THE DISCUSSION STRATEGY IMPLEMENTATION IN PUBLIC ISLAMIC SCHOOLS: A CASE STUDY IN DELI SERDANG REGENCY

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ABSTRACT: *Teachers' understanding of the discussion strategy affects the students' achievement in learning process. This paper reports the teaching practices that conducted by the public schools Islam teachers in discussion strategy at some state junior high schools in Deli Serdang Regency of North Sumatra. Research shows that the implementation of the discussion learning strategy runs in the public schools. The average value was obtained by 30 teachers (60%), quite good average was for 18 teachers (36%) and a relatively poor average is only 2 teachers (4%). It concludes that most of the teachers in Islam public schools in junior high level of Deli Serdang Regency understand the discussion strategy and apply it in teaching practices.*

KEYWORDS: Islam teachers, public schools, understanding of discussion strategy

BACKGROUND

In formal educational institutions, many instructional strategies have been implemented by teachers. A teaching strategy affects students' performances in the learning activities. Strategies may make class good or bad. The school has had a programmatic and systematic learning system, so teachers should be able to compile a worthwhile strategic accurately. Generally there are two experiences in learning process; the study might be taken from the information (receptive learning) or Discovery Learning (Gunawan, 2005:39). One of strategies to encourage students to learn effectively is by discovery strategy. It is a kind of teamwork learning strategy (Sanjaya, 2006 and Usman, 2002).

Teamwork in the group discussion or learning in group will make students be able to work together, exchange experiences and information. It is more likely to accelerate in learning mastery. Both in the group and discovery strategy and the other strategies are the part of an effort to make the way of learning easier (Suratman, 2003). Learning is a part of human life, because without studying human beings can do nothing. Human beings have done what is called by learning since they were child, but their learning ability levels vary. In everyday life, we do a lot of activities which is in fact that it is a "symptom of learning", it means that it is impossible to do such activities, if we do not learn beforehand.

What makes all these activities are the symptom of learning is the ability to practice them in Schools. All learned activities, considering the capability does not yet exists initially, and the changing process occurs during a specific period, involve strategies. The change in the pattern of behavior indicates that this has happened learning. The more ability acquired up to be a private property, the more the changes that have been experienced. For convenience, the abilities are classified into cognitive abilities which include knowledge and understanding; the sensory-motor abilities that include skills to conduct a series of body movements in a particular order;

dynamic-affective abilities that include attitudes and values, which permeate the behavior and actions. This classification is commensurate with the classification of the top three fields; cognitive, sensory-motor and dynamic-affective learning.

Until now, the education problem remains a task that must be addressed and resolved by the teacher, so that the quality of education in Indonesia can be aligned with other countries. When compared with the quality of the resources owned by Indonesia actually can come from behind in the field of education. The most profound concern is reflected in the assessment states that the education fails in forming students into a healthy personality and has an independent attitude. A tangible inability can be viewed from various discipline cases such as lazy to study, lazy to do the work and the likes. Many learners are often judged not only lacks of having good manners in school, but also at homes and communities.

Formulation of the Problem

The problems the research are formulated as follows:

a.   How is the Islamic teachers' mastery about Discussion Learning Strategy in learning activities in the classrooms?

b.   How is the implementation of discussion learning strategy in accordance with the correct procedures that conducted by Islamic teachers?

c.   How is the effect of Discussions Learning strategy on students' achievement?

d.   What are the constraints faced and how are prevention efforts are undertaken to the obstacles by Islam teachers?

Objectives of the Research

Objectives of this research are to determine whether there is an effect of Discussion Learning strategy on Tanjung Morawa State Islamic Junior High School students' achievement in Deli Serdang District. While specific the objectives of this research include the following:

a.   To find out the level of Islam teachers' mastery about Discussion Learning strategy in learning activities in the classroom.

b.   To find out the implementation of Discussion Learning strategy in accordance with the correct procedures by Islam teachers.

c.   To find out the effect of Discussions Learning strategy on student achievement.

d.   To find out the constraints faced and the prevention efforts undertaken by the Islam teachers.

THEORETICAL FRAMEWORK

Learning is generally a process of adding information and new capabilities. When we think of information and what capabilities should be owned by the students, then at that time we should think what strategy should be made so that everything can be achieved effectively and efficiently. It is very important to understand, because what should be achieved will determine how the technique achieves it.

Discussion learning strategy, according to Sanjaya (2006) is of selected techniques that involves a group of students who are expected to build collaboration through a learning activity or also

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called study groups. In studying this group will communicate each other. Two-way system involves students in answering teacher's questions. Students perform discovery, while teachers guides them to the right way. In the smaller discussion groups, teachers can involve almost all the students in the process. In this system, teachers need to have the skills to provide guidance, namely diagnosing the students' difficulties and provide assistance in solving the problems they face. However, it does not mean the teacher uses the reflective lecturing method as on the above strategy.

For a small group consisting of ten or less students, it will be easier to do two-way communication effectively. Many techniques can be developed in small group learning activities. However, for the general purpose, here it is only mentioned some, such as, individual tutorials, group tutorials, seminars, workshops, clinical, and group discussions.

This can be broadly grouped into the invention delivery strategy or exposition-discovery learning, and learning strategies group discussions and individual learning strategies or groups-individual learning, group discussion learning strategy, and individual learning strategy or group-individual learning strategy. In the exposition strategies, teaching materials presented to students in the finished form and students are required to master the material. Roy Killen calls it direct learning strategies (direct instruction). Why is it said direct learning strategy? Because in this strategy, the subject matter directly presented to students; students are not required to process it Suryabrata, 2002:73)[1].

Obligations of the students are to fulfill the mastery learning procedures. Thus, the teacher in expository strategy serves as a information transmitter. Unlike in the discovery strategy, in this strategy teaching materials are sought and found by the students through various activities, so that the teacher's task more as facilitators and mentors for their students. Because it is so this strategy is often also called an indirect learning strategy.Individual learning strategy is carried out by students independently. Speed, slowness and student learning success are largely determined by the individual students' ability themselves. The materials and how to learn are designed for self-study. The example of this learning strategy is to learn through modules, or language learning through audio tapes.

It is contrastive with individual learning strategy; learning discussion is conducted in teams. A group of students are taught by one or several teachers. The group can be either in larger discussion learning or classical learning; or probably students may learn in small group like buzz group. Group strategy pays no attention to individual learning speed. Each individual is considered to be the same. Therefore, learning in group can occur, students who have a high ability to be hampered by the students who have the mediocre ability; otherwise students who have less ability will feel displaced by the students who have high ability (Sanjaya, 2006: 126)[2]. Viewing from the presentation way and processing method, learning strategy can be characterized as deductive and inductive learning strategy. Deductive learning strategy is a learning strategy undertaken by studying the concepts first and then looks for conclusions and

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[1] Suryabrata, *Pengembangan Strategi Pembelajaran* (Jakarta: Sinar Grafika, 2002), pp. 72
[2]Wina Sanjaya, *Strategi Pembelajaran* (Jakarta: Kencana, 2006)*,* pp. 126

illustrations; or starting lesson materials learned from the abstract things, and then slowly toward the concrete ones. This strategy is also called general-to-specific learning strategies. It is contrastive with the inductive strategy, this strategy starts from learning concrete things or examples and then the students are slowly faced with a complex and difficult matter. This strategy is often called specific-to-general learning strategies (Sanjaya, 2006).

METHODOLOGY

This research was designed in a quantitative model (Arikunto, 2007). It used statistical calculations after the data obtained from four techniques in the Public Islam schools. To collect data in the field, researcher uses data collection instruments. There are four data collection instruments the researchers uses, namely:

a.   Observation: an observation directly to the field as the research site to find out how the actual conditions and symptoms occur in the field.

b.   Interview proposes several questions to the teachers of Islamic public schools to find out what they do in teaching learning activities and how the situation of students they teach.

c.   Questionnaire consists of a number of questions in paper sheets to be distributed to 50 students selected as research sample.

d.   Library research selected the relevant theories and documents that being observed by researcher.

RESULT AND DISCUSSION

To build cohesiveness and unity in the learning process teachers perform alternating system. Through this system, students will feel engaged and involved listening to his friends' reading. Students should not be negligent in listening to and following his friends' reading; because they will not be able to continue his friends' reading if he is negligent and not listen to.

Alternately reading meant is during the learning process ongoing, teacher asks the students to read textbooks individually and alternately, continue reading in a certain time. The purpose of this strategy is to determine objectively how individually students' abilities in understanding Islamic. Through this strategy not only cooperation but also independent learning will be well-established.

TABLE 4.2
STUDENTS' RESPONSE OF STUDYNG ISLAMIC INDIVIDUALLY

No. Item	Alternative Answers	F	%
02	a. Very enjoy studying	22	44
	b. Quite enjoy studying	21	42
	c. Less enjoy studying	7	14
	d. Not enjoy studying	-	-
	Total	50	100%

Data source: Questionnaire Answers Results from 50 students

Through the above table can be seen that in accordance with students in learning Islamic by reading textbooks one by one is more enjoyable and easier to follow. According to the table there are 44% of respondents stated that following Islamic individually is more enjoyable. While there is no students feel not enjoy studying individually on the table.

a.   Learning model with examples and explanations given by the teacher to work in groups.
The above model is a strategy commonly and often applied by teachers in learning activities, at Tanjung Morawa State Islamic Junior High School as in studying Arabic, English and Islamic. Students' response of the above strategy can be seen in the following table.

Tabel 4.3: Students' Response of Studyng Islamic By Giving Examples Firstly and Explanation Then

No. Item	Alternatif Jawaban	F	%
03	a. Very easy to follow	33	66
	b. Easy to follow	17	34
	c. Hard to follow	-	-
	J u m l a h	50	100%

Data source: Questionnaire Answers Results from 50 students

Taking a look at the answer above is clear that studying Islamic by starting with an example given is very easy to follow by students. This learning strategy as observed by the researcher can encourage interest and accelerate students' understanding in learning Islamic.

b.   Learning model by providing group work
Such model is a strategy aimed to enable students to learn Islamic. By providing exercises students will practice and repeat the lessons learned in school. It can clearly be seen in the table below.According to the students, practicing with the teacher is very helpful in accelerating the knowledge of Islam. 34 respondents (68%) answered feels very helpful in facilitating and accelerating comprehension. It can be summed up that this strategy is very precise used to learn Islamic to students.

c.   Learning strategy by doing practice together
What is meant by learning Islamic alternately or taking turns is having students alternately to continue practice with the time set by teacher. This strategy is often used by teachers in activity of learning Islamic.

Tabel 4.4: learning With Exercises Given Byteacher

No. Item	Alternative Answer	F	%
05	Very easy to follow	31	62
	Easy enough to follow	19	38
	Hard to follow	-	-
	Cannot follow.	-	-
	Total	50	100%

Data source: Questionnaire Answers Results from 50 students

From the table can be seen that the strategy of learning Islamic alternately can help students to more easily follow the activities of learning Islamic. In the table there are 31 people (62%) responded very easy to follow learning Islamic by doing strategy of learning Islamic alternately. From those calculations it is known that large numbers of Coefficient Correlation is 0.337, this figure is also called r calculate prices. Furthermore, the value will be consulted to price of criticism table r, by firstly calculating df (degree of freedom). df = n - 1, then df = 50-1 = 49. When consulted to price of criticism table r with df 49 is not found, then the closer number is 50. With 50 df, obtained figures 0.280 at significance level of 5%, while the level of significance 1 % obtained figures 0.324. Thus, the price of r count is greater than r table, both on the level of significance of 5% and 1%.

Under the terms of the hypothesis acceptance, alternative hypothesis (H_a) is accepted if the count r price is greater than the r table price ($r_{count} > r_{table}$) and Nil Hypothesis (H_o) is rejected. Conversely, when count r price is smaller than r table price ($r_{count} < r_{table}$) then the alternative hypothesis is rejected and Nil hypothesis (H_o) is accepted.Thus it can be known that the results of these calculations, alternative hypothesis the researcher proposed can be acceptable truth, as the value of r count is greater than the value of r table for a significant level of 5% (0.337> 0.280), while for the significant level of 1% (0.337> 0.324). In other words, there is a significant effect of discussion learning strategy to increase achievement of learning Islamic at Tanjung Morawa State Islamic Junior High School.

DISCUSSION

Based on the elaboration stated on the previous chapters, we can conclude:
1.   The implementation of discussion learning strategy has been done well at Tanjung Morawa State Islamic Junior High School. Discussion learning strategies builds cooperation and solidarity in learning. Strategies done by teachers are; read the lesson together, read alternately, form discussion groups, conduct practice together. In general, the implementation of the discussion learning strategy has been classified very well, which is an average of 30 people (60%), which is quite good average of 18 people (36%) and a relatively poor average of 2 people (4%).
2.   Students achievement seen from three aspects; 1) cognitive abilities, which assesses the ability to answer the questions, 2) affective abilities, students attitude in learning Islamic, and 3) practical ability, which assesses the worship practice ability. In general, students achievement in Islamic subject classified as "Very High", because of the results conducted by 22 people (44%) can obtain a value of 9 (nine) on theoretical aspects, the value of 9 (nine) on attitudes aspects and values of 9 (nine) on practical aspects. Meanwhile, 44% classified as a quite-high level, where the value achieved from three aspects reach a value of 8 (eight).
3.   The effect of discussion learning strategy on students' achievement is quite significant, this conclusion drawn after doing statistical analysis. From these calculations it is known that large numbers of Coefficient Correlation is 0.337, this figure is also called r calculate prices. Furthermore, the value will be consulted to price of criticism table r, by firstly calculating df (degree of freedom). df = n - 1, then df = 50-1 = 49. When consulted to price of criticism table r

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4.	Constraints faced for Islamic subject are: lack of students' awareness, lack of family supervision, the influence of environmental community. Those three constraints are highly visible to influence Islamic given to students less well-implemented in students' daily life.

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