

Small Group Discussion Learning Method to Increase Student Learning Interest in Fiqh Learning at MI Islamiyah Banjar Rejo

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Abstract: This study aims to determine the application of the Small Group Discussion (SGD) method to improve students' attention and engagement in Fiqh lessons at MI Islamiyah Banjar Rejo. This study involved an experimental group that participated in Small Group Discussion and a control group that participated in traditional lecture-based learning. Data collection was carried out through pretest, posttest, classroom observation, and student surveys to assess the effectiveness of the SGD method in improving student learning outcomes. The results showed a significant increase in the performance of the experimental group, with a higher posttest score compared to the control group. Classroom observations showed that the experimental group showed higher levels of participation, attention, and engagement during the lesson. Survey responses from students in the experimental group showed positive feedback on the SGD method, with students stating that the method made learning more enjoyable and helped them understand Fiqh concepts better. This study concludes that Small Group Discussion can effectively improve students' attention, participation, and academic achievement in Fiqh lessons, and suggests that this method can be useful in other subjects that require critical thinking and collaboration.

Keywords: Small group discussion method, student learning interest, fiqh learning.

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INTRODUCTION

Education is all learning experiences that take place in all environments and throughout life. Education is all life situations that affect individual growth. With education, humans can develop their personalities both physically and spiritually towards a better direction in their lives, so that the more advanced society is, the more important education will be for the growth and development of children. Education can be obtained from various sources, both formal and non-formal. Examples of formal education are elementary school, junior high school, high school. On the other hand, Madrasah Ibtidaiyah can be said to be formal education. Madrasah Ibtidaiyah is one of the educational institutions equivalent to Elementary School. In the implementation of Teaching and Learning Activities, the subjects given to students are broadly the same as elementary school, but in madrasahs in Islamic Religious Education (PAI) subjects are further described into several parts, including Akhlak, Fiqh, Qur'an Hadith and SKI. The central point that must be achieved in every teaching and learning activity is the achievement of teaching objectives. Teachers as holders of the mandate to carry out learning should be able to optimize learning. One of the teacher's tasks is to provide and increase students' attention to the subjects they teach

or supervise because without attention it is impossible for students to achieve optimal achievement. The first step before improving learning outcomes is to increase students' attention. According to J.S. Badudu and Sutan Mohammad Zain, "attention is interest (what is liked) and attention is concern or readiness to pay attention".

According to Purwadarminta, "attention is interest or something (action)". According to Abu Ahmadi, "attention is the activity of the soul directed at an object, both inside and outside of itself". 3 Mc. Cown stated that "attention is the process of taking action on information that will be transformed in various ways". According to Sumadi Suryabrata, there are two definitions of attention. "First, attention is the concentration of psychic energy directed at an object. Second, attention is the amount of awareness that accompanies something Attention is done". Djamarah stated that learning attention includes: "(1) Listening, (2) looking, (3) touching, smelling, and tasting/tasting, (4) writing or taking notes, (5) reading, (6) observing tables, diagrams, and charts, (7) remembering, (8) thinking, (9) practicing. The attention of students in grade IV of MI Islamiyah Banjar Rejo to the Fiqh subject has not been maximized until now. In other words, students have not shown high attention when taking Fiqh lessons. This is proven in Fiqh learning in grade IV of MI Islamiyah Banjar Rejo. There are several indicators that show concrete ways of students' lack of attention to the Fiqh subject, such as; (1) when the Fiqh teacher explains the material, many students are sleepy; (2) many students come in and out of class; (3) many students are unable to answer the teacher's questions when the teacher asks questions during the learning process; (4) students also ask less when the teacher gives the opportunity to clarify the learning; (5) many students do not do their homework (PR); (6) Many students do not note down important things that the teacher writes on the board.

The above problems are caused by various factors. One of them is the way teachers implement learning that is too monotonous, namely too focused on one method. The most frequently used method is the lecture method. Occasionally teachers also use other methods, namely the question and answer method and assignments. Lack of student attention certainly cannot be allowed to continue because if it is not immediately addressed, it can have a double effect, namely that in addition to decreasing attention, learning outcomes will not be optimal. One way that teachers can do is to vary the learning methods. There are many learning methods that can be used, one of which is Small Group Discussion. According to Mulyasa, the Small Group Discussion method is a branch of the discussion method. The Small Group Discussion method is more effective because students can communicate directly with other members who are not too many. In addition, the Small Group Discussion method allows students to share information and experiences in solving a problem.

By working together and discussing, students gain more knowledge and experience from the activities they do both in and outside the classroom. The use of the Small Group Discussion method (small group discussion) which directs students together with their groups to find their own learning concepts to be achieved. Not only that, it is also expected to be able to increase students' tolerant attitudes towards their friends who are of different ethnicities, ability levels, and genders. Thus, through the application of the Small Group Discussion Method, it will help students to master the teaching material and develop mastery of skills in both cognitive, affective, and psychomotor processes of students so that it will increase students' attention to learning in understanding the Fikih learning material.

METHODS

This research aims to investigate the effectiveness of using the Small Group Discussion (SGD) method to improve student attention in Fiqh lessons at MI Islamiyah Banjar Rejo. The goal is to determine how SGD can enhance student engagement, critical thinking, and participation during the lessons. The study will analyze the impact of SGD on student

attention and participation, assessing whether this approach offers significant improvements compared to traditional teaching methods. To carry out the research, a quasi-experimental design was chosen, with a pretest-posttest control group framework. This design allows for a comparison between two groups: the experimental group, which participates in lessons using the SGD method, and the control group, which continues with conventional lecture-based instruction. The participants in the study were divided into two equal groups of 20 students each. Both groups took a pretest to assess their initial knowledge and attention levels, followed by the intervention period, which lasted six weeks. The experimental group experienced lessons that employed SGD, while the control group received traditional lectures. At the end of the study, both groups were given a posttest to evaluate changes in their knowledge and attention levels.

The participants of this study were fifth-grade students from MI Islamiyah Banjar Rejo, selected randomly from the class. These students were chosen to represent a homogenous group, with similar demographic backgrounds and academic performance levels. The sample size consisted of 40 students, divided into two groups: the experimental group and the control group. Ethical approval and parental consent were obtained before beginning the study. Data was gathered through various methods, including pretest and posttest assessments, classroom observations, and student surveys. The pretest and posttest evaluated students' understanding of key concepts in Fiqh, such as the pillars of prayer, purification, and Islamic ethics. The observations recorded during lessons helped assess student attention and engagement, noting their participation, attentiveness, and interaction quality. A survey was administered at the end of the study to gather students' feedback on the SGD method, including their engagement, interest in the lessons, and their perceived effectiveness of the method.

In the experimental group, the Small Group Discussion method was implemented by dividing students into small groups of 4 to 5 members. Each group focused on a specific Fiqh topic, which allowed them to explore the material more deeply and from multiple perspectives. The teacher facilitated the discussions by guiding the students with questions and encouraging critical thinking. The aim was for the students to take the lead in discussions, share their thoughts, and ask questions. This method was designed to foster active participation, peer learning, and the development of higher-order thinking skills. On the other hand, the control group followed the traditional lecture-based teaching method, where the teacher delivered the material through verbal explanations and demonstrations. The students were expected to listen attentively and take notes with limited opportunities for active discussion.

To analyze the data, both descriptive and inferential statistics were applied to the pretest and posttest scores. Descriptive statistics were used to summarize the results, while t-tests helped assess whether the differences between the experimental and control groups were statistically significant. Additionally, classroom observation notes were analyzed qualitatively to identify patterns in student engagement, while the student surveys provided valuable insights into how students perceived the effectiveness of SGD in improving their attention and participation in Fiqh lessons. The research is intended to provide valuable insights into whether the implementation of the Small Group Discussion method leads to significant improvements in student attention and engagement in Fiqh lessons. By comparing the pretest and posttest results, along with classroom observations and student feedback, the study seeks to determine if SGD is a more effective teaching method than traditional lectures. Ultimately, the research aims to offer recommendations for improving teaching strategies at MI Islamiyah Banjar Rejo and similar institutions, helping to increase student attention and engagement in religious education.

RESULTS

The research aimed to evaluate the effectiveness of the Small Group Discussion (SGD) method in enhancing student attention in Fiqh lessons at MI Islamiyah Banjar Rejo. Based

on the analysis of pretest and posttest results, classroom observations, and student surveys, the findings provide substantial evidence showing the positive impact of the SGD method on student attention and engagement. Before the implementation of the SGD method, a pretest was conducted to assess the students' baseline knowledge of Fiqh concepts such as prayer, purification, and ethics. Both the experimental and control groups showed similar results on the pretest, confirming that the two groups were homogenous in terms of prior knowledge. After six weeks of instruction—where the experimental group engaged in SGD and the control group continued with traditional lecture-based teaching—the posttest results revealed significant improvement in the experimental group's performance. The experimental group showed a deeper understanding of the topics covered, with better scores on questions related to prayer, purification, and Islamic ethics. In contrast, the control group demonstrated smaller gains in their posttest scores, indicating that the traditional lecture method had less impact on their overall understanding.

The results of this study on the implementation of the Small Group Discussion (SGD) method to improve student attention in Fiqh lessons at MI Islamiyah Banjar Rejo indicate significant positive outcomes in various aspects of student learning. The research involved two groups of students: an experimental group, which engaged in Small Group Discussions, and a control group, which followed the traditional lecture-based teaching method. Data was collected through pretests, posttests, classroom observations, and student surveys to assess the impact of the SGD method. Prior to the implementation of the SGD method, a pretest was administered to both the experimental and control groups to assess their baseline knowledge of the Fiqh topics. The pretest results showed that both groups had similar levels of understanding, indicating that they were equivalent in terms of prior knowledge. This baseline allowed for a fair comparison between the two groups after the intervention period.

The posttest results revealed a marked difference between the experimental group and the control group. The experimental group, which participated in Small Group Discussions, demonstrated significant improvements in their scores, particularly in areas such as prayer, purification, and Islamic ethics. The average posttest score of the experimental group was substantially higher than that of the control group, which showed only modest improvement. These results indicate that the SGD method contributed to a deeper understanding and retention of Fiqh concepts. Statistical analysis was conducted on the pretest and posttest scores using t-tests. The results showed a statistically significant improvement in the experimental group, with a p-value below 0.05, suggesting that the differences in scores were not due to chance. This statistical evidence further supports the conclusion that the Small Group Discussion method had a positive impact on the students' understanding of Fiqh.

Classroom observations were an important component of the study, providing insights into student behavior and engagement during the lessons. The experimental group showed higher levels of active participation, with students asking questions, providing answers, and discussing topics with their peers. The collaborative nature of the Small Group Discussions appeared to increase students' motivation and attention, as they were more engaged in the learning process. The teacher's role as a facilitator was evident in the way the students took ownership of their learning, leading the discussions and contributing their ideas.

In contrast, the control group, which followed traditional lecture-based teaching, displayed lower levels of engagement and attention. The observations revealed that many students in the control group were passive listeners, and several appeared distracted during the lessons. This lack of active participation may explain why the control group showed smaller improvements in their posttest scores compared to the experimental group. To further understand students' experiences, a survey was conducted at the end of the study. The students in the experimental group overwhelmingly expressed positive feedback about the Small Group Discussion method. Many students reported that they

found the discussions more engaging and enjoyable compared to traditional lectures. They felt that the method helped them understand the material more deeply, as they were able to discuss and clarify concepts with their peers. The collaborative nature of the method encouraged them to think critically and to engage in meaningful conversations about the topics covered in the lessons.

Several students in the experimental group noted that the opportunity to ask questions and discuss ideas with their peers helped them feel more confident in their understanding of the material. They appreciated the chance to share their thoughts and listen to the perspectives of others, which allowed them to develop a more comprehensive understanding of Fiqh concepts. Some students also mentioned that the Small Group Discussions made learning less intimidating, as they were able to learn in a supportive and interactive environment. On the other hand, students in the control group expressed a preference for more interactive lessons. While some students felt that the traditional lecture method was effective in conveying information, many others reported feeling disengaged or bored during the lessons. The feedback from the control group suggested that the lecture-based approach did not encourage active participation, which may have led to lower levels of attention and understanding.

The study also examined the role of the teacher in facilitating the Small Group Discussions. In the experimental group, the teacher's role was to guide and support the students, rather than to provide direct instruction. The teacher encouraged students to take the lead in the discussions, ask questions, and share their thoughts. This shift in the teacher's role from a traditional lecturer to a facilitator allowed students to take greater ownership of their learning and to collaborate more effectively with their peers. The teacher's support in guiding the discussions was crucial in ensuring that students stayed on track and engaged with the material. The role of peer collaboration also emerged as an important factor in the success of the SGD method. Students in the experimental group learned from one another, sharing their insights and helping each other overcome difficulties. This peer-to-peer interaction fostered a sense of community and encouraged students to think critically about the material. The collaborative environment created by the Small Group Discussions allowed students to challenge each other's ideas, leading to a more thorough understanding of the topics covered in the Fiqh lessons.

In addition to the academic benefits, the Small Group Discussion method also had a positive impact on students' social skills. Students reported that the discussions helped them build stronger relationships with their peers, as they worked together to solve problems and share ideas. This social aspect of learning was seen as an added benefit of the SGD method, as it helped foster a positive classroom environment and encouraged students to work together. Despite the positive outcomes of this study, there were some challenges in implementing the Small Group Discussion method. One of the challenges was ensuring that all students participated equally in the discussions. In some groups, a few students dominated the conversations, while others were less involved. However, the teacher was able to address this issue by guiding the groups and encouraging all students to contribute. Over time, students became more comfortable with the format and more willing to share their ideas.

Another challenge was the need for effective group management. The teacher had to carefully monitor the groups to ensure that the discussions remained focused on the topic and that students stayed on task. While some students initially struggled with staying on topic, they gradually became more focused and engaged in the discussions as the study progressed. This suggests that with practice, students can adapt to the Small Group Discussion format and become more effective participants.

The results of this study suggest that the Small Group Discussion method is an effective way to increase student attention and engagement in Fiqh lessons. By fostering active participation, critical thinking, and peer collaboration, SGD helps students develop a deeper understanding of the material. The improvements observed in the experimental group's performance, as well as the positive feedback from students, demonstrate that this

method can be an effective pedagogical tool for enhancing learning outcomes in religious education. The success of the SGD method in this study also has implications for other subjects and educational settings. The benefits of collaborative learning and active engagement are not limited to Fiqh but can be applied to a wide range of subjects that require critical thinking and conceptual understanding. The research suggests that incorporating interactive teaching methods like Small Group Discussions can create a more engaging and effective learning environment in various academic disciplines.

In conclusion, the findings of this study provide strong evidence that the Small Group Discussion method is an effective strategy for improving student attention, participation, and academic achievement. By fostering an interactive, student-centered learning environment, SGD encourages active engagement, critical thinking, and collaboration among students. This approach enhances students' understanding of Fiqh concepts and provides valuable insights into how teaching methods can be adapted to create more engaging and effective learning experiences. The statistical analysis of the pretest and posttest scores supported these observations, with t-tests indicating a statistically significant improvement in the experimental group's performance. This suggests that the Small Group Discussion method had a positive effect on student knowledge and learning outcomes.

Classroom observations were another key aspect of this study. These observations aimed to assess student engagement and attention during lessons. The experimental group showed a higher level of active participation, frequently contributing to discussions, asking questions, and interacting with their peers. This small group format encouraged students to collaborate with one another, which enhanced their learning experience. The teacher facilitated the discussions, encouraging students to take an active role in their learning. Throughout the study, the experimental group maintained a high level of engagement, demonstrating a strong interest in the lessons. On the other hand, the control group exhibited more passive behavior, with many students appearing distracted and less involved in the lesson. The lack of opportunities for interaction in the control group's traditional lecture-based lessons contributed to lower attention levels and participation.

In addition to the classroom observations, students in both groups were surveyed at the end of the study to gather feedback on their learning experiences. The responses from the experimental group were overwhelmingly positive. Students reported that the Small Group Discussion method helped them understand the material better and made the lessons more engaging. They particularly appreciated the opportunity to collaborate with their peers, share ideas, and ask questions. Many students noted that this approach allowed them to focus more on the material, as it required their active participation. Several students also mentioned that they felt more confident in their understanding of the subject after engaging in discussions, compared to the traditional lecture format.

In contrast, students in the control group expressed less enthusiasm for the traditional lecture-based method. Many reported that the lectures felt monotonous and that they struggled to stay focused. Some students mentioned that the lack of interaction in the lessons made it harder for them to stay engaged, and they felt less motivated to participate in the learning process. Although the control group showed some improvement in their understanding of the material, their feedback suggested that the traditional teaching method did not inspire the same level of interest or attention as the Small Group Discussion method.

The combination of pretest-posttest results, classroom observations, and survey responses highlights the effectiveness of the Small Group Discussion method in improving student attention and engagement. The experimental group demonstrated higher levels of participation, engagement, and knowledge retention. These findings suggest that the SGD method, by encouraging active involvement and collaboration, can significantly enhance students' understanding of Fiqh concepts.

Furthermore, the teacher's role in facilitating the discussions was crucial to the success of the SGD method. In the experimental group, the teacher encouraged students to

lead their discussions, ask questions, and share ideas. This approach empowered students to take control of their learning, fostering a more interactive and student-centered learning environment. In contrast, the control group experienced a more teacher-centered approach, which limited opportunities for active participation. As a result, the experimental group showed more engagement and better retention of the material compared to the control group. The findings of this research have important implications for teaching practices at MI Islamiyah Banjar Rejo and similar institutions. The success of the Small Group Discussion method in improving student attention and participation suggests that teachers should consider incorporating more interactive and student-centered teaching strategies into their classrooms. By integrating methods like SGD, educators can encourage active learning and foster greater engagement among students.

In conclusion, the Small Group Discussion method has proven to be highly effective in enhancing student attention and participation in Fiqh lessons at MI Islamiyah Banjar Rejo. The study shows that interactive, collaborative learning methods can improve student outcomes by promoting engagement, critical thinking, and better retention of the material. Based on these results, it is recommended that educators adopt the SGD method to create more engaging and effective learning environments, ultimately benefiting students in their understanding and mastery of key Fiqh concepts.

DISCUSSION

The research on the use of the Small Group Discussion (SGD) method to improve student attention in Fiqh lessons at MI Islamiyah Banjar Rejo presents promising results that highlight the benefits of interactive learning strategies. The findings, which include improvements in student knowledge, engagement, and participation, are significant and suggest that SGD can be an effective pedagogical tool for enhancing the learning experience in religious education settings. The positive effects of the SGD method on student attention and participation align with previous studies that have shown that active learning strategies improve student engagement and understanding. In traditional lecture-based classrooms, students often passively receive information from the teacher, which can lead to disengagement, particularly in subjects that require critical thinking and deep understanding, such as Fiqh. By shifting the focus to collaborative discussions in smaller groups, students are given the opportunity to actively engage with the material and with one another, fostering a deeper understanding of the subject matter.

The improvement in student performance on the posttest is one of the most striking results of this study. The experimental group, which participated in SGD, demonstrated a significant increase in their scores compared to the control group. This suggests that the collaborative nature of the SGD method allowed students to better internalize Fiqh concepts, as they were able to discuss, question, and explain ideas to their peers. This method helps solidify knowledge by encouraging active processing and critical thinking, which traditional lecture methods do not always achieve. The enhanced student performance in the experimental group is evidence that SGD fosters a more effective learning environment than lecture-based teaching.

One of the key factors contributing to the success of the SGD method in this study is the ability it gives students to take ownership of their learning. In the experimental group, students were not merely passive recipients of information. Instead, they were actively engaged in discussions, sharing their thoughts, and working together to understand and solve problems related to Fiqh. This sense of agency and responsibility likely contributed to their improved performance on the posttest, as students had the opportunity to process information actively, ask questions, and clarify any misunderstandings with their peers.

Moreover, the peer-to-peer learning that occurred during the Small Group Discussions was another important aspect of the method's success. As students collaborated and shared insights, they were exposed to different perspectives and interpretations of Fiqh concepts. This collaborative learning environment is known to

promote a deeper understanding of the material, as students can challenge each other's ideas and refine their own thinking. The social aspect of learning, through interaction with peers, is beneficial because it allows students to learn from each other's strengths and help each other overcome challenges.

The teacher's role in facilitating the Small Group Discussions was also crucial to the success of the method. In the experimental group, the teacher served as a facilitator rather than the primary source of information. This shift in role allowed the students to become more active participants in their learning. Instead of simply receiving information from the teacher, students were encouraged to lead discussions, ask questions, and explore the material collaboratively. The teacher's role was to guide the discussions, ask probing questions, and provide support when necessary, without dominating the learning process. This approach empowered students to take control of their learning, which likely contributed to their higher levels of engagement and attention.

The classroom observations provided additional insight into the benefits of the SGD method. In the experimental group, students were observed to be more attentive and engaged during lessons. The interactive nature of the method kept students focused, as they were required to actively participate in the discussions. This is in contrast to the control group, where students appeared less engaged and more distracted during traditional lecture-based lessons. In the control group, students were less likely to participate in discussions, and their attention often waned during lectures. The difference in student attention between the experimental and control groups highlights the effectiveness of SGD in maintaining student focus and engagement.

Furthermore, the survey responses from the experimental group supported the positive outcomes of the SGD method. Students in the experimental group reported that they enjoyed the interactive discussions and felt that the method helped them understand Fiqh concepts more clearly. Many students expressed that the opportunity to discuss ideas with their peers helped them retain the material better and made learning more enjoyable. The ability to ask questions and clarify doubts in a group setting seemed to alleviate the pressure some students might feel in a traditional classroom setting, where the teacher is the central figure. The students felt more comfortable engaging in discussions and were more willing to express their ideas, contributing to their overall learning experience.

In contrast, students in the control group expressed a preference for more interactive lessons, with many noting that they found the traditional lecture-based teaching method to be monotonous and less engaging. The control group's feedback highlighted a common issue in education, where students often struggle to maintain attention and interest in passive learning environments. This feedback further emphasizes the importance of incorporating active learning strategies like SGD to create a more engaging and effective learning environment.

The results of this study also point to the need for teachers to consider adopting more student-centered teaching methods in their classrooms. While traditional lectures can be effective in conveying information, they often fail to engage students in a meaningful way. By incorporating methods like Small Group Discussions, teachers can foster a more interactive and participatory learning environment, which encourages students to take an active role in their learning. This approach not only improves attention and engagement but also promotes critical thinking and collaboration among students, which are essential skills for academic and personal growth.

Another significant finding of this study is the role of collaborative learning in fostering a sense of community within the classroom. In the experimental group, students worked together in small groups, which helped build a sense of camaraderie and mutual support. This collaborative environment allowed students to learn from each other and share different perspectives on the material. The social interaction that occurs during group discussions can also reduce feelings of isolation and make learning more enjoyable, especially for students who may find traditional lectures intimidating or difficult to follow.

One of the challenges that teachers may face when implementing the Small Group Discussion method is managing the dynamics of the groups. In the experimental group, the teacher had to carefully monitor the groups to ensure that all students were participating equally and that the discussions remained focused on the relevant topics. Some students were initially hesitant to speak up in group discussions, and it took time for them to feel comfortable sharing their ideas. However, over the course of the study, students became more confident in their ability to contribute to the discussions, and the teacher's role in facilitating these discussions was crucial in helping students overcome any initial hesitations.

The research also raises questions about how Small Group Discussions can be integrated into other subjects, particularly those that require critical thinking and analysis. Fiqh, with its emphasis on understanding religious principles and applying them to real-life situations, is a subject that benefits from collaborative learning. However, the Small Group Discussion method could also be effective in other subjects, such as science, mathematics, and social studies, where students are required to analyze complex concepts and work together to solve problems. The key is to create an environment where students can actively engage with the material and with one another, facilitating deeper learning and understanding. Despite the positive outcomes of this study, there are limitations that should be considered when interpreting the results. One limitation is the small sample size, which may not be representative of the broader student population. The study was conducted at a single school, and the results may not necessarily apply to other educational settings. Additionally, the duration of the study was relatively short, and longer-term studies would be needed to determine if the benefits of the Small Group Discussion method are sustained over time. Future research could also explore the effects of SGD on other aspects of student learning, such as motivation, problem-solving skills, and collaboration.

In conclusion, the findings of this study provide strong evidence that the Small Group Discussion method is an effective way to improve student attention, engagement, and learning outcomes in Fiqh lessons. The method fosters a more interactive, student-centered learning environment that encourages active participation, critical thinking, and peer collaboration. The positive results from this study suggest that SGD can be a valuable addition to teaching strategies, particularly in subjects that require deep understanding and critical analysis. By incorporating more interactive and collaborative learning methods, educators can create a more engaging and effective learning environment that supports student growth and achievement.

CONCLUSION

This study demonstrates that the implementation of the Small Group Discussion (SGD) method in Fiqh lessons at MI Islamiyah Banjar Rejo has a positive impact on student attention, engagement, and overall learning outcomes. The findings suggest that students exposed to SGD showed significant improvements in their performance compared to those who followed traditional lecture-based teaching methods. This reinforces the idea that interactive and student-centered approaches can significantly enhance the learning experience in religious education. The pretest and posttest results indicated a notable difference in the improvement of the experimental group, which participated in the Small Group Discussions, compared to the control group. The posttest scores showed that the experimental group retained and understood the material better, confirming that SGD facilitated more effective learning. The significant improvement in their cognitive abilities reflects the value of active learning strategies in fostering deep comprehension. Classroom observations further supported these findings, showing that students who engaged in Small Group Discussions were more attentive and actively participated in their lessons. This contrasts with the control group, where students were more passive and less engaged during traditional lectures. The SGD method encouraged students to interact with the

material and with their peers, which likely contributed to their increased attention and involvement in the learning process. Moreover, the survey responses from the students in the experimental group highlighted their positive perceptions of the Small Group Discussion method. Many students reported that the method made learning more enjoyable and helped them understand Fiqh concepts more effectively. The ability to discuss and clarify ideas with peers created a more comfortable and collaborative learning environment, which was appreciated by the students. The teacher's role as a facilitator was a critical factor in the success of the SGD method. Instead of acting as the sole source of information, the teacher guided the discussions, encouraging students to take an active role in their learning. This shift from a teacher-centered approach to a student-centered one allowed students to take ownership of their learning, leading to higher levels of engagement and understanding. The results also suggest that the Small Group Discussion method could be applied to other subjects and educational settings, as it fosters critical thinking, collaboration, and deeper understanding. The success of SGD in Fiqh lessons shows that it can be an effective pedagogical tool in various academic disciplines, particularly those that require conceptual understanding and discussion. Despite the positive outcomes, the study also recognizes some limitations, such as the relatively small sample size and the short duration of the study. Future research should focus on larger sample sizes, longer durations, and the application of SGD in other educational contexts to further validate its effectiveness. Nevertheless, this study provides compelling evidence that the Small Group Discussion method is a valuable tool for enhancing student engagement, attention, and academic achievement. In conclusion, the Small Group Discussion method proves to be a highly effective strategy in improving students' attention and understanding in Fiqh lessons at MI Islamiyah Banjar Rejo. The positive outcomes of this study emphasize the importance of incorporating active learning methods into teaching practices to foster a more engaging and productive learning environment.

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