah akhlak subject who were interviewed and observations made at MTs Aisyiyah. The data analysis techniques used in this research are data reduction, data presentation, verification and conclusions.

Keywords:
*Discussion Methods;
Lecture; Student;
Aqidah Akhlak.*

Abstrak

Belajar adalah suatu kegiatan berproses yang dilakukan individu dengan tujuan mendapat suatu perubahan tingkah laku sebagai bentuk pengalaman dalam interaksinya dengan lingkungan. Penelitian ini dilakukan dengan tujuan meningkatkan hasil belajar mata pelajaran aqidah akhlak di MTs Aisyiyah melalui penerapan yang di implementasikan langsung dengan metode ceramah dan diskusi kelompok. Subjek dalam penelitian ini adalah guru yang menerapkan model pembelajaran diskusi dan ceramah. Metode penelitian yang dilakukan adalah kualitatif dan observasi. Data yang dihasilkan dari penelitian ini bersumber dari guru mata pelajaran Aqidah akhlak yang diwawancarai dan observasi yang dilakukan di MTs Aisyiyah. Teknik analisis data yang digunakan dalam penelitian ini adalah reduksi data, penyajian data, verifikasi dan simpulan.

Kata Kunci:
*Metode Diskusi;
Ceramah;
Siswa; Aqidah
Akhlak.*

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1. Introduction

Education is essentially a process of interaction between students and their environment. The main target of each teaching and learning activity process is

how the learning objectives can be achieved successfully. And to achieve the intended goals, professional educators or teachers are needed. In other words, the teacher is able to use appropriate strategies, methods or models according to the material being studied.

The main task of education is to create a learning atmosphere that can make students continue and enjoy learning with enthusiasm. A good learning atmosphere will have a good impact on achievement and learning outcomes. In this case, teachers are required to have the skills and abilities to choose appropriate learning methods or strategies. When choosing inappropriate strategies and methods, it will cause boredom for students in carrying out teaching and learning activities (KBM) so that the material presented is not well understood, which makes students apathetic and will later affect learning outcomes (Mawardi Ahmad, 2018).

The aim of learning is to change the positive behavior of students by thinking a lot and solving problems in real life. Apart from that, being psychologically good will appear in behavior, or in other words, having good morals or morals. The most optimal desired learning objective that educators need to pay attention to is the learning approach (Fatakh, 2023).

Teachers hold a very large responsibility and role in the world of education. Therefore, many things will be done in developing learning design as a process that is directed at achieving the many expected educational goals. To achieve the intended goals, teachers must keep up with the times, teachers must be able to see opportunities and possibilities in developing abilities in this increasingly rapid technological era. One of them is by developing strategies and methods in teaching (Aisida, 2019).

For an educator who is directly involved in teaching and learning activities (KBM), if he really wants the goal to be achieved effectively and efficiently, mastering the material alone is not enough. Educators are also required to have skills in choosing the right methods and strategies in conveying the material to be taught so that it is easily accepted by learners or students. All methods can be applied in teaching and learning activities (KBM), including lecture and group discussion methods which have the function of stimulating students to think and dare to express their opinions independently and in groups.

Like other methods, the lecture and group discussion method also has shortcomings and weaknesses, but if student learning outcomes using the lecture and discussion method show better student learning outcomes using this method show improved numbers then inevitably an educator or teacher must apply it in teaching and learning activities in class.

Therefore, effective use of the method can occur if there is a match between the method and all the teaching components that have been programmed in the lesson unit as written preparation. From the explanation above it can be concluded that students are subjects of education, this indicates that most educational success depends on the educational method used in teaching and learning activities (KBM). Therefore, teachers, especially teachers of moral aqidah subjects, are required to have the ability and good mastery in the factors of using learning methods so that teachers can educate their students to be smart in terms of science and technology and morals (Qurrotul Ainiyah).

2. Method

This research uses qualitative research methods which aim to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivations, actions holistically, by means of descriptions in the form of words and language. Research design is all the processes required in planning and implementing research, starting from the preparation stage to preparing the report. The research results used are qualitative descriptive in nature with the aim of understanding, describing or revealing facts found in the field. This analysis aims to systematically determine data, observation notes, interview results. The data analysis techniques used in conducting this research are data reduction, data presentation, verification and conclusions.

3. Results and Discussion

a. Discussion and lecture methods in an effort to increase understanding Students in Aqidah Moral Subjects at MTS Aisiyah.

The application of the discussion method to student independence in learning Aqidah akhlak at MTs Aisiyah has been neatly and well structured. In implementing the discussion method there are several steps or phases, namely as follows. Task assignment phase, task implementation phase and task accountability phase. In this case, educators are required to have the ability to combine several models learning in every teaching and learning activity takes place so that the teaching and learning process does not run stiffly. Therefore, it can be understood that each model or method in teaching has its own weaknesses, including the discussion method, which all depends on the readiness of students and teachers in applying this method.

In this discussion method, researchers found that things that increase learning motivation by using this discussion method are supported by students, because some students prefer to solve learning material that is difficult to solve with their respective groups, and students interact more with students. Another thing, this will get students used to solving a problem, so deliberation is carried out first, but this does not mean that the teacher does not straighten out the answers produced by the students after discussing with other friends, the teacher must also provide and straighten out the answers. which are still not perfect, so that students also receive more perfect and complete learning materials (Aesoh Awaele, 2021). The steps in carrying out the discussion are: 1) The teacher describes the problem that will later be discussed and provides final conclusions from the students' answers; 2) With the teacher's direction, students form discussion groups; 3) Students discuss with their respective groups; 4) Each group provides a report on the results of the discussion, the reported results will be responded to by other groups; 5) Students record the results of the discussion and provide the results of the discussion to the teacher, the teacher will provide an assessment of the results of the discussion (Aunurrahman, 2016).

In contrast to the discussion method, the lecture method places more emphasis on the teacher understanding the content of the material more deeply, so that the learning material presented is not flawed and students will receive the material perfectly. The lecture method is a traditional method and has been around for a long time, which is carried out by teachers by giving explanations and narratives orally or directly to students. This lecture method can be used in

the following conditions: 1) The teacher wants to teach new material. The teacher can provide a general overview of the material with a lecture; 2) There are no learning resources for each student so that students are required to be creative in making important notes from the learning material presented by the teacher; 3) The teacher faces a large number of students, so it is not possible for the teacher to pay attention to individual students; 4) The learning process requires verbal explanation, therefore teachers are required to understand the learning material that will be presented so that there are no defects or stumbles in explaining the material to students.

A lecture method that is not well delivered by the teacher will also affect student learning in a bad way. Poor methods can occur because teachers lack preparation and lack of understanding and mastery of the content of the learning material will be delivered, so that the teacher explains the material unclearly, haltingly, so that it looks less good to the students. The steps that must be taken into account when implementing the lecture method are as follows: 1) Preparation stage, where the teacher creates a conducive learning situation before teaching and learning activities begin. 2) Presentation stage, where the teacher presents the lecture material. 3) Association stage, which gives students the opportunity to connect and compare the lecture material they receive, and move on to the next method, namely group discussion. 4) Generalization stage, namely providing conclusions. 5) Evaluation stage, where the teacher provides assessments in the form of oral and written, assignments, etc. (Ikhwan, 2021).

b. How Teachers Apply Discussion and Lecture Methods in Efforts to Increase Students' Understanding of the Aqidah and Moral Subjects at MTs Aisyiyah

Ridwan Abdullah Sani stated in his work that creative and innovative learning should be carried out by teachers in an effort to produce creative students. The level of success of a teacher in teaching can be seen from the success of his students, so it is said that a great teacher is one who can provide inspiration for his students. The quality of learning is seen from students when teaching and the creativity that students can do after participating in learning. (Ridwan Abdullah Sani, 2013)

According to the author, teachers make several efforts in the subject of aqidaj morals to increase students' understanding, including: 1) Regarding the school environment, teachers must be able to take a middle path, teachers must also be able to explain material clearly without obstacles between understanding one another. ; 2) Regarding distance, teachers are obliged to respond to this by arriving early so that there is no such thing as being late in the teaching and learning process; 3) Regarding teaching in schools and more than two classes, when teacher meetings are held there are substitute teachers who can fill vacancies, so that there are no empty hours.

Meanwhile, the efforts made by Mts Aisyiyah students include the following: 1) Regarding the family environment, students must be able to manage their own time between studying and helping their parents' activities at home; 2) Regarding the environment of friends and society, students must be able to choose good friendships and stay away from friends who encourage them to be bad, and be able to control themselves from society if their environment is not good; 3)

Regarding different absorption and memory abilities, students must often ask the teacher when there are differences to avoid misunderstandings.

c. Supporting and Inhibiting Factors of Internal Discussion and Lecture Methods Efforts to Increase Students' Understanding of Moral Aqeedah Subjects

Learning is an individual's active interaction with the environment, resulting in changes in behavior. Meanwhile, learning is the provision of conditions which results in a learning process in students. The provision of conditions can be carried out with the help of educators or discovered by individuals themselves. The discussion method, especially in the subject of moral aqidah, cannot run completely well and successfully, there are always obstacles, but it also has advantages.

There are several advantages to the discussion method, including: 1) It can provide opportunities for students to use questioning skills and discuss problems; 2) Can encourage students to more intensively conduct investigations regarding a case or problem; 3) Can be a forum for students to further develop leadership talents and teach deliberation skills; 4) Can enable teachers to pay more attention to students as individuals and their learning needs; 5) Students can more actively join in lessons, they are more active in participating and discussing; 5) Providing opportunities for students to train and get used to respecting and respecting their friends' personalities, other people's opinions, and training them to work together to achieve goals.

Meanwhile, the shortcomings of the discussion method are: 1) The discussion method usually only involves students who have the skills and courage to lead and direct their less skilled friends; 2) This method sometimes requires different seating arrangements; 3) The success of discussions in student groups depends on students leading their groups or working alone. (Kurniawan, 2019).

On the other hand, the lecture method has advantages and disadvantages. There are several reasons why the lecture method is still widely used today, the advantages include: 1) Lectures are a cheap and easy method to apply. The meaning of the word cheap is that the process of giving lectures does not require sophisticated and complete learning facilities. Meanwhile, easy means that the lecture relies on the teacher's voice, does not require complicated preparation; 2) Lectures that present extensive material. Which means that a lot of subject matter can be summarized or just explained the main points by the teacher in a short time; 3) Lectures can provide the main material that needs to be presented. This means that teachers can choose important parts of the learning material that suit their needs and the goals they want to achieve; 4) Through the lecture method, the teacher can control the class situation, therefore the class is the responsibility of the teacher who gives the lecture; 5) Lectures do not require diverse class settings, or do not require complicated equipment or facilities. As long as students can listen to the teacher lecture in an orderly manner, then the lecture method has been implemented. (Ambarsari, 2021)

Apart from several advantages, the lecture method also has several disadvantages, including: 1) Lack of opportunities for discussion and solving a problem and the limited ability of students to develop courage in expressing

opinions; 2) The process of understanding the material is not carried out well because it relies on one direction; 3) Not providing enough space for students to develop creativity; 4) Teachers who lack creativity will create monotonous classroom conditions; 5) The lack of teachers in delivering lectures well will create boredom in the class, and can interfere with students' absorption of the material; 6) It is very difficult to detect the extent of students' level of understanding; 7) Students will very easily forget what the teacher has said; 8) Does not stimulate students to read. (Wirabumi, 2020)

It has more disadvantages than advantages, in fact there are still many teachers who apply the lecture method for various reasons. There are those who argue that it is not complicated, there are even those who argue that the school does not have good facilities or in other words the school is in the inadequate category.

4. Conclusion

Implementation of the Discussion and Lecture Method in an Effort to Increase Students' Understanding of the Aqidah Akhlak Subject at Mts Aisyiyah Binjai City: 1) The teacher describes the problem that will later be discussed and provides final conclusions from the students' answers; 2) With the teacher's direction, students form discussion groups; 3) Students discuss with their respective groups; 4) Each group provides a report on the results of the discussion, the reported results will be responded to by other groups; 5) Students record the results of the discussion and provide the results of the discussion to the teacher, the teacher will provide an assessment of the results of the discussion.

The discussion and lecture method can actually be used by the teacher in implementing teaching and learning activities, when the teacher explains the material using the lecture method, students can hear well, but when there are other students who do not hear, then the next method that will be used is to form a discussion group between students in class to discuss, so that students who don't understand can be informed by students who already understand and of course can learn and get students used to always deliberating when dealing with a problem.

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