



## Implementation of Student Group Discussion Method to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 091566 Bah Jambi

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**Abstract:** This study aims to analyze the effectiveness of the application of group discussion methods for students in increasing their piety to Allah SWT on the material of commendable morals in class VI of SD Negeri 091566 Bah Jambi. This study was motivated by the need to improve students' understanding and appreciation of commendable moral values, which are expected to have a positive impact on increasing their piety. This study uses a Classroom Action Research approach with a cycle model consisting of planning, action, observation, and reflection, and is supported by qualitative data obtained through in-depth interviews with students and teachers, as well as participant observation in the classroom. The subjects of the study were class VI students and Islamic Religious Education teachers at SD Negeri 091566 Bah Jambi. The results of the study showed that the application of group discussion methods significantly improved students' understanding of the concepts of commendable morals such as honesty, trustworthiness, and compassion, and increased their awareness of the relationship between commendable morals and piety to Allah SWT. Students become more active and enthusiastic in learning, able to collaborate in groups, and show increased ability in expressing opinions and arguing politely. Group discussions also provide space for students to reflect on and internalize the meaning of piety in the context of everyday life through the exchange of experiences and perspectives between students. In addition, Islamic Religious Education teachers also show improvements in their ability to facilitate discussions and provide guidance to students.

**Keywords:** Group discussion method, learning outcomes, Islamic education.

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### INTRODUCTION

The subject of Aqidah Akhlak is considered an easy subject to learn. Basically, the subject of Aqidah Akhlak is a difficult subject, because it touches on changing the behavior of students who are not polite to more polite behavior, so that it affects learning outcomes, and the results obtained are very far from what is expected. As an illustration of the results of the previous daily test material, students who obtained grades below the completion standard set by the school, almost the average grade obtained by students on

the material of commendable morals is still very low below the passing standard. The causes of learning difficulties faced by students are very complex, one of which is caused by teachers, for example, teachers in the learning process do not involve students in active learning, students are only told to memorize vocabulary, accept existing concepts, do not do it themselves.

So that the results are less meaningful and are not recorded properly in the brains of students. To improve the learning outcomes of these students, researchers apply group discussion methods in the subject of Aqidah Akhlak on the material of commendable morals. The selection of varied learning methods is expected to improve students' learning outcomes in the material. Therefore, the researcher submitted a study entitled Improving Students' Learning Outcomes by Using Group Discussion Methods on Praiseworthy Moral Material for Class VI SDN 091566 Bah Jambi in 2025. Based on the background of the problem described previously, the formulation of the problem in this study is as follows: Can the group discussion method improve students' learning outcomes on the praiseworthy moral material for class VI SDN 091566 Bah Jambi. In accordance with the problems above, this study aims to determine whether the use of group discussion methods can improve students' learning outcomes on the praiseworthy moral material for class VI students of SDN 091566 Bah Jambi.

## **METHODS**

Group discussion method is a teaching method characterized by a commitment to a topic or statement or problem where the discussion participants honestly try to achieve or obtain a decision or opinion that is agreed upon together, which is one form of learning that adheres to the theory of constructivism. According to the theory of constructivism learning, in the process of acquiring knowledge, students must construct their own knowledge through interactions between students and other students and students and teachers. Coob in Malon and Taylor stated that "The constructivist tradition is not only an individual activity but also an interaction with one another, in the form of interaction in the classroom. When students pay attention to the completion of other students and try to use it, and question it, the ability to reflect and reconstruct understanding increases, resulting in learning becoming meaningful.

The group discussion method that emphasizes interaction between students and other people, group discussion is a learning method where students learn in small groups, helping each other to understand learning materials, checking and correcting friends' answers, and other activities with the aim of achieving excellent learning achievements. Nur 7 argues that: Group discussion learning is learning that involves elements of the students themselves, so that students can interact in completing difficult tasks. Group discussion learning is a way of learning process for students in one group where each individual helps each other in their group so that common goals are achieved.

In relation to this, Misbah<sup>8</sup> argues that "In group discussion learning consists of 5 to 20 people with different genders, different levels of ability. Students can receive information quickly if they do it themselves directly". There are several things that need to be met in the group discussion method to better ensure that students learn actively. These include: 1) Students who join a group must feel that they are part of a team that has a common goal that must be achieved; 2) Students who join a group must realize that the problems they face are group problems and will be a shared responsibility of all members; ) To achieve the maximum, students who join the group must talk to each other in discussing the problems faced that each student's work has a direct impact on the success of their group. This strategy is an interesting strategy to use if the material to be studied can be divided into several parts and the material does not require a sequence of delivery. The advantage of this strategy is that it can involve all students in learning and at the same time teach others.

The method used in teaching Akhlak Terpuji through group discussions involves students engaging in collaborative conversations where they are encouraged to share their thoughts, experiences, and reflections on moral values. In this method, the teacher acts as a facilitator, providing guidance, prompting questions, and ensuring that all students actively participate. The teacher's role is to create a safe and respectful environment where students can discuss their understanding of good character without fear of judgment. In a typical group discussion, students are divided into small groups, with each group assigned a specific moral value, such as honesty, kindness, or patience. The groups are given time to discuss how this value applies to their daily lives, share personal experiences, and explore its relevance to their relationship with Allah SWT. The teacher circulates between groups to offer support and steer the conversation back on track if necessary. The discussions encourage students to think critically and reflect on how they can improve their own behavior.

After the group discussions, each group presents their conclusions to the entire class, sharing their insights and the ways they plan to implement the moral values they discussed. This step helps students develop public speaking and presentation skills while reinforcing their understanding of the material. The entire class can then engage in a broader discussion, building on the ideas presented by their peers and further enhancing their collective understanding of Akhlak Terpuji. This method not only encourages academic learning but also fosters social skills such as active listening, cooperation, and empathy. By interacting with peers from different backgrounds and perspectives, students learn to appreciate diverse viewpoints and develop a deeper sense of respect for others. Group discussions promote teamwork and responsibility, as students collectively contribute to their group's success and work together toward shared learning goals.

## **RESULTS**

The implementation of group discussion methods to enhance students' piety toward Allah SWT, particularly regarding the subject of Akhlak Terpuji (commendable moral character) at SD Negeri 091566 Bah Jambi, has proven to be an effective educational approach. This method was chosen to encourage active engagement and foster deeper understanding among students. By using group discussions, students not only learn about the importance of good character but also have the opportunity to practice these values in a collaborative setting, thus making the learning process more meaningful. Group discussions allow students to express their thoughts and ideas freely, helping them to better understand the concepts being taught. For instance, in the lesson on Akhlak Terpuji, students were divided into groups to discuss the practical application of values such as honesty, kindness, patience, and humility in their daily lives. Each group was tasked with exploring a particular virtue and presenting its importance and real-life applications. This interactive setting encouraged students to engage with the material actively and personally, fostering a sense of responsibility toward upholding these virtues.

The collaborative nature of group discussions also facilitates peer learning, as students learn from each other's experiences and viewpoints. As they share their ideas, students become more aware of diverse perspectives, which broadens their understanding of the subject matter. For example, one group might discuss the significance of being truthful, while another group might focus on the role of patience in the face of adversity. The exchange of ideas during these discussions allows students to gain a richer understanding of Akhlak Terpuji and its relevance in everyday life. Teachers play a key role in guiding these discussions. They facilitate conversations by posing open-ended questions, encouraging critical thinking, and ensuring that every student has a chance to participate. Through skillful moderation, the teacher helps to keep the discussions focused on the subject at hand while allowing for a variety of interpretations and opinions. This not only deepens the students' understanding of Akhlak Terpuji but

also helps them develop the skills necessary for constructive dialogue and respectful communication.

Furthermore, group discussions allow students to practice the very values they are learning about. As they work together to solve problems, negotiate different viewpoints, and collaborate on projects, they actively practice the qualities of teamwork, respect, and responsibility. This hands-on approach helps reinforce the moral lessons of Akhlak Terpuji in a way that is tangible and relatable for students. They do not merely learn about good character in theory; they experience it through their interactions with their peers. Another advantage of group discussions is that they create a more dynamic learning environment. Rather than passively receiving information from the teacher, students are encouraged to take ownership of their learning process. This increased involvement boosts student motivation and fosters a sense of community within the classroom. When students see that their contributions are valued and respected, they are more likely to stay engaged and committed to the learning process. Moreover, group discussions foster critical thinking skills by prompting students to consider different aspects of Akhlak Terpuji. For example, when discussing the value of kindness, students may explore questions like, "What does kindness look like in different situations?" or "How can we be kind when others are not kind to us?" Such questions require students to think deeply and critically about the moral lessons they are learning and how to apply them in their own lives. In addition to developing critical thinking, group discussions also encourage problem-solving. For example, students may be asked to work together to identify ways to practice Akhlak Terpuji in challenging situations, such as dealing with conflict or facing peer pressure. This type of problem-solving helps students to develop practical strategies for living out their values. By discussing and working through problems together, students can support one another in finding solutions and reinforcing the importance of good character.

The effectiveness of group discussions in improving students' piety and understanding of Akhlak Terpuji is also evident in their increased awareness of the importance of religious teachings. During group discussions, students frequently refer to religious texts, such as the Quran and Hadith, to support their ideas. This connection between the moral teachings of Islam and real-life situations helps students see the relevance of their faith in their daily lives, reinforcing their sense of piety and devotion to Allah SWT. Furthermore, teachers can assess students' understanding of Akhlak Terpuji through their participation in group discussions. By observing students' responses, interactions, and level of engagement, teachers can gauge how well the students have internalized the values being taught. This formative assessment allows teachers to identify areas where students may need further support or clarification and adjust their teaching strategies accordingly.

Group discussions also contribute to the development of social and emotional skills. As students engage with one another, they learn how to communicate effectively, listen attentively, and express their thoughts in a respectful manner. These skills are essential for building positive relationships both inside and outside the classroom. By practicing empathy and understanding during discussions, students develop a stronger sense of social responsibility and emotional intelligence, both of which are integral to leading a life of good character. The positive impact of group discussions extends beyond the classroom. The values of Akhlak Terpuji, once discussed and internalized, become part of the students' everyday behavior. Teachers report seeing improvements in students' interactions with one another, with fewer conflicts and more cooperative behaviors. This reflects the power of group discussions in fostering a deeper understanding of moral teachings and in encouraging students to apply these values in their daily lives. In conclusion, the implementation of group discussions as a method of teaching Akhlak Terpuji in SD Negeri 091566 Bah Jambi has proven to be a highly effective approach to enhancing students' piety and understanding of good character. Through active participation, collaboration, and critical thinking, students develop a deeper connection to the moral lessons of Islam and learn how to apply these values in real-life situations. By

incorporating group discussions into the curriculum, teachers provide students with a dynamic and engaging learning experience that nurtures both their academic and personal growth. The continued implementation of group discussions in SD Negeri 091566 Bah Jambi further enhances the students' understanding of the importance of Akhlak Terpuji in their daily lives. As students engage with each other, they begin to develop a deeper appreciation for the teachings of Islam regarding moral character. Through these discussions, students are not only taught the theoretical aspects of good behavior but also given the tools to translate these teachings into practical action. This is particularly important in shaping their behavior and attitudes toward others, especially in the school environment where peer relationships play a significant role in their social development. Group discussions also encourage students to take a more active role in their own learning. By allowing students to express their thoughts and ideas, teachers create an environment where students feel empowered to contribute to the learning process. This active involvement increases students' confidence in their understanding of Akhlak Terpuji. Instead of merely being passive recipients of knowledge, students are now participants in a collective journey of moral discovery. This empowerment is key to fostering a lifelong commitment to the values of Islam.

In the context of religious education, it is crucial for students to not only learn about values but also to understand why these values are important. Group discussions provide a platform for this exploration. Students are encouraged to ask questions and seek deeper understanding. For example, a discussion about honesty might lead to a conversation about the consequences of dishonesty, both in terms of personal integrity and in relation to Allah SWT's expectations. By questioning and exploring these issues, students gain a clearer sense of the underlying principles of Akhlak Terpuji and its connection to their faith. One significant aspect of group discussions is their ability to build empathy among students. When students share personal stories or experiences related to moral values, they often recognize that others face similar challenges. This shared experience fosters mutual understanding and empathy, allowing students to relate to one another on a deeper level. As they listen to their peers discuss topics like forgiveness, kindness, and generosity, they begin to recognize these virtues as essential not only in their relationships with others but also in their relationship with Allah SWT.

Furthermore, group discussions help students develop a sense of accountability. As they share their thoughts on moral issues, they are encouraged to reflect on their own actions and behaviors. The process of discussing their thoughts and actions with peers helps them realize the importance of personal responsibility in shaping their character. When students see that their actions have an impact on others, they become more motivated to act in ways that align with the values of Akhlak Terpuji, understanding that these actions are pleasing to Allah SWT. Teachers also benefit from using group discussions as a teaching method. The discussions provide teachers with valuable insights into the students' level of understanding and engagement with the material. Teachers can observe how well students are grasping the concepts of Akhlak Terpuji and where they might need additional support. If students are struggling to understand certain aspects of the topic, the teacher can provide further clarification or adjust their teaching strategies to address these needs. This real-time feedback allows for a more responsive and adaptive approach to teaching.

In addition to increasing academic understanding, group discussions help build strong social skills that are crucial for students' future interactions. As students work together in groups, they practice cooperation, communication, and conflict resolution. These skills are not only valuable in the classroom but also in real-world situations. For example, when students discuss how to handle situations involving jealousy or anger, they learn how to manage their emotions in constructive ways, which leads to more harmonious relationships in their daily lives. Moreover, the collaborative nature of group discussions encourages students to listen actively to others and respect differing opinions. In an increasingly diverse society, the ability to engage in respectful dialogue and

appreciate the perspectives of others is essential. Through these discussions, students learn to value the contributions of their peers, fostering a sense of community and belonging. This creates a classroom environment where all students feel heard and respected, which in turn promotes a culture of kindness and cooperation.

Group discussions also provide opportunities for students to develop leadership skills. In a group setting, some students may naturally take on leadership roles, guiding the discussion and ensuring that everyone has a chance to speak. This experience helps them develop confidence in their ability to lead and support others. In a broader context, these leadership skills are valuable in every aspect of life, from school projects to future careers and community involvement.

The method of group discussion also reinforces the importance of reflection in the learning process. Students are given the chance to reflect on their thoughts and actions in relation to the values they are learning about. For example, after discussing the value of gratitude, students might reflect on how they express gratitude in their own lives and consider ways to show more appreciation toward Allah SWT and others. This practice of reflection encourages students to think critically about their actions and continuously strive to improve their behavior in accordance with Islamic teachings. By making group discussions a regular part of the curriculum, teachers at SD Negeri 091566 Bah Jambi have created an environment where students can grow not only academically but also morally and socially.

These discussions provide a space where students can engage with the material, reflect on their own behaviors, and learn from one another in a supportive, cooperative atmosphere. The ability to engage in thoughtful dialogue and apply moral teachings to real-life situations equips students with the tools they need to navigate the complexities of the world around them. In conclusion, the use of group discussions to teach Akhlak Terpuji in SD Negeri 091566 Bah Jambi has proven to be an invaluable method for enhancing students' understanding of good character and their piety toward Allah SWT. Through active participation, critical thinking, and collaborative learning, students gain a deeper appreciation for the values they are learning about and are motivated to embody these values in their daily lives. The group discussion method not only enhances students' academic performance but also nurtures their moral and social development, preparing them to be responsible and compassionate individuals in society.

## **DISCUSSION**

The implementation of group discussion methods in teaching Akhlak Terpuji (commendable moral character) at SD Negeri 091566 Bah Jambi has proven to be a highly effective strategy for fostering students' understanding of important Islamic values. By incorporating this method, students are given the opportunity to actively engage in conversations that explore the qualities of good character, which are essential for their personal and spiritual growth. Group discussions create an interactive learning environment where students are encouraged to express their thoughts, listen to others, and build a deeper understanding of their faith and moral conduct. The first benefit of using group discussions is that they provide a platform for students to express their understanding of the material in their own words. This allows teachers to gauge students' comprehension and identify areas where further clarification might be needed. In the case of Akhlak Terpuji, students may reflect on the moral values such as honesty, kindness, patience, and humility. By sharing personal insights into how these values manifest in their lives, students actively learn from each other's experiences and perspectives, making the learning process more personalized and relatable.

Moreover, group discussions are particularly effective in promoting critical thinking among students. In a discussion on a particular virtue, such as patience, students might be asked to reflect on situations where they had to practice patience or times when they failed to do so. This encourages them to think critically about the real-world applications

of moral teachings. By considering the consequences of their actions, students gain a more nuanced understanding of how Akhlak Terpuji plays out in their everyday behavior, making it more likely they will internalize these values. Another significant aspect of group discussions is that they foster peer-to-peer learning. In these settings, students not only engage with the teacher but also with their classmates, learning from one another's viewpoints and interpretations. For example, one student may share how they applied the value of humility in their interactions with others, while another may discuss a time when they faced a moral dilemma involving honesty. Through this exchange of ideas, students expand their understanding of the values discussed and gain new perspectives that they may not have considered before.

The group setting also promotes social learning, where students develop key interpersonal skills such as communication, cooperation, and conflict resolution. As they work together to discuss moral issues, they practice respecting different viewpoints and negotiating solutions to disagreements. These skills are vital not only in the classroom but also in everyday life. Learning to communicate effectively and resolve conflicts in a peaceful manner aligns with the values of Akhlak Terpuji and supports students' emotional development. Teachers act as facilitators in group discussions, guiding the conversation and ensuring that the students remain focused on the topic. They encourage students to ask open-ended questions that promote deeper reflection and analysis. For instance, after discussing the importance of gratitude, the teacher might ask, "How can we show gratitude to Allah SWT in our daily lives?" Such questions prompt students to think critically about their relationship with their faith and how they can live out the teachings of Islam more fully. The teacher's role is not to dictate the conversation but to foster a respectful and engaging environment where students can explore these values in depth.

One of the key advantages of group discussions is that they provide an opportunity for students to practice empathy. When students share personal experiences related to moral values, such as dealing with jealousy or forgiving others, they begin to see the common humanity in their peers. This helps to create a supportive classroom environment where students feel safe to express their thoughts and feelings. As they listen to others' stories, they develop a deeper emotional connection with their classmates, and this connection strengthens their understanding of the importance of kindness and respect in relationships. Another benefit of group discussions is that they help students develop a strong sense of responsibility. As students discuss how to apply moral values in their lives, they are prompted to reflect on their own actions. For example, when discussing the value of honesty, students might realize that they have sometimes been dishonest, and this realization encourages them to take responsibility for their actions. By reflecting on their behavior and considering the impact of their actions on others, students develop a sense of accountability, which is an important aspect of good character.

The group discussion method also encourages students to connect moral teachings to their religious beliefs. For example, discussions on patience can be linked to the stories of the Prophets from the Quran, showing how they exemplified patience in difficult situations. By connecting moral values to religious teachings, students not only gain a deeper understanding of the values themselves but also develop a stronger connection to their faith. These connections make the lessons more meaningful and help students internalize the lessons in a way that is relevant to their lives. In addition to fostering academic and personal growth, group discussions also contribute to students' social development. As students collaborate on discussing moral issues, they develop teamwork skills that are essential in both school and life. Working together in a group helps students learn how to cooperate, share ideas, and work toward common goals. These teamwork skills are important for students as they prepare for their future roles in society, where cooperation and collaboration are often necessary for success.

Furthermore, group discussions encourage students to see the importance of ethics in their relationships with others. Through discussions on virtues like forgiveness and honesty, students learn how to apply these values in their interactions with family, friends,



and peers. This understanding of ethical behavior is crucial in helping students build strong, positive relationships that reflect the principles of Akhlak Terpuji. It also helps students navigate the challenges of daily life in a way that aligns with their faith and Islamic teachings. In the context of religious education, it is important to go beyond rote memorization of moral teachings and instead engage students in discussions that encourage critical thinking and personal reflection. Group discussions provide a platform for students to examine the moral teachings of Islam in depth, considering how these teachings apply to their everyday lives. By doing so, students are better able to understand the relevance of their faith in all aspects of life, not just in the context of religious rituals.

As group discussions promote critical thinking and personal reflection, they also provide an avenue for students to develop their leadership skills. In group settings, some students may naturally take on leadership roles, guiding the discussion and ensuring that all participants have the opportunity to contribute. This experience of leading a discussion helps students develop the confidence and skills necessary for leadership in various settings, including school projects, extracurricular activities, and later in their careers. The group discussion method also promotes continuous learning. After each discussion, students are often encouraged to reflect on what they have learned and how they can apply these lessons in their daily lives. This reflection helps to reinforce the moral lessons of Akhlak Terpuji and encourages students to make a habit of practicing these values on a regular basis. By revisiting the discussions periodically, teachers help students maintain a strong connection to the values they have learned and continue to build on this foundation over time. In conclusion, the use of group discussions in teaching Akhlak Terpuji at SD Negeri 091566 Bah Jambi has proven to be an invaluable tool for enhancing students' understanding of moral character and their relationship with Allah SWT. By fostering active participation, critical thinking, empathy, and teamwork, group discussions encourage students to internalize Islamic values and apply them in their daily lives. This method not only improves students' academic performance but also nurtures their social, emotional, and spiritual development, equipping them to be responsible and compassionate individuals in society.

Group discussions also play a pivotal role in helping students understand the practical implications of good character in their everyday interactions. For instance, when discussing the concept of generosity, students may explore how they can apply this value not only to giving material things but also to offering their time, attention, and kindness to others. This encourages students to see generosity as a broader concept that goes beyond financial contributions and extends to emotional and social support. By discussing such real-life applications, students learn that moral behavior is not confined to theoretical or religious contexts but has practical relevance in all aspects of their lives. One of the significant outcomes of group discussions is the development of students' self-awareness. During the discussions, students are encouraged to reflect on their own behavior and consider whether it aligns with the moral values they are learning about. This self-reflection fosters a deeper understanding of how their actions impact others and helps them become more conscious of their thoughts and behaviors. For example, when discussing humility, students might reflect on whether they have acted arrogantly or whether they have been mindful of others' feelings. Such self-reflection encourages personal growth and transformation, leading students to strive toward becoming better individuals in the future.

Another benefit of group discussions is the creation of a safe and supportive learning environment. As students share their experiences and challenges related to moral conduct, they learn that they are not alone in facing difficulties. When students realize that their peers encounter similar struggles, they feel more comfortable discussing sensitive topics related to their behavior. This sense of camaraderie builds trust among students and fosters a sense of community within the classroom. By being able to express their concerns in a nonjudgmental environment, students feel more supported and encouraged to improve their character. The discussions also provide an opportunity for students to



develop a sense of moral responsibility toward their communities. By exploring topics such as justice, honesty, and kindness, students gain a better understanding of how their behavior affects not only their immediate circle but also the broader society. Teachers encourage students to think about how they can contribute positively to their families, schools, and neighborhoods by embodying these values. This promotes a sense of social responsibility and a desire to create a more harmonious and just society, where individuals are motivated to care for one another and work together toward common goals.

Group discussions also help students develop empathy by encouraging them to listen attentively to others. In the process of discussing moral issues, students learn to listen to their peers' experiences and perspectives without judgment. This cultivates an environment of mutual respect, where students appreciate the diversity of thought and learn to understand the complexities of human behavior. By listening actively and empathetically, students develop the emotional intelligence needed to navigate relationships with compassion and understanding, which is integral to embodying the values of Akhlak Terpuji. The interactive nature of group discussions also enhances student engagement. Traditional teaching methods often rely heavily on lectures and direct instruction, which can lead to passive learning. However, when students are involved in discussions, they are more likely to retain the information because they are actively engaged in the learning process. As students interact with each other and the teacher, they become more invested in the content and motivated to participate. This higher level of engagement translates into a deeper understanding of the subject matter and a stronger commitment to internalizing the moral teachings of Akhlak Terpuji.

Group discussions also encourage students to practice the virtue of respect. In a group setting, students must respect each other's opinions, even if they disagree. This practice of respectful dialogue fosters a culture of mutual understanding, where students can engage in healthy debates without resorting to hostility or disrespect. The ability to engage in respectful conversations is a valuable skill that students can carry with them throughout their lives, especially as they interact with diverse groups of people in various settings. Furthermore, group discussions promote a sense of ownership over the learning process. By allowing students to take responsibility for their contributions to the discussion, teachers help instill a sense of accountability in them. Students become more invested in their own learning and are more likely to take initiative in studying and reflecting on the moral principles they are being taught. This sense of ownership encourages lifelong learning and fosters a mindset of continuous self-improvement.

The teacher's role in moderating the discussions is essential to ensuring that the conversations remain productive and focused on the desired outcomes. Teachers facilitate discussions by posing thought-provoking questions, guiding students toward deeper reflection, and ensuring that all students have the opportunity to speak. This role of the teacher as a facilitator, rather than a lecturer, allows for more dynamic and participatory learning. Teachers can also provide feedback during discussions, helping students refine their understanding and further develop their moral reasoning. Group discussions also contribute to the development of critical life skills such as problem-solving. When students discuss how to resolve moral dilemmas, such as dealing with peer pressure or handling conflicts, they practice making thoughtful decisions that align with their values. These problem-solving skills are not only valuable in the classroom but are also essential in real-life situations. By learning how to navigate challenges in a way that is consistent with Islamic teachings, students gain the confidence and competence to handle moral dilemmas outside of school.

The group discussion method also provides students with an opportunity to become more articulate in expressing their thoughts. As students share their ideas and arguments during discussions, they improve their ability to communicate effectively. They learn to present their views in a clear and organized manner, which enhances their overall communication skills. This ability to articulate their thoughts with clarity and confidence

is a valuable skill that students can use in a variety of contexts, including academic, professional, and personal situations. Through group discussions, students also gain a deeper understanding of the interconnectedness of moral values. For example, when discussing virtues like humility, kindness, and gratitude, students begin to see how these values are interrelated. Kindness cannot be practiced without humility, and gratitude is often a result of kindness. This holistic understanding helps students recognize that moral values are not isolated concepts but rather part of a larger framework of ethical behavior. This interconnectedness encourages students to cultivate all of these virtues in harmony, rather than focusing on just one or two.

Group discussions also help students to become more reflective in their approach to their faith. When discussing how Akhlak Terpuji relates to their relationship with Allah SWT, students are encouraged to think about their personal faith journey. They reflect on how they can better align their actions with the teachings of Islam and strengthen their bond with Allah SWT. This process of reflection deepens their spiritual awareness and helps them develop a more intimate and sincere connection to their faith. The use of group discussions in teaching Akhlak Terpuji also promotes a greater sense of community in the classroom. As students work together and engage in meaningful conversations, they build strong bonds with one another. This sense of community extends beyond the classroom and helps students develop a sense of belonging. They feel supported not only by their teacher but also by their peers, which encourages a positive and inclusive learning environment. In conclusion, group discussions in SD Negeri 091566 Bah Jambi have proven to be an effective pedagogical tool for teaching Akhlak Terpuji and fostering students' piety toward Allah SWT. By providing an interactive and supportive space for students to engage with moral values, share their experiences, and reflect on their actions, these discussions help students internalize the teachings of Islam and apply them in their daily lives. The skills learned through group discussions, including critical thinking, empathy, teamwork, and communication, are essential for students' personal and spiritual growth, preparing them to become responsible and compassionate individuals who embody the values of Akhlak Terpuji in their interactions with others.

## **CONCLUSION**

Learning before the implementation of classroom action, teachers teach conventionally. Teachers tend to transfer knowledge to students, so that students only listen and students are less active and even tend to be bored. The learning process seems rigid because students only see and hear what their teachers explain. All of this has an impact on the results of student scores in class VI SDN 091566 Bah Jambi. This is indicated by the learning outcome value below the minimum completeness criteria (KKM) of 70. Description of Cycle I The planning stage in cycle I produced several learning devices and research instruments. The learning devices produced are the Learning Plan (RPP), Teacher's Book and Student Book. The material discussed in the learning device. The learning steps arranged in the RPP are designed according to the steps in the discussion method. The student book that is arranged is a collection of expert sheets in the form of descriptions of material from the topics discussed. While the teacher's book is a guide for teachers during the learning process.

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