
THE ANALYSIS OF ONLINE DISCUSSION IN IMPROVING STUDENTS' LEARNING MOTIVATION IN ISLAMIC RELIGIOUS EDUCATION

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ABSTRACT

KEYWORDS

Online Discussion, Students' Learning Motivation, Learning Outcome, Islamic Religious Education

ARTICLE INFO

Accepted :
March, 30th 2022
Revised :
April, 7th 2022
Approved:
April, 10th 2022

This study is motivated by students' low learning motivation in Islamic religious education subjects, which has a significant impact on student learning outcomes, resulting in lower learning achievement in Islamic religious education. Furthermore, the COVID-19 outbreak is presently occurring, requiring at-home education. This exacerbates students' lack of enthusiasm to learn, particularly in Islamic religious education subjects. As a result, an effective approach for increasing students' learning motivation is required, one of which is the employment of the discussion method. The goal of this study was to identify the impact of online discussion in increasing students' learning motivation in Islamic religious education subjects, as well as the elements that hampered and aided its implementation. The methods of observation, interviews, and documentation were utilized in the research, which fits under the category of qualitative research. The research method used was descriptive qualitative research. The study's findings revealed that using online discussions increased students' learning motivation. As for the author's conclusion that using online discussions in Islamic religious education learning can increase students' learning motivation, this can be seen from the results of observations made during discussion activities, where students were very enthusiastic when the discussion took place, and students' learning motivation in every other subject.

INTRODUCTION

Education is the most critical component for humanity's survival in processing the world and its contents ([Ball, 2021](#)). Because Allah SWT has bestowed and mandated the universe as khaliq to men as creatures with the advantage of giving it the potential of reason, humans are accustomed to managing and utilizing everything in it in the form of prospective reason ([Khalid, 2022](#)). Education is one of the most basic human requirements, and it cannot be isolated from human life because education refers to any behavior that is realized and results in change ([Biesta, 2015](#); [Pyzdek & Keller, 2014](#); [Spring, 2014](#)). If this mortal life is to be fulfilled, it must require knowledge. The world of education is becoming more innovative, vibrant, and diverse in this century ([Alimisis, 2013](#); [Malik, 2018](#)). Science and technology, as well as the globalization trend, are unstoppable since their development is so rapid that it has an impact on human life ([Orben, 2020](#); [Stearns, 2020](#); [Stromquist & Monkman, 2014](#); [Zulkarnain et al., 2020](#)).

Science advances on a regular basis. The advancement of this science aids in the development of new technologies that reflect the advancement of the times. The created technology has now progressed to the digital level. Every field, including education, has begun to employ technology to facilitate labor, especially in Indonesia. Education has undergone fundamental changes in various parts of the world as a component of human culture and civilization during the globalization age. Humanity has benefited from numerous developments

in science and technology. On the other hand, especially in this day of globalization, this progress is accompanied by the agony of human children.

Considering technology is the outcome of scientific progress, which occurs in the field of education, education should employ technology to aid in the implementation of learning. This is in line with Tonder et al's ([in Selwyn, 2012](#)) opinion, which claims that digital technology is currently being employed in educational institutions to support learning, either as an information tool or as a learning tool. Technology is a product of human ingenuity. As a result, deficits or negative effects on human life are natural.

Basic education, which equips youngsters as a counterweight to the flow of technology and globalization, is critical in order to endure the onslaught of contemporary technical breakthroughs and avert a moral morality crisis brought on by the harmful impact of technological growth ([Fathurrohman & Daryana, 2015, p. 1](#)). To counter the flow of technology and globalization, human resources must be generated, particularly in religious education. Because a strong religious education foundation will be able to mitigate the negative effects of technology, and because a strong religious foundation will be able to filter out negative information that will have an impact and cause damage, humans must always seek knowledge, especially seeking knowledge. religion is a branch of science. Allah's (SWT) Word is:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجْلِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

(المجادلة/58: 11)

The meaning is, "O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do" (Surah Al-Mujadilah:11) ([Departemen Agama RI, 2012, p. 544](#)).

According to an authentic *hadith*, as Allah's Messenger (peace be upon him) sat down, three persons appeared, one of them promptly located an empty space between the rows and filled it. One of them sat behind the audience, while the third walked out. Then Rasulullah SAW asked, "Do you want me to tell you about these three people?" In the case of the first, he sought refuge in Allah, and as a result, Allah protected him. The second guy, on the other hand, felt ashamed to the point where Allah felt ashamed of him. Allah turns to him after the third person has turned away ([Bahreisy & Bahreisy, 2004](#)).

The verse above explains that we should always be eager to study, be tolerant, and prepare opportunities to attend knowledge discussions, be eager to learn, and prepare all resources to improve our knowledge, because Allah will increase faith and piety in those who have knowledge and always practice it. as a means of preparing for the transition to real life

Islamic education, according to [Fathurrohman & Daryana \(2015, p. 48\)](#), is the process of forming a Muslim personality through imparting the fundamentals of religious law in the classroom.

Islamic education is a deliberate effort to prepare students to believe in, understand, appreciate, and practice Islam through activities, guidance, teaching, and training, with a focus on the guidance to respect other religions in the relationship between religious communities in society in order to achieve national unity.

According to UUSPN No. 2/1989 article 39 paragraph 2, which emphasizes that the content of the curriculum for each type, path, and level of education must include, among other things, religious education, the content of the curriculum for each type, path, and level of education must include, among other things, religious education. Religious education, according to his explanation, is an effort to strengthen faith and devotion to Allah SWT according to the religion adopted by the students concerned, while also paying attention to the demands to respect other religions in society's inter-religious harmony in order to achieve national unity. This means that religious education requires a distinct learning technique than other subjects, because it instills commitment in addition to competence. Educators must pay close attention to the methods employed in educational learning because they have a substantial impact on their success. Although the latter is more determined by the learning process of the content, the method has an effect not only on developing mastery of material concerning religious doctrines, but also on cultivating religious commitment.

One of the reasons for the success or failure of religious education, particularly Islamic Religious Education (IRE) in public schools, is that teachers play a critical role in their students' development and progress. From here, teachers must be able to carry out their responsibilities as efficiently as possible. To meet the expected learning objectives, the teacher must be skilled at selecting the appropriate educational approach and tailoring it to the needs of the students so that they enjoy the teaching and learning process.

Educational approaches, according to [Wellington \(2015\)](#), include any strategies employed in an attempt to educate. Since teaching is a type of educational activity, the words "method" is construed broadly. Thus, the technique referred to here covers instructional methods.

The learning process is about more than just imparting knowledge; it's also about instilling drive, because psychologically, children feel better when they're cared for. Motivation is one approach to pay attention. Student learning performance is determined not just by their intelligence, but also by how the teacher employs the appropriate method and motivates them, implying that the teacher has devised a strategy to ensure that students learn properly and efficiently on time.

Motivating students can be done in a variety of ways, including assigning numbers or grades. When they finish the test or answer the questions asked by the teacher, the teacher begins to provide. This strategy encourages students to work hard in class. Students who receive low grades will be encouraged to improve their grades, while students who receive high grades will be more engaged in their studies. It is vital to have the teacher's abilities and originality in delivering the content, specifically by utilizing the appropriate manner of motivation, in order to enhance activity and excitement for learning.

The researcher conducts learning research at SMA PLUS Al-Ghifari, Bandung City, and SMA I Cileunyi, Bandung district, using the online discussion approach. Because this strategy allows researchers to determine how enthusiastic participants were during the activity. The discussion method, as defined by Armai Arief, is a style of delivering lesson content in which the teacher allows pupils to engage in scientific debates in order to gather viewpoints, draw conclusions, or discover numerous alternative solutions to a problem.

Similarly, Abdul Rachman Salih stated that the discussion technique is a means of memorizing lesson material through a vehicle for exchanging viewpoints based on acquired knowledge and experience in order to solve an issue. To put it another way, pupils learn something through deliberation among peers while under the direction or leadership of the teacher. This is important for later life, not only because humans are constantly confronted with difficulties that cannot be solved alone, but also because a better answer can be found through cooperation or deliberation.

The discussion technique is one manner of educating in the form of problem-solving, involving two or more persons, each of whom presents arguments to support his or her position. To reach an agreement, each of them must, of course, avoid sentiments of subjectivity and emotion, which will weaken the weight of reason and logic.

The learning process in the discussion method occurs through the exchange or sharing of information or knowledge among fellow students. In this method, the teacher serves as a facilitator by presenting questions or subjects for debate as well as some basic discussion norms. Participant engagement and contribution, orderliness and smooth running of the conversation, and attainment of discussion objectives as indicated in the productivity of the discussion are all indicators of the discussion's success, when one of the students talks, the other students in the group are actively listening. The one who speaks first and also responds does not need to be decided ahead of time. Students frequently respond to one other's answers or make comments on other students' answers during conversations.

Motivation, according to Hamzah, is an impulse that emerges from the presence of stimuli from both within and without, causing a person to desire to modify their behavior or engage in particular activities that are better than the prior scenario. In the meantime, according to Mc. Students that are highly motivated, according to Sudirman, will have a lot of energy to engage in learning activities.

Islamic religious education is a deliberate and planned effort to prepare students to recognize, understand, live according to faith, fear, and have noble character in teaching Islam through guiding, teaching, and learning activities based on the holy text Al-Quran and Al-*Hadith*. Training, as well as the application of experience, should be complemented by instruction on how to respect members of other religions in the context of inter-religious peace in society, in order to achieve national unity and oneness (IRE Curriculum).

The goal of this research was to identify the function of online discussion in increasing students' learning motivation in Islamic religious education courses, as well as the elements that hampered and aided its implementation. Thus, this research hopefully will be beneficial for the development of learning method especially in Islamic Religious Education.

The researcher discovered various past studies that were relevant to this investigation based on the results of the previous study exploration. Despite the fact that there is a connection between the two discussions, this study differs significantly from past studies. [Sulkifli \(2013\)](#), for example, studies the implementation of the discussion technique in enhancing student enthusiasm and accomplishment in Islamic religious education courses in class X at IPA SMA Negeri 23 in Bandung. [Ajah \(2012\)](#) studied the use of the discussion approach to improve motivation and social studies learning results on fourth-grade students at MI Pangkalan Kota Sukabumi. In addition, [Aeni et al. \(n.d.\)](#), who looked into the efficacy of guided discussion methods in increasing student learning outcomes in biology in X class of SMA Negeri 3 Tasik City.

RESEARCH METHOD

This research employed a qualitative method. Researchers use qualitative methods for a variety of reasons, including the ease with which qualitative methods can be adapted when dealing with multiple realities; second, this method reveals the nature of the researcher-respondent relationship directly; and third, this method is more sensitive and adaptable to the many interactions of shared influences and value patterns encountered. Furthermore, descriptive methods are used because the researchers describe, characterize, and explain Online Discussions in an Effort to Increase Students' Learning Motivation in IRE Subjects at SMA Plus Al-Ghifari City Bandung and SMAN I Cileunyi Bandung Regency factually and objectively.

SMA PLUS Al-Ghifari in Bandung City and SMAN 1 Cileunyi in Bandung Regency were the sites of this research. The author gathered information from the Principal, IRE Teachers, Education Personnel, Head of TU, and class XI students at SMA PLUS Al-Ghifari, Bandung City, and SMAN 1 Cileunyi, Bandung Regency. The data for this study came from XI grade students that participated in IRE learning utilizing the discussion technique at SMA PLUS Al-Ghifari City of Bandung and SMAN 1 Cileunyi, Bandung Regency.

Following the determination of the data collected by the researcher, there is a tendency to see what you want to see, hear what you want to hear, and do what you want to do. To collect the data needed for this study, the authors use a variety of data collection methods, including observation, documentation, and interviews. The next step is data management and analysis after the data has been collected. The qualitative data analysis technique was applied in this investigation. In this study, the data analysis method has three primary components: data reduction, data display, verification, and conclusion.

RESULT AND DISCUSSION

1. Implementation Online Discussion in IRE Learning in XI Class of SMA PLUS Al-Ghifari Bandung City and at SMAN I Cileunyi Bandung District

The existence of the Covid-19 virus in the year 2020 has had a huge impact on practically every field, including education. With the Covid-19 virus, the learning method has shifted from face-to-face to distant learning, particularly at SMA PLUS Al-Ghifari in Bandung City and SMAN I Cileunyi in Bandung district, but teachers must still fulfill their responsibilities. As a teacher, you must guarantee that students have access to the information/knowledge you are providing.

On March 16, 2020, distance learning, or what we call it online, will began, with children learning from the comfort of their own homes without the need to attend to school. When it comes to online or distance learning, knowledge of technology is required for both teachers and students to learn. The online method is efficient, and the outcomes are in line with the intended instructional objectives. Since distance learning is implemented at home, almost all teachers are learning through online media such as Whatsapp, Google Meet, Google Form, class room, zoom meeting, and so on, to achieve effective online learning, teachers must make various innovations in learning, including utilizing technology as much as possible in the learning process.

Teachers communicate their expertise to pupils in a variety of methods. One method is to utilize a WhatsApp group, in which the teacher creates a learning video and then sends it to the group for students to watch and comment on, or to use a video conference using zoom and goggle meet, in which the teacher presents the subject through the application.

The adoption of online learning activities at SMA PLUS Al-Ghifari City of Bandung and SMAN I Cileunyi, Bandung district, has been accustomed to being carried out since the pandemic period hit since it may facilitate the distribution of the material. This can be seen when the teacher implements the online discussion method. In fact, the use of technology media in learning is very helpful for teachers in ensuring a smooth learning process because the benefits of online learning can be done anytime and anywhere, and the learning can be adjusted to the capacity of each student.

The online discussion approach was successfully implemented at SMA PLUS Al-Ghifari, Bandung City, and SMAN I Cileunyi, Bandung district, according to the lesson plan that had been established before to the discussion. In practice, there are no impediments, which means that there are only a few minor disruptions during dialogue learning.

2. Factor support and inhibitor in use method online discussion in IRE learning process

Learning can be successful if there are supportive variables in place, but it can also be ineffective if there are impediments or disruptions in the learning process, both internally from teachers and students and externally. Learning in a classroom has many distinct supporting and inhibiting variables than learning online, as does the use of discussion methods in a classroom, which differs greatly from the usage of online discussions. Teachers who master the technology that is developing at this time, according to the researcher, are supporting factors in the implementation of the online discussion method. By mastering technology, teachers can use various variations in online learning with minimal obstacles. The next supporting tools are tools adequate support, such as the latest technology that can be used for these online activities. According to the researcher, one of the teachers does not have a good understanding of technology, which causes online learning to be inefficient, and the other element is a lack of resources. According to the researcher, one of the teachers does not have a good understanding of technology, so online learning is tough, and the other impediment is a lack of funds, so having a limited internet capacity can also make holding online discussions difficult. While the learning system is online, nevertheless, the use of the internet network or the purchase of data quotas grows. Since many instructors and parents have not been able to put aside a budget to purchase packages or internet data caps, this is also one of the impediments to implementing the efficacy of online discussion learning. Finally, because students' learning motivation is

poor, online discussion learning does not function efficiently because students do not have a desire to learn.

3. Role online discussion in Upgrade motivation study participant educate class XI in field Islamic Religious Education Studies

Students are mandated to conduct learning at home during the COVID-19 pandemic, but the execution of learning at home is unquestionably different from learning at school. Learning at home often causes students to be less enthusiastic and disciplined in their participation in the learning process. Additionally, studying at home causes students to grow bored, as a result of which they become lazy to study, and their learning motivation suffers as a result. To get past this, kids will need an engaging learning technique, even if they are doing their homework at home.

The online discussion method is one that is very appropriate to be used at this time, especially in the process of increasing students' learning motivation, because the discussion method provides opportunities for students to solve problems they are facing, and students will become accustomed to speaking in front of others through discussion. Public speaking is undeniably one of the vocations that frequently causes stage fear. As a result of the discussion approach, students will learn how to communicate their thoughts to others, as well as how to construct an instructive statement for a large group of people.

Learn to persuade people of the validity of their ideas by bolstering the facts or theories that support them. Because students are expected to talk while thinking about how to address a problem that they are facing together, the discussion technique will also educate students how to tolerate differences of opinion, hence enhancing student learning motivation.

According to studies, the online discussion method is extremely beneficial for teachers in their efforts to improve students' learning motivation, particularly in Islamic religious education.

CONCLUSION

An unreliable internet network, variances in student character, and a learning environment that was not suitable were identified to be restricting factors in the adoption of online conversations in this study. A solid internet network, a setting or atmosphere favorable to learning activities, and student learning motivation are all supporting variables in the implementation of the online discussion technique so that it functions smoothly.

Based on the findings of this study, it can be concluded that online discussions on Islamic religious education subjects are effective in increasing students' learning motivation. This is supported by the findings of the observations, which show that students are very enthusiastic about participating in discussion activities. In this case, students' enthusiasm and enthusiasm grows with each meeting, as evidenced by more active students asking and answering every question posed by the discussion opponent, and students are more daring in expressing their opinions during the discussion, and do not feel ashamed or awkward as they did in previous cycles. As a result of the use of online discussion methods, students' learning motivation in Islamic religious education subjects has increased significantly.

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First publication right:
Devotion - Journal of Community Service



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