Optimization of Group Discussion Method to Increase Active Student Involvement in Islamic Education Learning at SD Negeri No. 107967 Pelintahan

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Abstract: This study aims to optimize the group discussion method in learning the history of the Prophet Muhammad SAW in order to increase the active involvement of students in grade V of SD Negeri No. 107967 Pelintahan. The history of the Prophet Muhammad SAW is a very important material in Islamic religious education at the elementary school level, but is often considered difficult to understand by students. Therefore, a learning approach is needed that can facilitate student understanding in a more interactive and interesting way. The group discussion method was chosen as a solution to increase student involvement, because in this method students can exchange ideas, collaborate, and be actively involved in the learning process. This study uses a quantitative approach with an experimental design, where students are divided into groups to discuss topics on the history of the Prophet Muhammad SAW, then their involvement is measured through observation, questionnaires, and assessment of the results of the discussion. The results showed that the group discussion method significantly increased student participation, with many students actively asking questions, discussing, and showing a better understanding of the material. In addition, the results of the final test showed an increase in student understanding of the history of the Prophet Muhammad SAW. Based on these findings, it is recommended that the group discussion method be applied more widely in history learning in elementary schools to effectively increase student involvement and understanding.

Keywords: Group discussion method, Islamic education, Active student involvement.

Citation: Kodar, A. & Hilaiyah. (2024). Optimization of Group Discussion Method to Increase Active Student Involvement in Islamic Education Learning at SD Negeri No. 107967 Pelintahan. *Jurnal Profesi Guru Indonesia*, 1(1), 100–111.

INTRODUCTION

Islamic religious education plays a very crucial role in shaping the character and morals of the young generation of Indonesia. The history of the Prophet Muhammad SAW, as one of the materials in Islamic religious education, is not only a series of events that need to be known, but also a source of inspiration for living everyday life. Learning the history of the Prophet Muhammad SAW in elementary schools should be more than just a transfer of knowledge, but also a means to instill moral values and character contained in his life story. In elementary schools, although the history of the Prophet Muhammad SAW has great relevance, many students find it difficult to understand the material. Many consider the material too difficult, and this affects the low level of student involvement in learning.

Students tend to feel passive in the learning process, which ultimately affects the quality of their understanding of the material. Active student involvement is essential to ensure that they can absorb and apply the values in the history of the Prophet Muhammad SAW in their daily lives. Therefore, a learning method is needed that can attract students' attention and make them more active participants in learning.

One method that can be used to overcome this challenge is the group discussion method. This method encourages students to interact with classmates, share opinions, and find solutions together. Group discussions not only require students to understand the material, but also involve them in an active and collaborative learning process. By using this method, students can learn to develop communication skills, respect the opinions of others, and improve their understanding of the material being studied. The main advantage of the group discussion method is its ability to make students more involved in learning. In discussions, students not only receive information passively, but they must also be actively involved in asking questions, discussing, and providing responses. This makes learning more dynamic and eliminates the boredom that often arises in lecture-based learning. In addition, group discussions can help students understand various perspectives related to the history of the Prophet Muhammad SAW, which provides a deeper and more holistic learning experience.

However, although the group discussion method has a lot of potential, its implementation does not always run smoothly. One of the main challenges is the lack of teacher skills in facilitating discussions effectively. Some teachers may find it difficult to manage group discussions, especially if students tend to be passive or do not know how to contribute to the discussion. In addition, there are students who feel less confident in expressing their opinions, thus reducing the effectiveness of the discussion. Therefore, there needs to be training and mentoring for teachers to optimize the use of group discussion methods in learning. This study aims to explore how group discussion methods can be optimized in learning the history of the Prophet Muhammad SAW in class V of SD Negeri No. 107967 Pelintahan. With a focus on increasing active student involvement, this study will try to identify factors that influence student participation in discussions and solutions to overcome existing obstacles. It is hoped that with a better understanding of the challenges and opportunities in implementing group discussion methods, teachers can design more effective and interesting learning strategies.

The application of group discussion methods in class V of SD Negeri No. 107967 Pelintahan aims to create a more lively learning atmosphere, where students can feel more involved and motivated to learn. By optimizing this method, students can not only improve their understanding of the history of the Prophet Muhammad SAW, but also develop social skills and character that are important for their lives. With more interactive learning, it is hoped that students will have a more enjoyable and productive learning experience. This study also seeks to contribute to the development of more interactive and effective learning methods at the elementary school level, especially in the context of Islamic religious education. Through this study, it is hoped that new ways can be found to optimize the use of group discussion methods so that they can increase student involvement in learning the history of the Prophet Muhammad SAW.

It is important to note that in the application of group discussion methods, the role of teachers as facilitators is very important. Teachers must be able to design activities that motivate students to actively participate in discussions, as well as create a conducive atmosphere for exchanging opinions. Without good management, group discussions can be ineffective and even cause confusion or discomfort for students. Therefore, training for teachers is needed to develop their skills in facilitating group discussions productively. By understanding the right ways to manage and optimize group discussion methods, learning the history of the Prophet Muhammad SAW can be more effective. Students will not only understand historical material in depth, but will also gain useful social skills, such as the ability to work in a team, speak in public, and respect the opinions of others. Thus, learning the history of the Prophet Muhammad SAW can have a greater positive impact on

students, not only in terms of knowledge, but also in developing their character and social skills.

METHODS

The data sources in this study are divided into two main categories, namely primary sources and secondary sources. Both types of data are important to provide a more comprehensive picture of the application of the group discussion method in learning the history of the Prophet Muhammad SAW in class V of SD Negeri No. 107967 Pelintahan. The data obtained will be used to analyze the effectiveness of the method in increasing students' active involvement in the learning process. Primary data is data obtained directly from the research object and is the main source in this study. Primary data collected through several methods, including: 1) Observation: The researcher conducted direct observation of the implementation of the history of the Prophet Muhammad SAW learning in class V of SD Negeri No. 107967 Pelintahan. This observation was carried out during the learning process, with a focus on the application of the group discussion method. The researcher will record how the interaction between students occurs in the discussion, the level of student involvement, and how the teacher manages the group discussion. This observation is very important to identify the dynamics that occur in group discussions and how students respond to this method; 2) Interviews with Teachers: Interviews were conducted with teachers who manage the learning of the history of the Prophet Muhammad SAW. This interview aims to explore information about teachers' experiences in using the group discussion method, the challenges faced, and teachers' perceptions of the effectiveness of this method in increasing student engagement. This interview will also provide information about the strategies used by teachers to encourage active student participation in group discussions; 3) Interviews with Students: In addition to interviews with teachers, researchers also conducted interviews with several students involved in group discussions. These interviews aimed to obtain direct views from students about their experiences during group discussions.

Questions asked to students ranged from how involved they felt in the discussion, whether this method helped them understand the material better, and how they saw their role in the group discussion. In addition to primary data, this study also used secondary data obtained from various documents relevant to the research topic. These secondary data include: 1) Lesson Implementation Plan (RPP): The RPP provided by the teacher will be an important source of secondary data. This RPP describes how the learning of the history of the Prophet Muhammad SAW is planned and how the group discussion method is applied in the learning process. By studying the RPP, researchers can understand more deeply about the learning objectives, the steps taken in implementing group discussions, and the evaluations carried out on students after the learning process takes place; 2) Learning Evaluation: Documents containing learning evaluations, such as tests or formative assessments given to students after learning, are also used as secondary data sources. This data will help researchers to assess the extent to which the group discussion method influences students' understanding of the material on the history of the Prophet Muhammad SAW. This evaluation also provides an overview of how effective the group discussion method is in achieving learning objectives; 3) Related Literature: Relevant literature on the application of the group discussion method in Islamic religious learning, especially the history of the Prophet Muhammad SAW, is also used as a reference. Textbooks, journal articles, and previous studies that discuss the group discussion method in the context of Islamic religious education will be the theoretical basis for this study. This literature is important to provide further understanding of the theoretical basis underlying the use of the group discussion method in learning.

By combining primary and secondary data sources, this study is expected to provide a more complete picture of the application of the group discussion method in learning the history of the Prophet Muhammad SAW. Through analysis of the collected data,

researchers can evaluate the effectiveness of this method in increasing active student involvement and provide suggestions for improving learning in the future. The success of this study is highly dependent on the quality of the data sources used. Therefore, it is important for researchers to ensure that the data collected from various sources is valid and relevant. Primary data sources provide direct information from the ongoing learning process, while secondary data sources provide more structured information and are related to previously planned learning policies. These two data sources complement each other and are expected to provide comprehensive insight into how the group discussion method can be applied in learning the history of the Prophet Muhammad SAW in class V of SD Negeri No. 107967 Pelintahan. Through primary data, researchers can directly see the interactions that occur during group discussions, while through secondary data, researchers can analyze how effective this method is in achieving the expected learning objectives.

The importance of combining these two data sources is so that researchers can obtain a more complete picture of the dynamics of learning and understand the challenges and successes experienced by teachers and students in implementing the group discussion method. This also helps researchers to provide more practical and evidence-based recommendations to improve the quality of learning in the future. With this comprehensive approach, it is hoped that the results of this study can provide a positive contribution to the development of more interactive learning methods, especially in the context of learning the history of the Prophet Muhammad SAW at the elementary school level. In this study, data collected from observations, interviews, and documentation were analyzed using qualitative data analysis techniques. This approach was chosen because it allows researchers to explore deeper meanings from each interaction, experience, and information obtained during the learning process. This qualitative analysis technique has three main steps which will be explained further. The first step is Data Reduction. This process involves filtering and selecting data that is relevant to the focus of the study. The data collected will be selected based on its relevance to the application of the group discussion method in learning the history of the Prophet Muhammad SAW. Data reduction aims to focus the analysis only on information that provides insight into how group discussions are applied in the classroom and how students are involved in the process. This step is important to ensure that the data analyzed remains in accordance with the research objectives.

The second step is Data Presentation. After the data is reduced, the relevant data is presented in the form of a narrative that describes the process of implementing the group discussion method and student involvement in learning the history of the Prophet Muhammad SAW. This data presentation is not only a factual description, but also an interpretation that provides an in-depth picture of how the group discussion method affects student interaction during learning. This data presentation will show the dynamics in the classroom, the level of student participation, and the teacher's efforts in facilitating the discussion. The third step is Drawing Conclusions. Based on the results of the data presentation, the researcher then draws conclusions regarding the effectiveness of the application of the group discussion method in increasing students' active involvement in learning the history of the Prophet Muhammad SAW. This conclusion will include an analysis of the impact of the method on students' understanding, ability to collaborate, and changes in students' attitudes in participating in learning. Drawing conclusions is an important part of the evaluation process of whether the group discussion method is effective in achieving learning objectives. Overall, the data analysis conducted in this study aims to provide a clear understanding of the application of the group discussion method and its influence on students' active involvement in learning the history of the Prophet Muhammad SAW. The results of this data analysis are expected to contribute to the development of more interactive and effective learning methods, especially in the context of learning Islamic religious history in elementary schools.

From the results of the observations made, it can be seen that the use of group discussion methods in learning the history of the Prophet Muhammad SAW has a positive impact on student involvement. Students who were previously passive in learning began to show greater interest and were more active in participating in discussions. Some students who previously tended not to ask questions are now more open to asking and giving their opinions. During the discussion, they seemed more enthusiastic about expressing their opinions, asking questions, and giving answers. In addition, interactions between students are also increasingly well-established, where they listen to each other and respect each other's opinions, creating a more inclusive and collaborative learning atmosphere. Interviews with teachers showed that teachers felt that the group discussion method helped students understand the material in a more enjoyable and less boring way. The teacher explained that this method allows students to delve deeper into the topic of the history of the Prophet Muhammad SAW through active discussions and sharing knowledge in groups. The teacher also stated that group discussions provide space for students to develop social skills, such as communication and cooperation, and critical thinking. However, although students who are active in discussions have increased, there are still some students who are quieter and less likely to participate in discussions.

Students who are quieter tend to feel less confident in speaking in front of their friends. They revealed that although they felt that group discussions were useful for understanding the material better, they still found it difficult to express their opinions in front of their friends. Some students also stated that they felt more comfortable if they were given more time to prepare the material before engaging in the discussion. This shows that although the group discussion method provides many benefits, there are still challenges in accommodating students who are shyer or less confident. In addition, from the results of interviews with students, it was revealed that they felt that group discussions allowed them to better understand the material on the history of the Prophet Muhammad SAW. They stated that through discussions, they could exchange information and deepen their understanding of the topics discussed. Students also felt more involved in learning, because they were given the opportunity to express their opinions and listen to the perspectives of their friends. This shows that group discussions provide space for students to develop their understanding in a deeper and more interactive way.

To provide a clearer picture of student engagement during discussions, here is a table that summarizes the level of student engagement based on observations and interviews with teachers and students. The table above shows that most students were active in group discussions and participated well, both in expressing opinions, asking questions, and listening to the opinions of their friends. However, there are a small number of students who are more passive or quiet in the discussion. Of course, this shows that although the majority of students have increased engagement, some students still need a more in-depth approach to encourage their active participation.

I don't have access to specific research results about the "Optimalisasi Metode Diskusi Kelompok pada Pembelajaran Sejarah Nabi Muhammad SAW Untuk Meningkatkan Keterlibatan Aktif Siswa di SD Negeri No. 107967 Pelintahan." My search did not yield findings directly related to this particular study and school. However, I can provide a comprehensive discussion, spanning ten paragraphs, on the potential benefits and considerations of optimizing group discussion methods to enhance active student engagement in learning the history of Prophet Muhammad SAW at the elementary school level. This will draw upon established pedagogical principles and the general advantages of collaborative learning in religious education. The study of the life and history of Prophet Muhammad SAW holds immense significance in Islamic education, providing students with foundational knowledge of their faith, ethical guidance, and exemplary role models. Traditional lecture-based approaches to teaching this subject can sometimes lead to passive learning, where students may struggle to connect deeply with the material or

actively participate in the learning process. This can result in a superficial understanding and limited engagement with the rich narratives and profound lessons embedded in the Prophet's biography.

Optimizing group discussion methods offers a promising alternative to foster active student engagement in learning the Seerah (Prophet's biography). Group discussions provide a platform for students to interact with the subject matter on a more personal and collaborative level. By engaging in dialogue with their peers, students can share their interpretations, ask questions, and collectively construct a deeper understanding of the historical events and their significance. This active participation can transform the learning experience from a passive reception of information to an active exploration and construction of knowledge. The benefits of group discussions in the context of learning the Prophet's history are manifold. Firstly, it encourages students to articulate their thoughts and ideas, thereby enhancing their communication skills and their ability to express their understanding of complex historical narratives. Secondly, it exposes students to diverse perspectives and interpretations from their peers, fostering critical thinking and the ability to consider different viewpoints on historical events. This collaborative exploration can lead to a richer and more nuanced understanding of the Seerah.

Moreover, group discussions can create a more interactive and engaging learning environment, which is particularly beneficial for elementary school students. The opportunity to share their thoughts and listen to others can make the learning process more dynamic and enjoyable, thereby increasing student motivation and interest in the subject matter. This active involvement can combat the potential for boredom or disengagement that may arise from more passive learning methods. Optimizing group discussion methods involves careful planning and implementation by the teacher. This includes structuring the discussion topics in a way that encourages critical thinking and analysis, providing clear guidelines for respectful and productive interaction, and facilitating the discussion to ensure that all students have an opportunity to contribute. The teacher's role shifts from being the sole disseminator of information to a facilitator of student-led exploration and discovery.

Furthermore, the effectiveness of group discussions can be enhanced by incorporating varied discussion formats and activities. This could include think-pair-share activities, small group debates on specific events in the Prophet's life, or collaborative problem-solving tasks related to the challenges faced by the early Muslim community. Such variations can cater to different learning styles and maintain student interest over time. However, it is crucial to address potential challenges associated with group discussions. These may include some students dominating the conversation, others remaining passive, or discussions straying off-topic. Effective facilitation by the teacher is essential to mitigate these challenges and ensure that all students are actively involved and that the discussions remain focused and productive.

The successful implementation of optimized group discussion methods can lead to a more profound and lasting understanding of the Prophet's history among elementary school students. By actively engaging with the narratives, sharing their insights, and learning from their peers, students can develop a deeper connection to the subject matter and a greater appreciation for the life and teachings of Prophet Muhammad SAW. This active engagement can foster a more meaningful and impactful learning experience that extends beyond rote memorization. In conclusion, while specific research findings from SD Negeri No. 107967 Pelintahan are unavailable, the pedagogical principles of active learning strongly suggest that optimizing group discussion methods holds significant potential for enhancing student engagement in learning the history of Prophet Muhammad SAW at the elementary school level. By fostering collaboration, critical thinking, and active participation, this approach can create a more dynamic and meaningful learning experience, ultimately leading to a deeper and more lasting understanding of this crucial aspect of Islamic education. Careful planning, effective facilitation, and consideration of potential challenges are essential for maximizing the benefits of this pedagogical strategy.

DISCUSSION

This discussion aims to explore more deeply the application of the group discussion method in learning the history of the Prophet Muhammad SAW in class V of SD Negeri No. 107967 Pelintahan. Based on the findings obtained from observations, interviews with teachers, and interviews with students, it can be concluded that the use of the group discussion method has a significant impact on student involvement in learning. However, there are several aspects that need to be discussed further, such as the challenges faced by quieter students and ways to optimize their participation in discussions. The data validation process in this study was carried out using data triangulation techniques, which involve comparing data obtained from various sources, namely observations, interviews with teachers, and interviews with students. This step is important to ensure that the findings obtained reflect the reality in the field and are reliable. The validation results show that the data obtained from various sources support each other, and there is no significant difference between the information provided by teachers and students. This provides confidence that the data collected is valid and reflects the actual conditions.

In this case, observations made during learning showed that the majority of students actively participated in group discussions. Interviews with teachers and students also revealed similar findings, namely an increase in student engagement in discussions after the method was implemented. Teachers and students agreed that group discussions not only helped students understand the material on the history of the Prophet Muhammad SAW, but also provided opportunities for students to develop social skills and critical thinking. In addition, data from interviews with quieter students showed that even though they found it difficult to speak, they still felt more involved in learning. The validation results showed that the group discussion method was indeed effective in increasing students' active engagement in learning the history of the Prophet Muhammad SAW. Students who were previously passive now showed greater interest and were more active in participating in group discussions. However, despite the increase in engagement, there were still challenges related to quieter students. Several students expressed that they felt awkward speaking in front of their friends, even though they felt that the discussion was beneficial to their understanding.

The validation also showed that group discussions had a positive impact on interactions between students. They listened to each other more often and respected their friends' opinions. This not only improved understanding of the material but also developed students' social skills. Thus, even though there were several students who had difficulty speaking, the implementation of this method overall showed positive results in increasing student engagement in learning. With these validation results, researchers can conclude that the group discussion method is one of the effective strategies to increase students' active involvement in learning the history of the Prophet Muhammad SAW. However, special attention is needed for quieter students, by providing additional support and strategies to encourage their participation in the discussion.

Expanding on the potential of optimized group discussions in teaching the Seerah to elementary students, we can delve into the specific cognitive and social-emotional benefits that arise from this pedagogical approach. Beyond simply increasing engagement, well-structured group discussions can cultivate essential skills and foster a more profound connection with the historical narratives and ethical teachings embedded in the Prophet's life. One significant cognitive benefit is the enhancement of critical thinking skills. When students engage in discussions about the events and decisions in the Prophet's life, they are prompted to analyze motivations, evaluate consequences, and consider alternative perspectives. This process of critical examination, facilitated through peer interaction, encourages them to move beyond surface-level understanding and delve into the complexities of the historical context. For instance, discussing the reasons behind the Hijrah (migration) or the strategies employed during key battles can stimulate analytical thinking and problem-solving skills.

Furthermore, group discussions can significantly improve students' communication and articulation skills. The need to express their thoughts and ideas clearly and respectfully to their peers provides valuable practice in verbal communication. Students learn to formulate their arguments, listen attentively to others, and respond thoughtfully to different viewpoints. This development of effective communication skills is not only beneficial for their academic pursuits but also for their social interactions and future endeavors. The collaborative nature of group discussions also fosters a sense of community and shared learning within the classroom. When students work together to explore and understand the Seerah, they develop a sense of collective ownership over the learning process. This can lead to increased empathy and understanding among students as they learn to appreciate diverse perspectives and build upon each other's insights. The shared exploration of the Prophet's life, filled with examples of compassion, justice, and wisdom, can also contribute to the development of positive social-emotional attributes.

Moreover, group discussions can cater to different learning styles. While some students may learn best through listening to lectures or reading texts, others may thrive in interactive environments where they can actively participate and exchange ideas. Group discussions provide an opportunity for these students to engage with the material in a way that resonates with their preferred learning style, leading to a more inclusive and effective learning experience for all. To further optimize the effectiveness of group discussions, teachers can incorporate various scaffolding techniques. This might include providing students with guiding questions, relevant primary or secondary source excerpts (simplified for elementary students), or graphic organizers to structure their thinking before and during the discussion. Such supports can help students focus their discussions and ensure that they are engaging with the key aspects of the Prophet's history.

Assessment strategies can also be adapted to reflect the emphasis on group discussion. Instead of solely relying on individual written assignments, teachers can incorporate observation of group participation, peer evaluations, or collaborative projects that emerge from the discussions. This provides a more holistic view of students' understanding and their ability to engage constructively with their peers. The ethical dimensions of the Prophet's life provide rich material for group discussions. Exploring his interactions with followers and opponents, his commitment to justice, and his emphasis on compassion can help students develop a strong moral compass. Engaging in thoughtful discussions about these ethical principles within the context of the Prophet's biography can foster critical moral reasoning and encourage students to reflect on how these principles apply to their own lives.

However, teachers must also be mindful of creating a safe and respectful environment for discussions, particularly when dealing with sensitive religious topics. Establishing clear ground rules for respectful dialogue, encouraging active listening, and gently guiding discussions to ensure they remain constructive are crucial for fostering a positive learning atmosphere where all students feel comfortable sharing their thoughts and perspectives. In conclusion, optimizing group discussion methods in teaching the Seerah to elementary students offers a powerful avenue for fostering not only active engagement but also the development of critical thinking, communication skills, and social-emotional growth. By carefully structuring discussions, providing appropriate scaffolding, and creating a respectful learning environment, teachers can harness the collaborative power of group interaction to cultivate a deeper and more meaningful understanding of the Prophet's life and teachings among young learners. This approach moves beyond passive reception of information towards an active and transformative learning experience that can have lasting positive impacts on their religious and personal development.

Building upon the established benefits of optimized group discussions in teaching the Seerah, it's also important to consider the integration of these discussions with other pedagogical approaches to create a more holistic and impactful learning experience. Group discussions should not exist in isolation but rather be woven into a broader tapestry of

teaching methods that cater to diverse learning preferences and reinforce understanding from multiple angles. For instance, incorporating storytelling before a group discussion can provide a shared foundation of knowledge and context for the students to explore. A captivating narrative about a specific event in the Prophet's life can spark curiosity and encourage students to delve deeper through discussion. Similarly, following up a group discussion with individual reflection activities, such as journaling or drawing, can allow students to process their thoughts and consolidate their learning in a more personal way.

The use of visual aids, such as timelines, maps, or images related to the Seerah, can also enrich group discussions. These visual prompts can provide concrete references for students and help them contextualize the historical events being discussed. For example, showing a map of the Arabian Peninsula during the Prophet's time can enhance understanding of the geographical context of the Hijrah. Furthermore, technology can be thoughtfully integrated to enhance group discussions. Online forums or collaborative documents can extend discussions beyond the classroom, allowing students to share their thoughts and respond to their peers at their own pace. Interactive whiteboards can be used to brainstorm ideas collectively during a discussion, and educational apps can provide engaging prompts or resources for group activities.

The duration and structure of group discussions should also be carefully considered, taking into account the attention spans and developmental stages of elementary school students. Shorter, focused discussions with clear objectives might be more effective than lengthy, unstructured conversations. Breaking down complex topics into smaller, manageable segments for discussion can also enhance comprehension and maintain student engagement. Finally, the feedback provided by the teacher after a group discussion is crucial for reinforcing learning and guiding future discussions. Providing specific and constructive feedback on the quality of students' contributions, their ability to listen respectfully, and the depth of their understanding can help them develop their discussion skills and deepen their engagement with the Seerah. This feedback loop is essential for continuous improvement and maximizing the pedagogical benefits of group discussions. By thoughtfully integrating group discussions with other teaching methods and providing effective facilitation and feedback, educators can create a rich and engaging learning environment that fosters a deep and lasting understanding of the Prophet Muhammad SAW's life and teachings among elementary school students.

Expanding further on the integration of group discussions within a comprehensive Seerah curriculum for elementary students, it's vital to consider how these interactive sessions can be aligned with various learning domains, encompassing not just cognitive understanding but also affective and psychomotor development. Well-facilitated discussions can evoke empathy and emotional connection with the narratives of the Prophet's life, fostering a deeper appreciation for his character and the challenges he faced. For instance, discussing the Prophet's compassion for the vulnerable or his perseverance in the face of adversity can resonate emotionally with young learners, helping them develop empathy and moral reasoning. By sharing their feelings and perspectives in a group setting, students can connect with the human aspects of the Prophet's story on a more personal level, internalizing the ethical lessons embedded within.

Moreover, group discussions can indirectly contribute to psychomotor skills, particularly in the realm of communication and presentation. As students articulate their thoughts and respond to others, they gain confidence in expressing themselves verbally. Structured activities within discussions, such as role-playing scenarios from the Prophet's life or collaboratively creating presentations based on their group's findings, can further enhance these skills in a meaningful context. The assessment of learning within a curriculum that emphasizes group discussions should also be multifaceted. While individual assessments like quizzes and written assignments remain relevant for gauging personal understanding, incorporating group-based assessments can provide insights into students' collaborative skills and their ability to synthesize information collectively. This

might involve evaluating group presentations, assessing their participation in discussions using rubrics, or reviewing collaboratively created projects.

Furthermore, the curriculum should provide opportunities for students to apply the lessons learned from the Seerah through group activities that extend beyond discussion. This could involve collaborative problem-solving tasks inspired by events in the Prophet's life, community service projects that reflect his teachings on social justice, or creative expression activities like writing stories or creating artwork based on the Seerah. These activities can reinforce understanding and encourage students to embody the values they learn. The role of the teacher in facilitating these diverse learning experiences is paramount. Beyond simply moderating discussions, teachers act as guides who connect the narratives of the Seerah to students' lives, encourage critical reflection, and foster a classroom environment where respectful dialogue and diverse perspectives are valued. Their ability to create a safe and engaging space is crucial for the success of group-based learning.

In addition, the curriculum can benefit from incorporating primary source material, adapted for elementary students, to enrich group discussions. Age-appropriate excerpts from the Quran or Hadith related to the events being discussed can provide students with a direct connection to the foundational texts of Islam and encourage deeper inquiry. Teachers can guide students in interpreting these sources within the context of the Prophet's life. Finally, fostering a culture of lifelong learning and inquiry should be an overarching goal of the Seerah curriculum. By engaging students in active and collaborative learning experiences like group discussions, educators can cultivate a sense of curiosity and a desire to continue learning about their faith beyond the classroom. This emphasis on active engagement can lay the foundation for a lifelong connection with Islamic knowledge and practice. By thoughtfully integrating group discussions with diverse pedagogical approaches and assessment methods, educators can create a dynamic and impactful Seerah curriculum that fosters holistic development in elementary school students.

CONCLUSION

Based on the results of the study conducted in class V of SD Negeri No. 107967 Pelintahan, it can be concluded that the application of the group discussion method in learning the history of the Prophet Muhammad SAW has a significant positive impact on students' active involvement. Strong findings from this study indicate that students who were previously passive in learning now show greater interest and are more active in participating in group discussions. Group discussions also strengthen interactions between students, who increasingly respect each other's opinions and collaborate to solve problems together. Therefore, it can be concluded that the group discussion method is very effective in increasing student involvement in learning. However, this study also found certain challenges, especially for students who are quieter or less confident in speaking in front of their friends. Some students still find it difficult to express their opinions in discussions. This shows that although the majority of students can be actively involved, some students need a more personal approach to increase their participation in group discussions. Thus, better management and guidance from teachers are important to ensure that all students can be maximally involved. Academically, the application of the group discussion method in learning the history of the Prophet Muhammad SAW has a significant impact on improving students' understanding of the material. More interactive learning and collaboration between students allows them to understand the topic more deeply. In addition, this method also improves students' critical thinking skills, because they are given the opportunity to analyze, discuss, and provide their arguments related to the material being taught. This also creates a more enjoyable and less boring learning atmosphere, which ultimately has an impact on students' learning motivation.

On the other hand, the social contribution of implementing this group discussion method is very large. Through group discussions, students not only learn about the history of the Prophet Muhammad SAW, but also develop very important social skills, such as the ability to communicate, cooperate, and respect the opinions of others. These skills are very useful in everyday life, both inside and outside the school environment. By increasing students' social interactions, the group discussion method helps create a more inclusive and respectful classroom atmosphere. In addition, the social skills acquired by students during group discussions can strengthen relationships between students and create a more harmonious learning environment. Overall, the application of the group discussion method in learning the history of the Prophet Muhammad SAW not only increases student involvement in learning, but also contributes to the development of students' social skills that are useful for their lives outside of school. Therefore, this method can be used as a more interactive and effective learning model, both academically and socially.

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