APPLICATION OF THE SMALL GROUP DISCUSSION METHOD IN THE STUDY OF THE BOOK *WASHOYA AL-ABA LIL ABNA* IN ISLAMIC BOARDING SCHOOLS

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Abstract

This research aims to describe the application of the Small Group Discussion Method in book studies *Washoya Al-Aba Lil Abna* at the Daarul Muntaha Sukaraja Islamic Boarding School Lebak-Banten. This research method uses qualitative methods. This type of research uses descriptive research. This research found that the application of the Small Group Discussion method went through 3 stages, namely preparation, implementation and evaluation. This is done so that the discussion runs as it should. The initial step taken by the teacher is to prepare in advance the setup of the requirements needed for the discussion. Starting from admission to the teaching materials that will be delivered. Apart from that, the teacher also provides an introduction and motivation to the students so that the students are enthusiastic about participating in learning activities. After providing an introduction and explanation first, the teacher starts the discussion. In its application, teachers always rely on existing theory and conditions. The final step taken after the discussion is to evaluate what has been implemented. Starting from answering students' confusion or correcting students' wrong understanding and asking students several questions regarding the studies that have been discussed as a form of students' understanding and seriousness in following the Small Group Discussion method. This research concludes that the application of the Small Group Discussion method in book study *Washoya Al-Aba Lil Abna* at the Daarul Muntaha Sukaraja Lebak-Banten Islamic boarding school is in accordance with the theories and steps in the Small Group Discussion method. So the application of this method is said to be effective because it can be seen from the increase in student learning outcomes and student activity in discussions.

Keywords: Application; Method; Effective.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential (Law No. 20 of 2003 article 1). Various efforts are made to create a learning atmosphere and learning process that is able to develop students' potential (Saraswati & Djazari, 2018). Some of these are efforts to renew the curriculum, improve the teaching system, increase the quality of teacher abilities, and so on, which is an effort towards improving the quality of learning. The quality of learning can develop students' personal potential. The quality of one's potential is reflected in the quality of human resources (Putriawati, 2019). There are many things that can be done to achieve this goal, one of which is how to create a good learning atmosphere, knowing students' learning habits and enjoyment so that students are enthusiastic and develop fully during the learning process. (Anggreni, 2019).

Education is a very basic need for every human being and cannot be separated from life. It has become an absolute necessity for everyone, whether in the family, community, nation and state, to get an education. Because education is a determining factor in the nation's progress in the future. With education, it is hoped that it will be able to produce humans as individuals who are ready to face various kinds of challenges in their lives.

Educational tasks that place children as educational targets must touch their basic humanity. There are three basic dimensions of humanity, namely (1) affective which is reflected in the quality of faith, piety, noble morals including noble character and superior personality, and aesthetic competence; (2) cognitive, which is reflected in the thinking capacity and intellectual power to explore, develop and master science and technology; (3) psychomotor which is reflected in the ability to develop technical skills, practical skills and kinesthetic competence (Muslich, 2011).

Indonesian society is a society that is predominantly Muslim and even occupies the first position with the largest number of Muslims in the world. In this regard, the education we encounter in Indonesia is not only in public schools or madrasas, but there are also Islamic boarding schools which focus more on religious lessons. Viewed from a historical perspective, Islamic boarding schools are the oldest form of indigenous institution in Indonesia. Islamic boarding schools were known long before Indonesia became independent. Since Islam entered Indonesia, Islamic boarding schools have continued to develop in accordance with developments in the world of education in general. There are at least two opinions regarding the background to the establishment of Islamic boarding schools in Indonesia. First, that Islamic boarding schools are rooted in Islamic tradition itself. Second, the Islamic boarding school model education system is native to Indonesia (Departemen Agama Republik Indonesia, 2003).

Islamic boarding schools which are institutionalized in society, especially in rural areas, are one of the oldest Islamic educational institutions in Indonesia. The initial presence of the Boarding School was traditional to study Islamic religious knowledge as a guide to life (*tafaqquh fi al-din*) in society. Because of its uniqueness, C. Geertz and Abdurrahman Wahid also call it a subculture of Indonesian (especially Javanese) society. During the colonial era, Islamic boarding schools became the basis for the struggle of indigenous nationalists (Syafe'i, 2017).

The function of Islamic boarding schools is not solely as an educational institution *tafaqquh in al-din*, but multi-complex which is the task of Islamic boarding schools. Education in Islamic boarding schools does not stop as a knowledge transfer activity. The same thing was also stated by Tholkhah Hasan, former Minister of Religion of the Republic of Indonesia, that Islamic boarding schools should be able to fulfill the following functions, 1) Islamic boarding schools as educational institutions that transfer religious knowledge (*tafaqquh in al-din*) and Islamic values; 2) Islamic boarding schools as religious institutions that exercise social control; and 3) Islamic boarding schools as religious institutions that carry out social engineering or community development. According to him, all of this can only be done if the Islamic boarding school is able to carry out the process of maintaining good traditions and at the same time adapting to new and better scientific developments, so that it is able to play a role as an agent of change (Wahidah, 2016).

Islamic boarding schools exist in various situations and conditions and it is almost certain that this institution, even though it is in very simple circumstances and has various characteristics,

never dies. Likewise, all the components in it, such as the kyai or ustadz and the students, always dedicate themselves to the continuity of the Islamic boarding school. Of course, this cannot be measured by the standards of a modern education system where teaching staff are paid in material terms for their hard wor (Tolib, 2015).

Islamic boarding schools are educational institutions that cannot be separated from the education system in Indonesia and of course have a curriculum (Rahmi HG et al., 2023). The implementation of Islamic boarding school educational institutions in the form of dormitories which are separate communities under the leadership of kyai or ulama assisted by one or several ulama, and/or ustadz who live together among the students with a mosque or surau as the center of religious worship activities. Apart from that, school buildings or study rooms serve as centers for teaching and learning activities, as well as cottages as residences for students. For 24 hours, from time to time they live collectively between kyai, ustadz, santri and other Islamic boarding school caregivers, as one big family (Hayati, 2011).

Education is a very important issue in the life of the nation and state, so almost all countries in the world deal directly with problems related to education. In general, the definition of education is radar guidance or leadership by educators towards the physical and spiritual development of students towards the formation of a primary personality. (Tafsir, 2012)

Implementing good educational activities begins with a learning process that can provide opportunities for santri and female students to develop a sense of interest, a sense of curiosity, a sense of reality, and a sense of discovery that can be built and developed by santri and female students in their learning process..

The process of implementing learning is an indicator that can determine the good and bad quality of learning and teaching in an Islamic boarding school educational institution, because in essence the process of implementing learning is an interaction between two elements, namely students and teachers as facilitators who have the role of directing students and female students achieve success (Komaria & Ivada, 2015). Therefore, the process of implementing learning in an educational institution cannot be separated from the ability to apply learning models that can increase the intensity of effective involvement of santri and female students in the learning process carried out by teachers.

Education is carried out by an educator (teacher), because teachers are an important element in education which is directly related to students (Ramli, 2015). Therefore, educators must play an active role and be able to position themselves as professionals who are required to carry out knowledge transformation in order to achieve maximum positive development of students.

eachers or also known as educators are adults who are responsible for providing guidance or assistance to students in their physical and spiritual development so that they reach maturity, able to carry out their duties as creatures of Allah, caliphs on the surface of the earth, as social creatures and as individuals who are able to stand alone. Another term commonly used for educators is teacher (Amon, 2020). A teacher is an educator who teaches various things from the basic level to the highest level, so the quality of this educator or teacher must be guaranteed. As it should be, professionalism is the main element of an educator. Therefore, improving the quality of teachers must be carried out so that teachers are able to accompany and guide their students. Not only academically and scientifically, but teachers must also provide guidance or role models in ethics and morals, in order to be able to socialize well. The obligations of a teacher are a very big responsibility, because for parents of students, teachers are parents when they are outside the home. Teachers are seen as capable of being role models for all levels of society, because the term teacher is a person who provides knowledge(Hanafiah, 2021).

The teacher is the main role which is the main key to achieving success in realizing the goals of the school/madrasah in accordance with educational quality standards with relevance and utility outcomes for a type and level of education at the place of assignment (Asber, 2019). Teachers are one of the important factors in implementing education in schools. Therefore, improving the quality of education also means improving the quality of teachers. Completing the curriculum, increasing teacher competency through training, upgrading, and improvements in the field of

education are an integral part of the teacher's overall responsibilities in the learning process (Ridwan & Ladamay, 2020).

In the teaching and learning process there are several elements involved, namely students, educators, educational interactions, educational goals, educational materials and methods. The teaching and learning process can run smoothly, well and successfully if an educator is able to master the material and choose the right or appropriate teaching method for the subject (Kusnandar, 2010). From these elements it can be concluded that, once there are students, methods are really needed in the process of delivering guidance or educational material so that students and educators interact with each other so that the learning process is not passive, so that educational goals can be achieved well.

In terms of teaching methods, nowadays there has been a lot of training for teachers regarding learning methods, starting from theoretical aspects to technical aspects (Komara, 2018). But in reality, the teaching methods that are still widely used by teachers in book studies still seem monotonous. Teachers use the same methods and do not make students more active in learning. Teachers' tendency to use classical methods in learning is one of the main factors underlying students' interest and quality of learning.

To understand the importance of learning methods, it is necessary to first understand the position of methods as one of the components that take part in the success of teaching and learning activities. Such a frame of mind is not something strange but real, and is truly taught by a teacher (Djamarah & Zain, 2006). For this reason, researchers took the Small Group Discussion learning method/model as a solution to emerging problems.

In the learning process, teachers can innovate learning by utilizing a program to produce interactive learning methods and strategies. One active learning strategy that can help students gain freedom of opinion is the Small Group Discussion strategy. Small Group Discussion is an element of an active learning strategy and divides class members into small groups. This strategy can be used in various groups because it is considered easy to carry out the procedure, besides that it can help students to develop their thinking together with their group members. The resulting soft skills include being (1) a good listener, (2) collaborating, (3) being able to receive and provide feedback, (4) and respecting differences in arguments (Ariga, 2020).

In connection with the reality that occurs, the small group discussion method offers a solution that creates a learning process that enables students/santri in Islamic boarding schools to move actively as learning subjects, namely listening, seeing, asking questions, and discussing learning material. Small Group Discussions give responsibility to students/students to study subject matter and explain the content in a small discussion group so that students/students have the opportunity to stimulate student creativity in the form of ideas, ideas for solving problems. With this method students will have more freedom to hone their speaking skills.

By using the Small Group Discussion method students/santri can learn something through deliberation among themselves under the leadership or guidance of the teacher/ustadz. This is necessary for future life, not only because humans are always faced with various problems that cannot be solved alone, but also because through cooperation or deliberation it is possible to obtain a better solution (Yamin, 2003).

A teacher is a person who has the ability to convey or teach the knowledge he has (transfer of knowledge) and is also tasked with transferring values or norms (transfer of values) to his students. Teachers are substitutes for parents in educating their children, because parents have the obligation to nurture and educate their children so that they become pious children and do not fall into error. An exemplary teacher is a teacher who has noble character, personality, is physically and mentally healthy, and is capable of carrying out their duties, participating in carrying out their duties optimally as an educator (Aqib, 2002). Teachers in school educational institutions are managing students' learning activities in class, so the role of a teacher is apart from being a teacher in class, the teacher is also an educator and guide to his students.

Based on the results of initial observations carried out by researchers at the Daarul Muntaha Sukaraja Islamic boarding school in Lebak-Banten, researchers saw that the teachers/clerics at the

Islamic boarding school were conducting group discussions on book studies. *Washoya Al-aba Lil Abna*.

Book *Washoya Al-Aba Lil Abna* The work of Syāikh Muhammad Syākir is a moral education book that is very familiar in the world of Islamic boarding school education. The delivery model in this book is that Shaikh Muhammad Syakir acts as a teacher who is advising his students with the affectionate call, namely *yaa bunayya* (o my son). This book was completed by Shaykh Muhammad Syakir Al-Iskandari in the month of DzulQa'dah in 1326H (1907 AD). This book is very familiar in non-formal education curricula such as madrasah diniyah and Islamic boarding schools. The book *Washoya Al-Aba Lil Abna* packages moral education in the form of chapters by chapter (Azizah, 2020).

Book *Washoya Al-Aba Lil Abna* contains the values of moral education which are provided for the younger generation with a unique delivery model, namely the role of teachers who also act as parents, advising and providing supervision to their children. The contents of this book cover basic problems commonly faced by students of science. For this reason, in order to fulfill the basic needs of students of knowledge, the book *Washoya* was compiled by Shaykh Muhammad Syakir which is basic and practical for children in the Tamyiz phase. As Mohammad Fauzil Adim explains, the Tamyiz period is a time when imagination ends and concrete thinking begins to emerge, and in The next phase is the amrad (adolescence) period, namely at the age of 10-15 years children need to develop their potential to reach maturity and take full responsibility(Adim, 1998).

Then the researcher conducted an interview with the teacher/ustadz regarding the application of the discussion method he had carried out in class. That the discussion method carried out was the Small Group Discussion method. According to him, this method is quite good for improving the students' learning outcomes, because in the Small Group Discussion method, apart from providing prior guidance, the students are also given the opportunity to explore their abilities.

With the Small Group Discussion method applied by teachers/clerics at the Daarul Muntaha Sukaraja Lebak-Banten Islamic boarding school, it can at least stimulate the students' learning outcomes, especially in the study of books *Washoya Al-aba Lil Abna*. For this reason, researchers want to examine in more depth the Small Group Discussion method used by teachers/clerics at the Daarul Muntaha Sukaraja Lebak-Banten Islamic boarding school.

METHODOLOGY

This research was carried out at the Daarul Muntaha Sukaraja Lebak-Banten Islamic boarding school. The method used in this research is a qualitative research method. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Margono, 2003). The type of research used is the descriptive method. The descriptive method is a method for researching the status of a human group, an object, a set of conditions, a system of thought or a class of events in the present (Rukajat, 2018). The aim of descriptive research is to create systematic, factual and accurate descriptions, images or paintings regarding the facts, properties and relationships between the phenomena being investigated..

The data source for this research is primary data which is the result of observations made on research subjects and interviews conducted by researchers at the research location. The subjects of this research were teachers/chaplains at the Daarul Muntaha Sukaraja Lebak-Banten Islamic boarding school, as well as observations carried out by researchers. Another source is secondary data which can be in the form of observations of teacher activities and documentation of research that has been carried out.

In collecting data, interview techniques were used, using several written questions that had been prepared as well as an interview guide and using observation techniques in the form of observations during research.

There are two research instruments chosen by researchers, namely observation and interviews. In this research, observation techniques were used to obtain data regarding the steps for implementing the Small Group Discussion method in the study of the book *Washoya Al-aba Lil*

Abna and what factors support and hinder teachers in applying the Small Group Discussion method in the study of the book *Washoya Al-aba Lil Abna* at the Daarul Muntaha Sukaraja Islamic boarding school in Lebak-Banten.

The researcher's efforts to ensure the validity of the data found apart from data obtained from interviews with the object directly but also looking for evidence of other answers and from other sources. In this research, the author checked the validity of the data using triangulation. Triangulation is checking the validity of data by utilizing something other than the data for checking purposes or as a comparison of the data (Moleong, 2007). In this research, researchers used triangulation of data sources.

RESULTS AND DISCUSSION

The application of the Small Group Discussion method carried out by teachers in the study of the book Washoya Al-Aba Lil Abna at the At-Thohiriyah Islamic boarding school basically follows existing theories. And the application of the Small Group Discussion method goes through 3 stages, namely preparation, implementation and evaluation. This is done so that the discussion runs as it should.

Preparation

A learning method is a method used by teachers or educators to convey learning material, so that learning objectives can be achieved well (Lufri et al., 2020). Classroom learning usually not only uses strategies but also uses methods. Learning method means the method used to implement plans prepared in real activities so that the goals that have been prepared are achieved optimally (Mulyono, 2013).

The discussion method or Small Group Discussion is a teaching method that is very closely related to learning to solve problems (problem solving). This method is also commonly referred to as group discussion and socialized recitation. The application of the discussion method usually involves all students or a certain number of students arranged in groups. The purpose of using the discussion method is to motivate (encourage) and stimulate students to think with deep reflection (reflective thinking) (Syah, 2011).

The initial step taken by the teacher is to prepare in advance the setup of the requirements needed for the discussion. Starting from admission to the teaching materials that will be delivered. Apart from that, the teacher also provides an introduction and motivation to the students so that the students are enthusiastic about participating in learning activities.

This is in accordance with the theory put forward by Ramayulis that the educator raises the problem to be discussed and provides necessary guidance regarding ways to solve it, the main problem to be discussed can also be determined jointly by the educator and students. What is important is that the title or problem to be discussed must be formulated as clearly as possible so that students can understand it well (Ramayulis, 2005).

Based on the theory above, it can be said that the initial steps taken by the teacher regarding the application of the Small Group Discussion method are in accordance with the theory that has been described. Judging from the method used by the teacher before carrying out this method, he provides an explanation first regarding the theme to be discussed, then the teacher always accompanies and monitors the students while carrying out the Small Group Discussion method.

Implementation

The Small Group Discussion method of discussion method is a learning method where a group of students or other groups of students or teachers analyze, investigate or discuss certain topics or problems (Gantini et al., 2020).

The Small Group Discussion (SGD) method is a student-centered learning method. SGD is a small group discussion to solve a given problem or task. With this method, students are expected to be more active in learning and can solve the problems or assignments given better. Small Group Discussion is an activity of exchanging ideas in small groups of 4-5 people (Soifah,

2018). Meanwhile, Ismal stated that the Small Group Discussion (SGD) method is a learning process by conducting small group discussions with the aim being that students have problem-solving skills related to subject matter and problems faced in everyday life (Ismail SM, 2008).

After providing an introduction and explanation first, the teacher starts the discussion. In its application, teachers always rely on existing theory and conditions. As has been done by the teacher, before holding a discussion, the teacher will divide the students into several groups, then the teacher will give the students the opportunity to discuss with their group friends and after that a discussion will be held between groups. As revealed by the theory that.

a) With the lead educator, all students form discussion groups;
b) Students discuss in their respective groups;
c) Then each group reports the results of their discussion;
d) Next, students record the results of the discussion;
e) Finally, a follow-up discussion was held (Ramayulis, 2005).

After the initial steps are taken in implementing the Small Group Discussion method, the teacher will start the discussion carefully. In implementing this method, of course the students will be seen directly during the discussion process and the students will be able to develop their potential, because in doing this the students will be trained to defend their opinions and begin to learn to criticize something that they feel is not in accordance with what they know. That's why the application of the Small Group Discussion method plays a very important role in improving student learning outcomes. This is expressed by Syaiful Bahri's opinion as follows.

a) The discussion method involves all students directly in the teaching and learning process;
b) Each student can test their level of knowledge and mastery of the study material;
c) The discussion method can foster and develop scientific thinking and attitudes;
d) By proposing and defending their opinions in discussions, it is hoped that students will be able to gain confidence in their own (abilities);
e) The discussion method can support efforts to develop social attitudes and demonstration attitudes in students (Djamarah, 2006).

The theory presented above and the findings in the field are actually not much different. Because in the findings at Islamic boarding schools, students are stimulated to hone their thinking skills and critical attitudes in accepting things. Students are also always given the opportunity to develop their existing potential. to the student himself. In the Small Group Discussion method, it is the students who are required to be more active and creative, while the teacher only becomes a mediator, organizer and director during the discussion process.

This is in accordance with the theory put forward by Zakiah Daradjat in (Hasibuan, 2006) that in implementing the Small Group Discussion it is carried out as follows

a) There is directed student participation in the lesson;
b) Students must think critically, not just talk randomly;
c) Students can increase courage.

The theory put forward by Zakiah Darajat basically touches on or is in accordance with what has been implemented by teachers or ustads in Islamic boarding schools, because they are always directed in the direction intended by Zakiah Darajat.

Evaluation

Learning with Small Group Discussions is a series of learning activities carried out by students in certain groups to achieve predetermined learning goals. The Small Group Discussion (SGD) learning method begins with the teacher presenting the problem in general, then the problem is divided into sub-chapters which must be solved by each small group, after completing the discussion, representatives from each group present the results of their respective discussions (Dewi, 2020).

The Small Group Discussion method aims to maximize students' potential in the learning process, so that learning becomes active, creative and fun (Susanto, 2020). The Small Group Discussion method aims to maximize student potential in the learning process, so that learning

becomes active, creative and fun. The purpose of the Small Group Discussion method as an active group learning method is.

a) Students seek their own experiences and experience them directly;
b) Do it yourself;
c) Fostering harmonious cooperation among students which in turn can facilitate group work;
d) Students learn and work based on their own interests and abilities, so it is very useful in serving individual differences;
e) Fostering a family attitude, deliberation and consensus;
f) Fostering cooperation between schools, communities, teachers and students' parents that is beneficial in education;
g) Learning is carried out realistically and concretely, thereby developing understanding and critical thinking and avoiding verbalism;
h) Learning comes alive as does life in a society full of dynamics (Azizah, 2020).

The final step taken after the discussion is to evaluate what has been implemented. Starting from answering students' confusion or correcting students' wrong understanding and asking students several questions regarding the studies that have been discussed as a form of students' understanding and seriousness in following the Small Group Discussion method. As the theory put forward by Ramayulis is as follows.

a) Read the results again for complete correction;
b) Make an assessment of the implementation of the discussion to be used as material for consideration and improvement in future discussion.

Based on the findings and existing theory, the teacher has implemented the Small Group Discussion method in accordance with existing theory and fulfills the aspects contained in this method.

Based on the above theories can strengthen and also justify what has been done by the instructor in applying the Small Group Discussion method to the book study *Washoya Al-Aba Lil Abna* at the Daarul Muntaha Sukaraja Islamic boarding school in Lebak-Banten. That's why the Small Group Discussion Method is applied in book studies *Washoya Al-Aba Lil Abna* at the Daarul Muntaha Sukaraja Lebak-Banten Islamic boarding school today is considered effective.

CONCLUSION

Based on the data presentation and discussion, this research can be concluded that the application of the Small Group Discussion method in the study of the book Washoya Al-Aba Lil Abna at the Daarul Muntaha Sukaraja Lebak-Banten Islamic boarding school is in accordance with the theories and steps in the Small Group Discussion method . So the application of this method is said to be effective because it can be seen from the increase in student learning outcomes and student activity in discussions, meaning this research is effective.

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