



Improving Student Learning Achievement in Islamic Education Learning through the Implementation of Discussion Methods at SMP Negeri 1 Baitussalam

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the discussion method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the discussion method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 68.39% and in the second cycle it increased to 87.66%. Thus, the use of the discussion method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcome, discussion method, islamic education.

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INTRODUCTION

The improvement of student learning achievements is a central focus in modern education, particularly in subjects that require deep understanding, such as Islamic studies. One of the most crucial aspects of Islamic studies for students is the understanding of the attributes of Allah SWT (God), which is fundamental to their religious education. In this context, the study of the wajib sifat (the obligatory attributes) of Allah SWT plays a pivotal role in shaping students' spiritual and theological understanding. However, teaching such abstract and complex topics can be challenging. Therefore, finding effective teaching strategies that enhance student comprehension and retention of these concepts is essential. In recent years, various methods have been implemented in schools to improve student learning, and one approach that has gained significant attention is the use of discussion-based learning. The discussion method provides students with an opportunity to engage with the material actively, facilitating a deeper understanding of the content. It also encourages students to think critically, share their ideas, and learn from one another. By adopting discussion methods, teachers can create a more interactive learning environment where students are not merely passive recipients of information but active participants in their learning process.

This research focuses on the implementation of the discussion method in improving students' understanding of the sifat wajib bagi Allah SWT (the obligatory attributes of Allah) at SMP Negeri 1 Baitussalam. The goal is to investigate whether this approach can enhance students' comprehension and retention of the concept, and if it can lead to better academic performance in Islamic studies. The discussion method involves students engaging in group conversations, guided by the teacher, to explore, analyze, and discuss the sifat wajib bagi Allah SWT. This approach promotes a collaborative learning environment, where students can express their thoughts, ask questions, and clarify their understanding through peer interaction. The importance of teaching students about the sifat wajib bagi Allah SWT cannot be overstated. These attributes, which include al-Qadim (the eternal), al-Baqi (the everlasting), and other essential qualities, form the basis of a student's understanding of Islamic monotheism (Tawhid). Mastery of this subject is crucial for their spiritual development and moral character. Moreover, understanding these attributes helps students develop a closer relationship with Allah SWT and strengthens their faith, which is central to their practice of Islam.

Despite the importance of teaching the sifat wajib bagi Allah SWT, teachers often face challenges in making the concepts accessible and engaging for students. The traditional lecture-based approach, while effective to some extent, may not fully capture the attention or interest of students. Given the abstract nature of the subject matter, students may find it difficult to grasp the depth and significance of these attributes without a more interactive and engaging approach. This is where the discussion method comes into play, offering an alternative that can actively involve students in the learning process. The discussion method encourages critical thinking and problem-solving, allowing students to actively engage with the content. This active engagement not only aids in better comprehension but also helps students retain the information longer. Through discussions, students can share their personal insights and interpretations, ask questions to clarify their understanding, and hear different perspectives from their peers. This interaction can lead to a more thorough understanding of the sifat wajib bagi Allah SWT, as students are not simply memorizing facts but are encouraged to reflect on their meaning and application in the context of Islamic teachings.

Moreover, the discussion method fosters an environment where students feel more comfortable expressing their thoughts and ideas. In a traditional classroom setting, some students may feel hesitant to ask questions or share their opinions due to fear of judgment. However, in a discussion-based classroom, the teacher can create a supportive and inclusive environment where all students are encouraged to participate. This type of classroom atmosphere can lead to greater confidence among students, which in turn can improve their overall learning experience. The use of the discussion method also helps to develop important social and communication skills among students. In group discussions, students learn how to articulate their ideas clearly, listen to others, and engage in constructive debates. These skills are not only essential for academic success but also for personal and professional growth in the future. Furthermore, the collaborative nature of the discussion fosters teamwork and cooperation, as students learn to work together to arrive at a shared understanding of the material.

In addition to the cognitive benefits, the discussion method can also improve students' attitudes toward learning. When students feel actively involved in their education, they are more likely to develop a positive attitude toward the subject matter. The discussion method allows students to connect the content to their own lives, making the material more relevant and meaningful to them. This relevance can lead to greater motivation to learn and a deeper appreciation for the subject. At SMP Negeri 1 Baitussalam, the introduction of the discussion method in teaching the sifat wajib bagi Allah SWT aimed to address the challenges of student engagement and comprehension in Islamic studies. The teacher's role in guiding the discussions is crucial, as it is the teacher who sets the tone and ensures that the discussions remain focused and productive. By asking open-ended questions, encouraging critical thinking, and guiding students toward

the correct interpretations, the teacher can foster a learning environment that promotes understanding and personal reflection.

The expected outcomes of implementing the discussion method in teaching the sifat wajib bagi Allah SWT are to improve students' academic performance, enhance their understanding of the subject, and foster a more positive and engaged attitude toward learning. Additionally, it is anticipated that the method will help students better retain the knowledge and apply it in their daily lives. By actively engaging with the material in a collaborative setting, students are more likely to internalize the attributes of Allah SWT and incorporate them into their spiritual practices. In conclusion, the implementation of the discussion method at SMP Negeri 1 Baitussalam represents a promising approach to improving student understanding and achievement in Islamic studies, particularly in the study of the sifat wajib bagi Allah SWT. The discussion method, by encouraging active participation, critical thinking, and collaboration, offers an interactive and effective alternative to traditional teaching methods. The research aims to explore the impact of this approach on student comprehension and academic performance, and to provide insights into how discussion-based learning can enhance the teaching of Islamic subjects in a meaningful and engaging way. By fostering a deeper understanding of the sifat wajib bagi Allah SWT, this method has the potential to contribute to the overall development of students' spiritual knowledge and moral character.

METHODS

The method of this research focuses on the use of the discussion method as a strategy to improve students' understanding and achievement in learning about the sifat wajib bagi Allah SWT (the obligatory attributes of Allah) in the Aswaja subject at SMP Negeri 1 Baitussalam. The implementation of this method aims to engage students in a more interactive and student-centered learning environment, promoting active participation, critical thinking, and deeper comprehension of the material. Below are the detailed steps and approach used in this study: First, the research design employed in this study is a qualitative approach, with a focus on the action research model. This design allows for the exploration and assessment of how the discussion method can be used to improve student learning outcomes in the specific context of the sifat wajib bagi Allah SWT. Action research is an ideal approach for this study because it emphasizes practical solutions to real-world educational challenges. It also enables continuous evaluation and adjustment of teaching strategies to ensure that the desired learning goals are achieved.

The participants in this study were the eighth-grade students of SMP Negeri 1 Baitussalam, enrolled in the Aswaja subject, specifically focusing on the topic of the sifat wajib bagi Allah SWT. The selection of these students was based on their current level of understanding of the topic, which, as indicated by preliminary assessments, was lower than expected. This made them ideal candidates for an intervention aimed at improving their comprehension and retention of the material. The study took place over a period of four weeks. The total number of meetings for this research was eight, with each session lasting approximately 90 minutes. The lessons were spread across two sessions per week, ensuring that students had sufficient time to digest the material and engage in discussions. The duration of the study allowed for meaningful interactions, as well as time for reflection and adjustment to the teaching approach if needed.

At the beginning of the study, a pre-test was administered to assess the students' baseline knowledge of the sifat wajib bagi Allah SWT. The pre-test included multiple-choice questions, short-answer questions, and a brief essay to evaluate their understanding of the concepts related to the attributes of Allah. This initial assessment provided a benchmark for measuring the effectiveness of the discussion method in improving students' comprehension and academic performance. After the pre-test, the teacher began implementing the discussion method in the classroom. The teacher divided the students into small groups of four to five members each. These groups were chosen in

a way that balanced the level of ability among the students, so that all students would have an opportunity to contribute to the discussions. The groups were provided with different cards containing information about the sifat wajib bagi Allah SWT, including the meanings of each attribute and examples of how these attributes are reflected in daily life.

The teacher's role was to facilitate the discussions by posing open-ended questions related to the sifat wajib bagi Allah SWT. For example, the teacher might ask, "What does it mean for Allah to be al-Qadim (eternal)? How does this attribute affect our understanding of the universe?" These questions were designed to stimulate critical thinking and encourage students to share their ideas. Additionally, the teacher guided the discussions, ensuring that they remained focused on the topic and encouraging all students to contribute their thoughts. Each group was tasked with discussing the attributes of Allah, reflecting on their meanings, and exploring how these attributes were presented in the Islamic teachings. Students were encouraged to express their thoughts, ask questions, and share their personal reflections on the material. After each discussion, one student from each group presented their group's findings to the class, providing an opportunity for the students to clarify and expand upon their understanding of the sifat wajib bagi Allah SWT. Throughout the study, students were actively engaged in discussions, exchanging ideas and perspectives. The teacher observed that this method encouraged students to think critically about the subject matter and to engage with the material in a deeper way. Students appeared more motivated and enthusiastic about learning, as they were encouraged to participate actively and share their ideas with their peers. This was in contrast to more traditional methods of teaching, where students often remained passive listeners. The teacher also used a variety of teaching aids to support the discussions. For example, the teacher presented visual aids such as diagrams and charts to help illustrate the different attributes of Allah. These visual aids helped students better understand the abstract concepts, making them more tangible and accessible. Additionally, multimedia resources such as videos and audio recordings were used to provide further context and examples of how the sifat wajib bagi Allah SWT were exemplified in real-life situations.

Another key element of the discussion method was the use of peer feedback. During the group presentations, other students were encouraged to ask questions or offer additional insights to further clarify the concepts being discussed. This peer feedback allowed students to learn from each other and reinforced their understanding of the material. It also promoted a sense of collaboration and teamwork, as students were able to work together to build a deeper understanding of the topic. To assess the effectiveness of the discussion method, a post-test was administered after the implementation of the method. The post-test included the same types of questions as the pre-test, allowing for a direct comparison of students' performance before and after the intervention. The results of the post-test were analyzed to determine whether there was a significant improvement in students' understanding of the sifat wajib bagi Allah SWT. This quantitative data was supplemented by qualitative observations, including the teacher's assessment of student participation and engagement during the discussions.

The teacher also conducted informal assessments during the lessons, observing students' interactions and noting their level of engagement and understanding. These observations helped provide a more comprehensive view of how the discussion method affected students' learning and whether they were able to internalize the material more effectively through this approach. In addition to the formal assessments, students were asked to provide feedback on their experience with the discussion method. This feedback was collected through questionnaires and informal interviews, where students were asked to reflect on the effectiveness of the method and their overall learning experience. The feedback was overwhelmingly positive, with students expressing that they felt more engaged and confident in their understanding of the sifat wajib bagi Allah SWT compared to previous lessons.

The analysis of the data revealed that there was a significant improvement in students' understanding of the sifat wajib bagi Allah SWT. The post-test results showed a

marked increase in students' scores, indicating that the discussion method had a positive impact on their comprehension and retention of the material. Additionally, students' participation in the classroom discussions was noticeably more active, with many students taking on leadership roles within their groups and presenting their ideas confidently to the class. Overall, the implementation of the discussion method proved to be an effective strategy in improving students' understanding of the sifat wajib bagi Allah SWT at SMP Negeri 1 Baitussalam. The method fostered an interactive learning environment, promoted critical thinking, and encouraged students to engage with the material in a more meaningful way. As a result, students demonstrated a greater level of comprehension, retention, and enthusiasm for the subject, indicating that the discussion method is a valuable pedagogical tool for teaching complex religious concepts.

RESULTS

The results of this study on improving student achievement in understanding the sifat wajib bagi Allah SWT through the implementation of the discussion method in SMP Negeri 1 Baitussalam revealed significant changes in students' comprehension, participation, and overall academic performance. The data collected from various assessments, observations, and student feedback demonstrate that the discussion-based approach effectively enhanced students' learning experience and their understanding of key concepts in Islamic studies. Below is a detailed presentation of the results obtained from this research. Before the intervention, a pre-test was administered to assess the baseline knowledge of the students regarding the sifat wajib bagi Allah SWT. The pre-test results indicated that most students struggled to identify and explain the sifat wajib attributes, such as al-Qadim (eternal), al-Baqi (everlasting), al-'Aleem (all-knowing), and other qualities. Many students could recall only superficial information, and a majority lacked the ability to articulate the meanings of these attributes in their own words. Some students displayed confusion about the differences between the sifat wajib and sifat mustahil (impossible attributes) or sifat jaiz (possible attributes). These initial results highlighted a need for a more engaging and interactive approach to help students deepen their understanding of the topic. After the implementation of the discussion method, the post-test results showed a substantial improvement in students' performance. The majority of students were able to accurately identify the sifat wajib bagi Allah SWT and explain their meanings with clarity. Several students demonstrated a higher level of understanding by providing real-life examples to illustrate the attributes of Allah, linking their knowledge to both theological concepts and practical applications in daily life. Compared to the pre-test, the post-test results reflected a notable increase in the students' ability to comprehend and retain the material.

The improvement in the post-test scores was not just limited to rote memorization but also demonstrated a deeper conceptual understanding. Students who had previously struggled to recall specific attributes of Allah were now able to explain the philosophical implications of each sifat and discuss their relevance in Islamic faith and practice. For instance, students were able to explain that Allah's sifat al-Qadim signifies that Allah has no beginning or end, and how this understanding reinforces the belief in the eternity and uniqueness of God. The post-test results were analyzed using a paired t-test, showing statistically significant gains in student performance after the use of the discussion method. One of the most significant findings from the study was the increased level of student participation during classroom discussions. Observations of classroom activities revealed that students who had previously been passive in traditional lecture-based lessons were now actively engaging with the material. They participated enthusiastically in group discussions, expressing their thoughts and opinions about the sifat wajib attributes of Allah SWT. During the discussions, students were encouraged to listen to one another and offer feedback, which contributed to a more dynamic and inclusive learning environment.

The teacher noted that the discussions led to more meaningful exchanges between students. As they worked in small groups, students shared different interpretations of the sifat wajib attributes and challenged each other's views in a respectful manner. The teacher's role was to guide these discussions, ensuring that students stayed focused on the topic and addressing any misconceptions. This guided interaction promoted critical thinking and a deeper level of reflection on the material. Students also learned how to communicate their ideas more clearly, an important skill that extended beyond the subject matter of the lesson. The small group format of the discussion method was particularly beneficial for students who were shy or hesitant to speak in front of the entire class. In a smaller, more intimate setting, these students felt more comfortable expressing their ideas and asking questions. The peer interaction provided a supportive environment where all students, regardless of their confidence level, had an opportunity to participate meaningfully. This also helped foster a sense of community in the classroom, as students began to work together towards a shared goal of understanding the sifat wajib attributes.

In addition to improving students' academic performance and participation, the discussion method also had a positive impact on students' attitudes toward learning. Throughout the study, students expressed increased enthusiasm for the topic of sifat wajib bagi Allah SWT. They reported that the discussions made the subject matter more engaging and accessible. Many students stated that they felt more connected to the material because they were actively involved in the learning process, rather than passively listening to a lecture. This enthusiasm was reflected in their willingness to continue studying the topic and engage with the subject even outside of the classroom setting. Another notable outcome of the study was the development of students' teamwork and social skills. In the discussion groups, students were encouraged to collaborate with their peers, listen to different perspectives, and contribute to group discussions. This cooperative learning environment allowed students to develop interpersonal skills such as communication, active listening, and empathy. These skills were valuable not only for the classroom discussions but also for their personal growth and future academic endeavors.

The teacher's feedback from the study also highlighted improvements in classroom management and student behavior. Since the discussions were structured and purposeful, students remained focused on the topic and were less likely to become distracted. The active participation in discussions also helped reduce instances of off-task behavior, as students were engaged and involved in the learning process. The teacher reported that the classroom atmosphere became more dynamic and collaborative, fostering a positive environment conducive to learning. The effectiveness of the discussion method was further supported by student feedback. After the intervention, students were asked to complete a questionnaire to assess their perceptions of the method and its impact on their learning. The responses were overwhelmingly positive, with students indicating that they found the discussion method to be an enjoyable and valuable learning experience. Many students stated that they felt more confident in their understanding of the sifat wajib attributes of Allah SWT, and that the discussions helped them clarify any misunderstandings they had prior to the lessons.

Additionally, a significant number of students expressed that the group discussions allowed them to see the material from different perspectives, which helped deepen their understanding. Students also appreciated the opportunity to share their thoughts and hear the perspectives of their peers, as it encouraged them to think critically about the material. This feedback suggested that the discussion method not only enhanced their knowledge but also promoted a more active and reflective learning process. Another key result of the study was the improvement in students' ability to retain and apply the knowledge they had gained. As part of the post-test, students were asked to write an essay explaining the significance of the sifat wajib bagi Allah SWT in their own words. The essays demonstrated that students were able to synthesize the information they had learned through discussions and apply it meaningfully. Many students included personal reflections on

how the sifat wajib attributes influenced their understanding of God and their practice of Islam.

In terms of overall academic performance, the implementation of the discussion method led to an observable increase in student achievement in Islamic studies. As reflected in both the pre-test and post-test scores, students made significant progress in their ability to understand and memorize the sifat wajib bagi Allah SWT. Teachers also observed that students were more motivated to engage with the material and take ownership of their learning. From an educational perspective, the study provided valuable insights into the effectiveness of discussion-based learning in improving students' understanding of complex religious topics. The results suggest that the discussion method is an effective pedagogical approach for teaching Islamic subjects, particularly those that require students to comprehend abstract concepts. The method's emphasis on active participation, critical thinking, and peer collaboration is well-suited to help students grasp theological concepts in a deeper and more meaningful way.

The success of the discussion method in improving students' understanding of the sifat wajib bagi Allah SWT is consistent with existing research on active learning strategies. Studies have shown that methods that engage students in collaborative learning, such as discussions, are more effective in promoting deep learning and enhancing student retention compared to traditional lecture-based approaches. The findings of this study contribute to the growing body of evidence supporting the use of active learning methods in religious education. One limitation of the study was the relatively small sample size, which consisted only of the eighth-grade students in one class at SMP Negeri 1 Baitussalam. While the results are promising, further research involving larger and more diverse student populations is needed to confirm the generalizability of the findings. Future studies could also explore the long-term impact of the discussion method on students' retention and application of Islamic knowledge.

Despite these limitations, the study clearly demonstrates the potential of the discussion method to enhance students' learning outcomes in the study of sifat wajib bagi Allah SWT. The positive results observed in this research suggest that incorporating discussion-based learning into religious education can lead to improved student engagement, understanding, and achievement. In conclusion, the research provides strong evidence that the discussion method is an effective strategy for improving student understanding and performance in Islamic studies, specifically in the topic of the sifat wajib bagi Allah SWT. Through active participation, critical thinking, and collaborative learning, students were able to engage with the material more meaningfully, leading to greater retention and application of knowledge. The findings highlight the importance of adopting interactive teaching methods to enhance students' learning experiences and foster a deeper understanding of complex religious concepts.

DISCUSSION

The key factor contributing to this improvement was the interactive nature of the discussion method. Unlike traditional lecture-based methods where students passively receive information, the discussion method required active participation. Through group discussions, students were encouraged to analyze, reflect, and critically engage with the sifat wajib attributes of Allah SWT. This active engagement fostered a more profound understanding of the subject, as students were not simply memorizing facts but were also considering how these attributes relate to their own experiences and beliefs. As such, the discussion method provided an opportunity for students to internalize the material and connect it to their everyday lives. Furthermore, the increased level of student participation was another significant outcome of the study. The discussion method encouraged all students, regardless of their confidence level, to contribute to the conversation. In traditional classroom settings, some students may feel shy or intimidated to speak in front of a large group. However, the small group setting in the discussion method provided a

more comfortable and supportive environment where students felt encouraged to share their ideas and opinions. This inclusive atmosphere not only boosted student confidence but also allowed for diverse perspectives to emerge, enriching the overall learning experience.

The study also highlighted the positive impact of peer interactions on students' learning. Peer discussions created an environment where students could exchange ideas, challenge each other's thinking, and build a deeper understanding of the material together. This peer collaboration is particularly valuable in religious education, where students may have varying interpretations and understandings of theological concepts. By discussing their views with one another, students were able to clarify their own thinking and learn from their peers' perspectives. This collaborative learning process fosters critical thinking and allows students to gain a more nuanced understanding of complex topics like the sifat wajib attributes of Allah SWT. Moreover, the teacher's role as a facilitator was critical in guiding the discussions. Rather than simply delivering information, the teacher facilitated the conversation, posing thought-provoking questions and ensuring that students stayed on track. This role as a guide allowed the teacher to support students' learning without dominating the conversation. By providing guidance and clarification when necessary, the teacher helped students refine their understanding of the sifat wajib attributes. The teacher also had the opportunity to address misconceptions or confusion that arose during discussions, further reinforcing students' comprehension of the material.

The study also showed that the discussion method positively impacted student attitudes toward learning. Many students reported that they found the method more engaging and enjoyable compared to traditional lecture-based lessons. This positive shift in attitudes is significant, as it suggests that when students are actively involved in the learning process, they are more likely to be motivated and take ownership of their education. The enjoyment of the learning process can lead to better long-term retention and a greater willingness to engage with the subject matter outside the classroom. This increased motivation is essential for fostering a lifelong interest in learning and in religious education. Finally, the results of this study align with existing research on the effectiveness of active learning methods. Previous studies have shown that methods such as discussion-based learning enhance student engagement, promote critical thinking, and improve academic performance. This study provides further evidence that the discussion method is an effective pedagogical strategy, especially for complex and abstract subjects like religious studies. By encouraging active participation, collaboration, and critical reflection, the discussion method helps students develop a deeper and more meaningful understanding of the material. Given the success of this study, it is recommended that educators incorporate discussion-based learning into their teaching practices to improve student engagement and achievement across various subjects, including Islamic studies.

The significant improvement in students' understanding through the discussion method highlights its effectiveness as a student-centered learning strategy. The ability of students to articulate and apply their knowledge of the sifat wajib bagi Allah SWT after the intervention demonstrates the method's success. This outcome emphasizes the value of fostering an interactive and engaging learning environment in which students can be active participants. Instead of passively receiving knowledge, students become engaged in processing, discussing, and applying theological concepts in meaningful ways. By doing so, they gain a more in-depth and lasting understanding of the material. In addition to enhancing understanding, the discussion method fostered a sense of ownership in students' learning processes. Prior to the study, many students displayed a passive attitude toward learning, simply listening to the teacher's lecture without engaging with the content. However, the transition to the discussion method encouraged students to take responsibility for their learning by contributing their thoughts, asking questions, and learning from each other. This sense of ownership is crucial in promoting independent learning and developing students' ability to think critically and reflectively. Encouraging

students to take charge of their learning can foster a more profound commitment to the subject matter and make them more invested in their own academic growth.

Furthermore, the method's focus on group discussions enhanced the social learning experience. Students worked collaboratively in small groups, which allowed them to learn from peers with different viewpoints. This collaborative aspect helped broaden their understanding of the sifat wajib attributes and provided opportunities for students to clarify doubts and refine their thinking. The discussions allowed students to challenge one another's ideas in a respectful manner, which encouraged deeper thinking and problem-solving. Group discussions also helped students to develop interpersonal skills such as teamwork, communication, and conflict resolution, which are vital in both academic and social settings. Moreover, the teacher's role as a facilitator during the discussions was integral to the method's success. The teacher guided the discussions by posing critical questions, encouraging students to think more deeply, and providing clarification when needed. This facilitated an environment where students were allowed to voice their opinions and interpretations while ensuring that the discussion remained focused on the key concepts. The teacher's role was not to provide direct answers, but rather to stimulate critical thinking, encourage student participation, and help students make connections between the sifat wajib attributes and their everyday lives. This approach empowered students to take more control over their learning while still benefiting from the teacher's guidance and expertise. Another important observation in this study was the increased engagement of students with the material. In traditional lecture-based settings, students often disengage after a short period, and it becomes difficult to maintain their attention for extended durations. However, through the discussion method, students remained actively engaged throughout the lessons, as they were continuously involved in processing and discussing the material. The small group discussions created a dynamic and interactive classroom environment, where students were encouraged to think critically and contribute to the learning process. By engaging with the content in this way, students developed a deeper understanding and greater retention of the material.

This increase in student engagement was also reflected in the improvement in the post-test scores. The post-test results showed a clear enhancement in the students' ability to recall and explain the sifat wajib attributes of Allah SWT. The improvement in scores, when compared to the pre-test, demonstrates that the discussion method was effective not only in engaging students but also in helping them to retain the material. The method's focus on interactive and reflective learning appears to have significantly strengthened students' ability to recall and apply theological knowledge, which is a critical component of successful religious education. The positive student feedback further supports the effectiveness of the discussion method. Many students expressed that they found the discussions enjoyable and that they felt more confident in their understanding of the sifat wajib attributes. Some students shared that they appreciated the opportunity to share their perspectives and learn from their peers. This indicates that the method not only improved their understanding but also created a more enjoyable and collaborative learning environment. It also suggests that students were more motivated to engage with the material because they were given an active role in the learning process. When students feel involved and connected to the material, they are more likely to retain what they have learned and remain interested in the subject matter.

The study's findings align with the principles of constructivist learning theory, which emphasizes active engagement, collaboration, and critical thinking. According to this theory, learning is most effective when students are actively involved in constructing their own understanding through interaction with the material and with others. The discussion method exemplifies this approach by encouraging students to engage in dialogue, ask questions, and work collaboratively to build a deeper understanding of the sifat wajib attributes. By interacting with their peers and critically reflecting on the material, students are able to construct their own meaning and make connections between the concepts they are learning and their own lives. Moreover, the results of the study

demonstrate the importance of using active learning methods in religious education. Teaching abstract and complex concepts, such as the sifat wajib bagi Allah SWT, can be challenging for students, especially if they are not encouraged to think critically and engage deeply with the material. However, the discussion method proved to be an effective tool for fostering critical thinking, deep reflection, and meaningful engagement with the material. This highlights the need for educators to adopt teaching strategies that actively involve students in their learning process, particularly in subjects that require students to understand and reflect upon abstract concepts.

Despite the positive results, the study also presents some challenges and limitations. One limitation is the relatively small sample size of students in one class, which may not be fully representative of the wider student population. Additionally, while the study measured short-term improvements in student understanding and performance, further research would be needed to determine the long-term impact of the discussion method on students' learning outcomes. It would also be beneficial to explore how the method works in different contexts, such as with different topics or across different age groups. Longitudinal studies could provide a better understanding of the lasting effects of discussion-based learning on students' academic and personal development. Another area for future research could focus on the effectiveness of the discussion method in fostering deeper understanding in students who may have different learning styles or levels of prior knowledge. Some students may require more structured guidance or additional support to fully engage with the method. Future studies could explore how the discussion method can be adapted to meet the needs of diverse learners and how it can be used in conjunction with other teaching strategies to maximize its impact.

In conclusion, this study provides valuable evidence of the effectiveness of the discussion method in enhancing students' understanding of the sifat wajib bagi Allah SWT. By fostering an active and collaborative learning environment, the method encouraged students to engage critically with the material, think more deeply, and retain knowledge more effectively. The findings suggest that the discussion method is a promising teaching strategy that can be used to improve learning outcomes in Islamic education, especially in the context of abstract and complex theological topics. Therefore, educators are encouraged to incorporate discussion-based learning into their teaching practices to foster greater engagement, critical thinking, and deeper understanding among students.

CONCLUSION

The results also highlight the importance of peer interaction in the learning process. The small-group discussions allowed students to feel comfortable and less intimidated by the larger class setting, enabling them to participate more freely. The teacher's role as a facilitator further guided these discussions, ensuring that students stayed on track and encouraged critical thinking. Furthermore, the positive feedback from students suggests that the discussion method was not only effective but also enjoyable. Many students reported feeling more motivated and connected to the material compared to traditional lecture-based lessons. This suggests that the discussion method fosters a more student-centered learning environment, where students feel more engaged and empowered to contribute to their learning. The study's findings align with existing research on the effectiveness of active learning methods, particularly in religious education. Active learning strategies like discussion-based learning encourage students to engage more deeply with the content, which leads to better retention and understanding. This study reinforces the idea that interactive learning methods are valuable tools for enhancing student achievement and engagement, especially in complex subjects like Islamic studies. Overall, the use of the discussion method has proven to be an effective strategy for improving students' understanding of the sifat wajib bagi Allah SWT. The approach not only enhanced their academic performance but also promoted critical thinking, teamwork, and student engagement. These findings suggest that the discussion method should be

considered as a viable alternative to traditional teaching methods in Islamic education, as it encourages active participation and deeper learning. In conclusion, the study demonstrates that the implementation of the discussion method can lead to significant improvements in student learning outcomes, particularly in the context of religious education. By fostering an interactive and collaborative learning environment, the discussion method encourages students to think critically, engage meaningfully with the material, and retain knowledge more effectively. As such, this method should be further explored and incorporated into teaching practices to improve educational outcomes across various subjects, including Islamic studies.

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