

Implementation of the Group Discussion Method in Learning Aqidah Akhlak at Madrasah Tsanawiyah Alkhairaat Buluri, Kecamatan Ulujadi

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ABSTRACT

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The purpose of this research was to find out about the application of the group discussion method which has been used as an alternative method of the lecture method and how students respond to the discussion method. The approach used in this research is a qualitative approach with a descriptive research design. Data collection techniques through observation, interviews, and documentation. Analyzed by reducing data, presenting data, and verifying data. In order for the data obtained to have validity and credibility, data management and data analysis techniques were carried out. As an implication of library research with a focus on field research. Therefore, in analyzing the literature, inductive, deductive and comparative analysis methods are used.

1. Introduction

Education essentially takes place in a process. The process is a transformation of the values of knowledge, technology and skills. Recipients of the process are children or students who are growing and developing towards self-maturity, personality and mastery of knowledge. In addition, education is a cultural process to increase human dignity which is obtained through a long process and lasts throughout life. Education is also a system and a way to improve the quality of human life in all aspects of human life.

In the history of mankind, there is hardly a group of people who do not use education as a means of acculturation and quality improvement, even in primitive societies. Because education is a conscious effort that is need to prepare human children to support their roles and responsibilities in the future.

In this case, education is of course determined by the teacher's ability to convey and transform knowledge properly and is absolutely non-negotiable. Because it's can affect process teaching and learning of students.

2. Literature Review

Aqidah is a bond of inner rope in the form of a promise of a person who believes in Allah SWT. To disobeyed all the commands and the forbidden. Holding fast to the Aqidah can make the Heart calm and clean from worries in life. Aqidah comes from the word aqada . According to the language, the word has the meaning of binding two strands of rope in one

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knot so that the two ropes can be connected thus belief according to the language means bond. While According to the own terms, Aqidah are some matters that must be approved by the heart that bring peace of mind, become confidence and not mixed with the slightest doubt.

Akhlak is the plural form of the word Khuluk , in Arabic it has the root of the word " Khaliq" (Creator) which is God and "Creature" (The created) in addition to referring to the concept of creation of the universe as well as a Creature that refers to the concept of creation or human events. Morality is a social and psychological control tool for individuals and society. Without morals, humans will be with a group of animals that do not have values in their lives. Prophet Muhammad SAW. is a moral source that all Muslims want to emulate. As he said: " I was sent to perfect noble morals" (HR Ibnu Hibbah). Meanwhile, according to Said Agil Husen facing the phenomenon of moral crisis, the world of education is facing severe tests as well as challenges because education is the most important factor in preparing quality and moral human resources. Educational thinkers call for intellectual intelligence to be followed by moral intelligence.

3. Methodology

Methodology is the sciences /methods used to obtain the truth using searches in a certain way to find the truth, depending on the reality being research. The methodology is composed of structured ways to acquire knowledge. Research methodology can be done in two ways, namely qualitative methods and quantitative methods. Methodology comes from the Greek "Metodos" and "Logos". Method means the goal through which to achieve the goal. Logos means knowledge. Science consists of four principles; 1) Order (order), 2) Cause (determinism), 3) Simplicity (Parsimony), 4) Observable experience (empirical). This research is a type of qualitative descriptive research, namely a type of research that only describes various conditions, situations or various variables. The use of this type of qualitative research is intended, because it is supported by field data which is considered sufficient in describing and analyzing research results.

3.1 Research sites

This research was conducted at Madrasah Tsanawiyah Alkhairaat Buluri, Kecamatan Ulujadi, Palu.

3.2 Research Variables

The variables are attributes or research objects that have various relationships with other objects. The variables in this research are the method of group discussion and Aqidah Akhlak Learning.

3.3 Operational Definitions

With the group discussion method, it can encourage students to dialogue and exchange opinions regarding the subject of Aqidah akhlak.

3.4 Data Collection Techniques

This research used three data collection techniques, namely:

3.4.1. Observation

Observation is a data collection technique, where the researchers make direct observations of research objects to see the activities carried out (Ridwan, 2004: 104).

3.4.2 Interview

Interview is a method of collecting data by interviewing several informants. In this research, the instrument used in the interviews was writing instruments for interview transcripts and interview guidelines were arranged in an unstructured manner.

3.4.3 Documentation Techniques

Documentation technique is a data collection method that examines important documents that support the completeness of data such as recording the situation at Madrasah Tsanawiyah Alkhairat Buluri. As stated in the monograph board of the head office of Madrasah Tsanawiyah Alkhairaat Buluri, the instrument used in the documentation is a writing instrument.

4. Results and Discussion

In this section, it is conveyed about the results of the application of the group discussion method carried out by the teacher of Aqidah Akhlak there were several teachers who were asked for information about the results they got in applying the

group discussion method. Of the several teachers who were asked whether they had ever taught Aqidah Akhlak learning materials using the group discussion method, they answered 'yes'. There were even teachers who said 'often'. Then, when asked for comments from the teacher about the implementation of learning using the group discussion method, some of the teachers answered as stated by Mrs. Rosmawati that:

"As a teacher, I am happy to see students enthusiastic in learning , even little by little students dare to express opinions to their friends which they think are true. As a teacher, I still respect the right and wrong opinions expressed by my students.

It was different with Nelly's mother who gave her response that 'as a teacher I feel happy to see each student put out their argument, even students who were previously known to be quiet are starting to have the courage to argue loudly and firmly. But when asked how the condition of the room was when there were students who asked questions, Mrs. Nelly answered that:

"Other students give their questions about the material, there are also other students who discuss trying to answer questions with their group mates.

Meanwhile, according to Aisyah's mother herself: "This group discussion method is actually good, but in each method it must have its strengths and weaknesses, as well as the discussion method."

Meanwhile, students who were asked whether they had ever been taught aqidah morals learning material using the group discussion method all answered 'yes'. Then when asked for their comments about the implementation of learning using the group discussion method, some of them answered as stated by Yulisa Class VII A That:

"We are happy to be able to discuss with other friends , because we learn to have the courage to express our opinions on material, and can also listen to what other friends think, whether there are those who are the same as me or those who are different from my response.

Meanwhile, according to Moh Fatir himself that:

"This group discussion is actually good, but in one group itself there are those who are indifferent to the material and just play around, this make the discussion chaotic. However, even so I can learn to be brave enough to express my own opinion.

The discussion method is one of the learning methods so that students can share their knowledge, views, and skills. The purpose of group discussions is to explore different opinions or views and to identify various possibilities. The use of group discussion methods in learning allows the involvement of students in a wider interaction process. The interaction process goes through verbal communication.

Thus, the discussion method should be maintained to be varied in the learning process in all subjects, especially in the Aqidah Akhlak subject.

Learners have differences from one another . Learners differ in terms of interests, abilities, pleasures, experiences, talents and ways of learning. Therefore, learning activities, class organization, learning materials and methods of assessment need to vary according to the characteristics of students. This means that the teaching and learning process needs to determine students as learning subjects. The teaching and learning process needs to encourage students to develop their talents and potential optimally.

Students are creatures of Allah SWT who have physical and spiritual nature that have not reached the level of maturity in terms of shape, size or consideration of other parts. From a spiritual perspective, he has talent, has dynamic wills, feelings and thoughts, and needs to be developed. Through the paradigm above, it explains that students are educational subjects who need guidance on this potential in the educational process so that efficiency in the implementation of learning can be realized.

5. Conclusion

By looking at the problems and the description of the discussion that has been described previously, the answers to these problems can be answered as follows:

a. All subjects taught at Madrasah Tsanawiyah Alkhairaat Buluri in some of the presentations used the discussion method, especially also on the material of the Aqidah Akhlak. The discussion method is used as a variation of the method commonly used by subject teachers, so that students do not feel bored following the end of the delivery of the material, and so that the teacher also does not just watch using the lecture method dominantly, even the only method used, without any variations. by

another method. This must be done because there is no one hundred percent perfect method that can be applied without the slightest flaws.

b. That the learning outcomes of students using the group discussion method, especially the Aqidah Akhlak subject, are very positive, this makes the teacher more enthusiastic about teaching, because with this discussion method students are considered to be able to be active and even dynamic during class hours. Another positive thing is when students feel the benefits when students express their opinions with confidence, as a teacher, of course, they are more open in terms of accepting opinions from their students. when the teacher gets comments both the same and different from their students. So the teacher must still appreciate it and provide motivation to the students to be more active. So that students with this discussion method can learn to hone their courage as well as be tolerant of the diversity of opinions among them.

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