INFLUENCE OF THINKING ABILITY ABOUT DISCUSSION METHOD FOR STUDENT LEARNING ACHIEVEMENT IN PAI LESSON IN SMP NEGERI 18 SURABAYA

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Abstract

Formulation of the problem of this research the researcher described as follows; 1. How is the application of learning strategies to improve the ability to think with the method of discussion in SMP Negeri 18 Surabaya ?; 2. How are student achievement in PAI subjects at SMP Negeri 18 Surabaya ?; 3. How does the effect of the application of learning strategies to increase the ability to think with the method of discussion on student achievement in the PAI (Islamic Religious Education)lesson at SMP Negeri 18 Surabaya? This research approach was a quantitative approach, the research population was all 7th grade students of SMPN 18 Surabaya, and the sample was 15% of the population, namely 45 students; Methods: observation, interview, documentation, and questionnaire, while analyzing the data using the statistical formula. "Product Moment" This formula showed a correlation between variable x, namely increased thinking ability with the method of discussion, and variable y, namely student achievement in PAI lesson. Research findings in this thesis were concluded. 1. The implementation of the learning strategy model for improving the ability to think with the discussion method at SMPN 18 Surabaya was quite good. Proven based on the results of the analysis through 85% percentage and the value were consulted with criteria determined by Suharsimi Arikunto between 76% - 100% which meant good. 2. Student achievement in the PAI lesson at SMPN 18 Surabaya was classified as Good. Based on the analysis of the percentage of 89.5% and the value were consulted with criteria determined by Suharsim Arikunto between 76% - 100% meant Good. 3. The effect of increasing the ability to think with the method of discussion on student achievement in Islamic religious education material there was a significant positive correlation, this was evidenced by the value of rxy or r0 that is 0.7841, then the value was consulted with an interpretation table that is between 0.70 - 0.90, which was classified as strong or high. So it can be concluded that learning to increase the ability to think with the discussion method was carried out well it improved student achievement in PAI lesson for students in SMP Negeri 18 Surabaya

Keywords: Method, Achievement, and Influence

A. INTRODUCTION

Students who register at SMP Negeri 18 Surabaya in the northern region or the Kenjeran Surabaya-AL complex from various educational origins, some from Public or Private Primary Schools. Some of them even comes from Islamic elementary schools, namely Muhammadiyah elementary schools, Ma'rif and Al-Muttaqien elementary schools.[1] There are students who come from out of town who join the list and go to school at SMP Negeri 18 Surabaya.

When viewed from the economic factors of both parents, their income is sufficient to meet their daily needs, the majority of middle and lower economic majority, from the data that entered SMP Negeri 18 Surabaya a number of 305 students, who entered through the citizen partner pathway as many as 186 students and the rest were economic students the moderate and the capable.[2] From various groups who came to register at SMP Negeri 18 Surabaya, the zones or regions of their religion of Islam varied and had different levels of intelligence. With the existence of various Islamic religions and different levels of intelligence make it difficult to think, study, learn, especially students read books, and take other sources from the library and the internet.

Moreover it is very slow to improve thinking skills in learning, because students learn to want to listen or want to learn stories from the teacher and only teachers who are active in learning. Furthermore, many students in learning do not want to concentrate themselves in learning, enjoy playing, joking and lazy to learn and even go to class to arrange classes first, in arranging classes take 5 to 10 minutes, so the class is conducive to learning. The conditions and situations of this learning occur in all learning, especially in the subjects of Islamic religious education.

By seeing the situations and conditions

in teacher-centered learning it means that the teacher is actively explaining, explaining, guiding, educating towards the goals achieved. While the situation and condition of students learning is not active, it means that students are passive in learning, do not want to study, study knowledge from existing sources, both through circulation and the internet.

From the problems faced by students who are very slow in improving their thinking abilities, the researcher try to find and solve problems faced by students who are passive in learning. So the researcher, ponders, studies, examines what methods students can be able to learn conducive and not passive and increases the ability to think actively speaking. Then female students by researcher changed in learning by discussion method.[1]

Those who register to enter SMP Negeri 18 Surabaya from various zones and regions make various Islamic religions think intelligence so that they are interesting for researchers to become a research Especially in this research why students are asked to improve thinking skills very slowly, for that researcher find solved the problems with the method of discussion. By learning two or more people who come face to face and looking for ideas to convey, exchange opinions so that learning objectives are achieved.

In line with efforts to educate the nation's life as mandated in the 1945 Constitution continues to be improved. These efforts are carried out by the Government ranging from basic education to higher education with the aim of aligning the attainment of the goals of National education, namely: improving the quality of Indonesian people, meaning humans who have faith and are devoted to God Almighty, virtuous , noble character, personality, independent,

1 Wawancara Penulis dengan Ibu Emilia Dina Muqofa Guru PAI SMP Negeri Surabaya, pada tanggal 4 Juni 2017.

resilient , advanced, intelligent, creative, skilled disciplined, work ethic, responsible, and productive asas wellphysically and mentally healthy (GBHN, 1993)[4] , while national education aims to educate the life of the nation and develop Indonesian people wholly namely, human beings who believe and devoted to God Almighty and virtuous as well as skills, and health physical and spiritual,personality   a steady and independentand sense of community and national responsibility (Law No. 2 of 1989 article 4).[5] Community participation in determining the Minister's policies regarding the national education system is implemented, through a national deliberative body consisting of community leaders and who submit suggestions, advice and ideas otheras material for consideration. (Law No. 2/1989 article 48).[2]

Education is something that we cannot avoid from the life of education that can be obtained by all people in their lives, both formal and non-formal education. In this day and age there are many people who do not receive formal education to get what is appropriate in the existing education system in Indonesia. Efforts to succeed or not religious education, especially Islam in public schools one of which is because teachers have a very important role in the development and progress of students.

In order for learning to take place effectively, the teacher must be able to realize the learning process in a conducive atmosphere. Tohirin put forward the characteristics of effective or conducive learning, among others: "Student-centered, educational interactions between teachers and students, democratic atmosphere, variations in teaching methods, professional teachers, appropriate and useful materials, conducive environment, and supporting learning facilities. "[3]

Therefore, to achieve the expected learning the teacher must be clever in choosing the right educational method and in accordance with the needs of students so that students feel happy in the teaching and learning process taking place.

The method is very important in learning, Islamic religious education, there are several methods of learning according to Muhaimin, namely: 1. Method of Remembrance 2. Discussion Method 3. Lecturing Method 4. Question and Answer Method 5. Recitation Method 6. Demonstration7. Method Debate..[4]

Discussion is a scientific conversation that contains the exchange of opinions, the emergence of ideas and opinion testing conducted by several people who are members of a group to search for truth. The discussion method is an activity of exchanging information, opinions, and elements of experience on a regular basis. The goal is to get a clearer and more thorough understanding of something together. In addition, to prepare and complete joint decisions. Therefore, discussion is different from debate which is nothing more than a war of words, where people collide with argumentation, understanding, and the ability of persuasion to win their own understanding. Discussion is also different from lecture. Discussion does not only involve teacher direction. Therefore, the discussion contains democratic values by giving all students to express and develop their ideas. The discussion method is a way of presenting lessons, where students are faced with a problem, which can be a statement or question that is problematic to be discussed and solved together. [9] To achieve the learning expected by teachers and students, the method taken in research is the discussion method. Is there an effect of increasing the ability to think

2   Ibid., 11.
3   Tohirin. *Psikologi Pembelajaran Pendidikan Agama Islam* (Jakarta: Rajagrafindo Persada,

2006), 177-180.
4   Muhaimin, *Paradigma Pendidikan Islam* (Bandung : PT Remaja Rosdakarya, 2009), 138.

with the method of discussion on student achievement in PAI lesson in SMP Negeri 18 Surabaya.

B. RESEARCH METHOD

The research used quantitative research that basically used deductive-inductive approach, which took from a theory or idea or any expert understanding research based experience. Then developed into problems and solutions proposed to obtain the truth in the form of empirical data support. Judging from its nature, this type of research is correlational research. Therefore the research aimed to determine the relationship of variables. There are two variables that appear in this study, namely:

1. Independent variable (X)

In this study the independent variable is the effect of increasing the ability to think by the method of discussion

2. Dependent variable (Y)

This dependent variable is a variable based on the independent variable. In this case the dependent variable is student achievement in Islamic religious education (PAI) lesson.

1. Population and sample

The population is the whole subject which is the object of research.[10] Thus the population is all students of Class VII of SMP Negeri 18 Surabaya, totaling 305 students. While the intended sample is part or representative of the population studied. [11] In this research, to determine the size of the sample, the researcher was guided by the opinion of Suharsimi Arikunto, that is, for mere annealing , if the subject is less than 100, then all is better taken. Meanwhile, if the subject is more than 100, then it can be taken between 10% or 15% or 20% to 25% or more.[5]

Based on the guidelines above, considering and calculating the existence of research both in terms of time, energy, and with respect to the number of students who were not small and to maintain the validity of the data obtained, the reearch took a sample of 15% of the population.[13]So class 7 population was 305, sample was 15% and total was 45 samples.

2. Data Collection Technique

In order to obtain research data, researcher used data collection techniques using 4 methods, namely observation, questionnaire, interview and documentation. For more details the techniques that researcher do in data collection techniques are as follows:

a. Observation

Observation is interpreted as an observation and recording systematically of the symptoms that appear on the object of research.[14] Meanwhile, according to Winarno Surahmad, observation is a data collection technique where the researcher makes direct observations (without tools) of the symptoms of the subjects being studied.[6]

So this method of observation is done by direct observation in the field. This observation was carried out to obtain data about the activities of the learning process and the application of the effect of increasing the ability to think with the method of discussion on student achievement. The questionnaire used has prepared alternative answers and is intended for students in class VII B.

b. Questionnaire

Questionnaire is an efficient data collection technique that contains a list of questions or statements made based on indicators of the variables studied and given to respondents.[16]Through this

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5 Suharsimi Arikunto, *Pengantar Penelitian Suatu Pendekatan Praktek* (Jakarta : Rineka cipta,

1998), 115.

6 Winarno Surahmad, *Penelitian Ilmiah* (Bandung : Tarsinto, 1994), 162.

questionnaire that the researcher wants to obtain data from students of class VII B about the effect of increasing the ability to think with the method of discussion on student achievement. The questionnaire used has prepared alternative answers and is intended for class VIIB students

c. Interview

Lexi J. Moleong gives a view of the interview is a conversation with a specific purpose. This conversation is carried out by 2 parties, namely the interviewer who asks questions and the interviewer (interviewed) who provides answers to questions.[7] In addition, it can also be used by researcher to obtain in-depth research results when the number of respondents is small.[8] In addition, it can also be used by researcher to obtain in-depth research results when the number of respondents is small.

d. Document

Documentation collection technique data is by searching the documents either in writing, or pictures or other aspects that are research variables.[19]This technique is used to collect data information about the effect of increasing the ability to think with the method of discussion on learning achievement in Islamic education subjects. such as organizational structure, list of work programs, number of library visitors, and others relevant to research.

Data Collection Instruments

Arikunto (2006: 160) research instruments are tools used by researcher in collecting data so that work is easier and the results are better. The tools used by researchersas data collection tools are tests and observation sheets.

a. Test Question

A test is a series of questions or exercises used to measure skills, knowledge and intelligence, abilities or talents possessed by individuals or groups. The test is used to measure the improvement of thinking skills with the method of discussion of student learning achievement well. Test questions are given to each student after students have done the learning process. The test questions to be used are 10 multiple choice test questions.

b. Observation Sheet

Observation Sheet is an important way to get certain information about people, because what people say is not necessarily the same as what is done.[9]

Observation sheet is used to find out the Improvement of thinking skills with the method of discussion of student learning achievement. The observation was carried out by researcher to observe student activities without disrupting individual student activities. Observation sheet contains a list of types of activities observed, in the process of observation the observer only needs to mark ($\sqrt{}$) in the available value column. In this study using one observation sheet that is the value of student observation. Student observation sheets are used to use observations Increased thinking ability with discussion methods Learning achievement. Student Observation Sheet in Class

Subject   : Islamic Religious Education

Class   : VII B

Material : Increased Thinking Ability with Discussion Methods for Learning Achievement

Table 3.1

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7 Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung : Remaja Rosdakarya, 2007), 184.
8 Rukaesih dan Ucu Cahyana, *Metode Penelitian Pendidikan* (Jakarta: PT RajaGrafindo Persada, 2015), 153

9 Sugiyono, *Metode Penelitian Kuantitatif, Kuliatatif, dan Kombinasi : Mixed Methods*, 197.

This instrument used during PAI learning takes place to give students a score

NO	Answer	Score
1	Very Good	4
2	Good	3
3	Enough	2
4	Less	1

1. Data Analysis Technique

Data analysis is a very important step in research, because the results of the data can be used to answer the problem formulation that has been tested by researchers. Analysis of data about learning strategies for increasing the ability to think and learning achievement of Islamic education in SMP Negeri 18 Surabaya, using quantitative descriptive methods, with the following percentage formula:

P : x 100%

$$\frac{f}{N}$$ Information

f   :   Frequency   being   sought percentage

N   :   Number of cases

P   :   Percentage figures[10]

To find out the good and bad learning strategies for increasing the ability to think with discussion methods and student achievement in Islamic Religious Education subjects at SMP Negeri 18 Surabaya, researchers used the criteria submitted by Suharsimi Arikunto that:

1. Good (76% - 100%)

2. Enough (56% - 75%)

3. Lack of Good (40% - 55%)

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10   Anas Sudiono, *Pengantar Statistik Pendidikan* (Jakarta : Raja Grafindo Persada, 2002), 40-41.

4. Fewer (40%)[11]

Meanwhile, to give a value to the questionnaire data that researchers did about learning strategies to improve thinking skills with the method of discussion and student achievement in Islamic Religious Education subjects at SMP Negeri 18 Surabaya, researchers made the following provisions:

1. For the answer "a" was given a value 3

2. For answer "b" given a value of 2

3. For answer "c" given a value of 1

The technique used in analyzing data in this resarch is a quantitative data analysis technique, which is a data analysis technique in the form of numbers. In this study, researcher used a simple statistical data analysis in the form of a percentage and product moment analysis. To answer the problem, fly leads to the problem formulation above, the researcher used the product moment correlation technique with the formula:

$$rxy = \frac{N \sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N \sum x2 - \left(\sum x\right)^2\right\}\left\{N \sum y^2 \left(\sum y\right)^2\right\}}}$$

rxy   = number of correlation index "r" product moment

N   = number of respondents

$\sum xy$ = number of multiplication results between score x and score y

$\sum x$ = the sum of all scores x

$\sum y$ = sum of all scores y

From the formula above, the correlation value (robtainedxy) isand then the value of "r" will be consulted with the value of "r" in the product moment table so that it can be known whether or not the hypothesis

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11 Arikkunto, *Prosedur*, 245.

proposed earlier.

To find out the level of influence obtained, then the value of rxy can be interpreted simply to the correlation index number "r" Product Moment (rxy), using the guidelines or ancer-dilute as follows:[12]

Tabel   3.2

Interpretasi "r" Product Moment

The Amount of "r" Product Moment (rxy)	Interpretation
0,00 - 0,20	Between variable x and variable y there is a correlation but the correlation is very weak or very low so that the correlation is ignored (it is assumed there is no correlation between the variable x and the variable y)
0.20 - 0.40	Between variable x and variable y there is a weak or low correlation
0.40 - 0.70	Between variable x and variable y there is a moderate or sufficient correlation of
0.70 - 0.90	Between variable x andy there is a strong or high correlation of
0.90 - 1.00	Between the variable x and the y variable there is a very strong or very high correlation

C. RESEARCH RESULT

The researcher in obtaining data about the effect of increasing the ability to think with the method of discussion on student achievement in the PAI subjects at SMP Negeri 18 Surabaya, the researcher used observations, interviews, and questionnaires.

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12 Sudiono, *Pengantar*, 193.

Based on research by the researcher that the learning model of increasing the ability to think with this discussion method is applied in SMP Negeri 18 Surabaya. The learning model of increasing the ability to think with the discussion method is intended to train students' thinking skills. This research model emphasizes more on how students learn to think critically and creatively in every incident that occurs in the surrounding environment both at school (the learning process) and when in the community (home).

However, the learning model of increasing the ability to think with the discussion method is intended to train students' thinking abilities less than the maximum in its application because the teachers at SMP Negeri 18 Surabaya do not all apply this learning model. This is evident that some teachers in the process of delivering subject matter are only monotonous using lecture strategies and taking notes only and the teacher, so students often seem to feel bored and fed up and finally they do not concentrate on the subject matter being delivered.

As the purpose of this study is to determine the application of learning strategies to increase thinking ability with the method of discussion, learning achievement, and prove the magnitude of the influence of learning strategies to increase the ability to think with discussion methods on student achievement, the authors analyze the data and then transformed with the criteria stated by Suharimi Arikunto as follows:

a. Good (76% - 100%)

b. Sufficient (56% - 75%)

c. Poor (40% - 55%)

d. Less (40%)

1. Analysis of data about the application of learning to improve thinking skills with the method of discussion, to answer the first problem formulation, the authors

use the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{Jumlah\ prosentase\ frekuensi\ nilai\ skor\ a\,(3)}{Jumlah\ item\ prosentase}$$

$$P = \frac{85+95+90+95+87,5+90+90+85+90+84}{10}$$

$$P = \frac{850}{10}$$

$$P = 85$$

Based on the standards set by the researcher, the value of 85 is classified as good because it is between 76% -100%. Thus it can be seen that the implementation of learning strategies to increase the ability to think through discussion methods, at SMP Negeri 18 Surabaya is quite good.

2. Analysis of data about student achievement to answer the second problem formulation, the authors also use the percentage formula as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{Jumlah\ prosentase\ frekuensi\ nilai\ skor\ a\,(3)}{Jumlah\ item\ prosentase}$$

$$P = \frac{87,5+85+90+90+90,+90+95+90+95+83}{10}$$

$$P = \frac{895}{10}$$

$$P = 89,5$$

Based on the standards set by the author, the value of 89.5 is classified as good because it is between 76% -100%. Thus it can be seen that student achievement in SMP Negeri 18 Surabaya is quite good.

E. DISCUSSION

a. Analysis of data about learning to improve thinking ability and learning achievement of Islamic education in SMP Negeri 18 Surabaya, using quantitative descriptive methods, with the following percentage formula:

$$P : \frac{f}{N} \times 100\%$$

Information

f : Percentage of frequency that is being sought

N : Number of cases

P : Percentage figures

To find out the good and bad learning strategies to improve the ability of thinking and learning achievement of Islamic education in SMP Negeri 18 Surabaya, researchers used the criteria submitted by Suharsimi Arikunto that:

1. Good (76% - 100%)

2. Fairly Good (56% - 75%)

3. (40% - 55%) Poor

1. 4. Poor (40%).

Meanwhile, to give a value to the questionnaire data that researcher did about learning strategies to increase the ability to think with the method of discussion and learning achievement of Islamic religious education in SMP Negeri 18 Surabaya, the researcher made the following provisions:

1. For answer "a" given a value of 3

2. For the answer "b" given a value of 2

3. For the answer "c" given a value of 1

The technique used in analyzing data in this study is a quantitative data analysis technique, which is a data analysis technique in the form of numbers. In this

study, researchers used a simple statistical data analysis in the form of a percentage and product moment analysis. To answer the above problem, the writer uses the product moment correlation technique with the formula:

$$rxy = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N\sum x2 - \left(\sum x\right)^2\right\}\left\{N\sum y^2 \left(\sum y\right)^2\right\}}}$$

rxy = correlation index number "r" product moment

N = number of respondents

$\sum xy$ = number of multiplication results between score x and score y

$\sum x$ = sum of all x scores

$\sum y$ = sum of all scores of y

From the formula above, the correlation value (robtainedxy) isthen the value of "r" can be consulted with the value of "r" in the product moment table so that it can be known whether or not the hypothesis proposed earlier is accepted. To determine the level of influence obtained, then the value of rxy can be interpreted simply to the index number "r"correlation Product Moment(rxy), using guidelines or threats:

1). After all the scores have been analyzed, the next step is to enter the formula. The calculation is as follows:

N = 45

$\sum$x = 1278

$\sum$y = 1294

$\sum$x2 = 36246

$\sum$y2 = 37060

$\sum$xy = 36796

$$rxy = \frac{N\sum xy - \left(\sum x\right)\left(\sum y\right)}{\sqrt{\left\{N\sum x2 - \left(\sum x\right)^2\right\}\left\{N\sum y^2 \left(\sum y\right)^2\right\}}}$$

$$rxy = \frac{45 \, x \, 36796 - (1278) - (1294)}{\sqrt{\left(45 \, x \, 36348 - (1278)^2\right)\left(45 \, x \, 37276 - (1294)^2\right)}}$$

$$rxy = \frac{1655820 - 1653732}{\sqrt{(1635660 - 1633248)(1677420 - 1674436)}}$$

$$rxy = \frac{2088}{\sqrt{2376 \, x \, 2984}}$$

$$rxy = \frac{2088}{\sqrt{7089984}}$$

$$rxy = \frac{2088}{2662,70238}$$

rxy = 0,784165

2) Provide interpretation of the calculation results from the product moment formula above and draw conclusions.

After knowing r count, the next step is to consult the "r" product moment by observing respondents with a significance level of 5% and 1% by first looking for the degree of freedom (db) *or degrees of freedom* (df) with the formula:

df = N - nr

Information

Df = degrees of freedom

N = Number of cases

Nr = number of variables to be corrected

then obtained :

df = N - nr

df = 45 - 2

df = 43

By knowing the results of rxy = 0.7841, the next step is to consult with the "r" product moment table (as attached) with df = 43, therefore a df of 43 is used. With db / df of 43, the r table price is obtained at

significance level of 5% = 0.301. While at the 1% significance level, the price of r table = 0.384 is obtained

From this it can be seen that the value of rxy is greater than the significance level of 5% and 1%. So it can be said that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Accepted the intent is that the significance level of 5% and 1%, a significant difference between the learning model increased ability to think with the method of discussion to achieve the goal in learning for student at PAI material in the learning process in SMPN 18 Surabaya

As for knowing the effect of increasing the ability to think with the method of discussion on student achievement in SMP Negeri 18 Surabaya, then the results of the calculation rxy = 0.7841 consulted in the table, it appears on the "r" which is between 0.70-0.90 which meant that there was an effect of increasing the ability to think of the discussion method on student achievement in SMP Negeri 18 Surabaya and there was a strong or high correlation.

F. CONCLUSION

Ended from the formulation of the problem, the theoretical basis, data presentation, and data analysis, the following conclusions can be drawn

1. That the implementation of the Learning Ability Improvement Learning model with the discussion method in Surabaya 18 Junior High School is quite good. This was proven based on the results of the analysis through the percentage obtained by 85% and the value if consulted with established criteria. by Suharsimi Arikunto ranging from 76% -100% which meant good.

2. That student achievement in the material of Islamic Religious Education in SMP Negeri 18 Surabaya was quite good. This was based on analysis through

the percentage obtained 89.5% and the value if consulted with the criteria set by Suharsimi Arikunto ranged from 76% -100% which means good.

3. That the effect of Learning Improvement of Thinking Ability with the method of discussion on student achievement on Islamic Religious Education material there was a significant positive correlation, this is evidenced by the value of r r0 which was 0.7841, then if the value was consulted with the interpretation table was between 0.70 to 0.90 which was classified in the category of strong or high. So it can be concluded that if the learning to increase the ability to think was carried out well it can improve student achievement in Islamic Religious Education lesson for students in SMP Negeri 18 Surabaya.

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