



Applying Discussion Method to Improve Qur'anic Studies Learning Outcomes for Junior High School Students

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Abstract: This study aims to describe the application of the discussion method in improving learning outcomes in the subject of Al-Qur'an Hadith (Qurdis) in grade VIII Odd Semester MTs Darul Mumtazin, Ciparay District, Bandung Regency, Academic Year 2021/2022. The formulation of this research problem is how the application of the discussion method can improve student learning outcomes. This research uses an action research method consisting of two cycles, where each cycle includes the stages of design, implementation and observation, reflection, and revision. The subject of the study was grade VIII students in the Odd Semester. Data collection is carried out through written tests and practice tests. The results of the study show that the discussion method is effective in improving student learning outcomes. In Cycle I, 76.9% of students (10 out of 13 students) achieved completeness, while in Cycle II it increased to 92% of students (12 out of 13 students). With an increase of 15.1% from Cycle I to Cycle II, it was concluded that the discussion method succeeded in improving learning outcomes and achieving completeness in Cycle II.

Keywords: Al-Qur'an Hadith; Completeness; Discussion Method; Learning Outcomes

INTRODUCTION

Islamic religious subjects hold a pivotal role in the educational curriculum across all Indonesian schools and madrasahs, as they are compulsory for students at every level of education. One of the core subjects within this domain is Qur'an Hadith, which is considered fundamental for fostering a deep understanding of Islamic teachings and values. The study of Qur'an Hadith is not merely about memorizing religious texts; it serves as a moral compass that shapes the students' character, behavior, and worldview in line with Islamic principles. In religious-based schools, Islamic subjects are often regarded as the most critical

indicators of a student's overall academic success, serving as a benchmark for their religious understanding and moral development. This emphasis on religious education highlights the importance of nurturing students' character and attitudes, in addition to their intellectual growth.

Religious education, particularly subjects like Qur'an Hadith, plays a vital role in shaping the akhlaq (moral character) of students. The essence of learning religious sciences, especially in the context of Qur'an Hadith, is not solely the acquisition of knowledge but the transformation of behavior and attitudes. It is expected that students who study Islamic teachings will not only understand religious doctrines but also internalize them and reflect them in their daily lives. For example, through the study of the Hadiths (sayings and actions of the Prophet Muhammad), students learn about ethical conduct, compassion, honesty, and discipline, which are values central to Islamic teachings. This transformation is what differentiates religious education from other subjects, as it emphasizes holistic development—encompassing spiritual, moral, intellectual, and social dimensions.

The significance of these subjects is further amplified in Islamic schools and madrasahs, where religious values are integrated into every aspect of the curriculum. In these settings, Qur'an Hadith and other religious subjects are not only academic disciplines but also a means to evaluate a student's overall character and personal development. Islamic schools often place a higher value on religious education because it is seen as the foundation for nurturing well-rounded, devout individuals who can navigate life according to Islamic teachings. Therefore, a student's proficiency in religious subjects, including Qur'an Hadith, is often considered an indicator of their commitment to Islamic values and practices.

Learning itself is defined as a dynamic process through which students undergo a transformation from not knowing to knowing, from being incapable to being capable. It involves cognitive, emotional, and behavioral changes that occur through engagement with new information and experiences. According to Djamarah & Aswan (2002), teaching, on the other hand, refers to the systematic and organized efforts made by teachers to create an environment conducive to learning. Teaching is not simply about conveying information; it involves careful planning, direction, and management of the learning process to ensure that students can acquire knowledge in a structured and meaningful way. Teachers act as facilitators and guides in this process, helping students to make connections between theoretical concepts and practical applications.

In the context of Qur'an Hadith education, effective teaching goes beyond rote learning or memorization of verses and traditions. Teachers must create learning experiences that encourage students to reflect on the meanings behind the teachings, understand their relevance to contemporary issues, and apply them in their lives. This requires a pedagogical approach that is interactive, student-centered, and focused on both intellectual development and moral cultivation. For instance, teachers might employ various instructional strategies, such as discussion methods, demonstrations, or case studies, to help students grasp the practical implications of the Hadiths they study. Through such methods, students not only learn what the Prophet Muhammad said or did but also understand how these teachings can guide their own behavior in a modern context.

Furthermore, teaching Qur'an Hadith effectively requires an understanding of the diverse learning needs of students. In a typical classroom, students may have different levels of familiarity with the Qur'an and Hadith, as well as varying degrees of interest and engagement in religious subjects. Therefore, teachers must be able to differentiate instruction, ensuring that all students—regardless of their starting point—can participate meaningfully in the learning process. This could involve adapting lessons to suit different learning styles, providing additional support for students who may struggle with the material, or offering enrichment opportunities for those who excel.

In religious-based schools, the success of the Qur'an Hadith subject is also linked to the broader educational goal of character development. Islamic education is not just about producing academically competent students; it seeks to cultivate individuals who embody the values and ethics of Islam in every aspect of their lives. As such, teaching Qur'an Hadith effectively involves creating a learning environment that reinforces positive behaviors, such as respect for others, responsibility, and self-discipline. Through continuous interaction with the Qur'an and Hadith, students are expected to develop a sense of spiritual awareness and ethical responsibility that will guide their actions both in and outside the classroom.

In addition to shaping individual character, religious education serves as a vital tool for fostering community cohesion and a shared sense of identity among students. By learning the principles of Islam as outlined in the Qur'an and Hadith, students come to understand their responsibilities not only to themselves but also to their families, communities, and the broader society. This social dimension of Islamic education is crucial, as it teaches students how to contribute positively to their communities and uphold the values of justice, compassion, and cooperation that are central to Islamic teachings.

In conclusion, Qur'an Hadith education plays a critical role in both the intellectual and moral development of students in Indonesian schools and madrasahs. It is designed not only to provide students with a deep understanding of Islamic teachings but also to shape their character in line with the principles of the Qur'an and the practices of the Prophet Muhammad. The integration of Islamic subjects into the broader educational framework ensures that students are equipped with the knowledge and values they need to navigate their lives according to Islamic ethics. As noted by (Djamarah & Aswan, 2002), the process of teaching and learning is one of transformation, and in the context of religious education, this transformation is as much about moral and spiritual growth as it is about academic achievement. Through effective teaching strategies and a focus on character development, Qur'an Hadith education aims to produce individuals who are knowledgeable, ethical, and committed to living according to the teachings of Islam.

Islamic religious education, especially the subject of Al-Qur'an Hadith, is one of the compulsory subjects in schools and madrasahs in Indonesia which has an important role in shaping students' character and morality. Through this subject, it is hoped that students can internalize the religious values that underlie their attitudes and behaviors in daily life. In faith-based schools, religious values are often one of the aspects that are highly considered in student assessment, because the essence of religious education does not only lie in the knowledge

(cognitive) aspect, but also in the attitude (affective) and skill (psychomotor) aspects. However, in practice, learning the Qur'an Hadith in several madrasas still faces various obstacles. Problems that often arise include teaching materials that are considered meaningless, monotonous learning methods, and teachers who still tend to use conventional approaches such as lectures that make students passive and bored. For example, many teachers still use the "spoon feeding" method where students are only given superficial knowledge without being invited to think critically and reflectively (Ahmadi et al., 2011).

In the current development of the world of education, the demand to innovate teaching methods is increasing along with the rapid development of science and technology. Teachers are required to be more creative in designing a learning process that is not only focused on achieving cognitive goals, but also able to actively and interactively involve students in the learning process. Research conducted by (Djamarah & Aswan, 2002) emphasized that the learning method has an important function, including as an extrinsic motivation tool that can arouse students' enthusiasm for learning, as well as a tool to achieve learning goals effectively and efficiently. Therefore, teachers as one of the control holders in the educational process are expected to be able to choose and apply the right learning method according to the needs and characteristics of students. Varied learning methods are indispensable to avoid student saturation in learning, as well as to maximize learning outcomes in various aspects, including cognitive, affective, and psychomotor aspects.

However, observations in the field show that there are still many teachers in madrasas who tend to use learning methods that are less varied and do not actively involve students. This is one of the factors that hinders the achievement of optimal learning goals. In response to this problem, classroom action research that focuses on the use of discussion methods as one of the alternative learning strategies is expected to provide an effective solution in improving student learning outcomes, especially in the subject of Al-Qur'an Hadith. The discussion method is seen as a method that can actively involve students in the learning process, because students are encouraged to seek information, discuss, and formulate answers to questions asked both by teachers and by their peers. Thus, this method is not only able to hone students' critical thinking skills, but also encourage them to be more independent in learning.

Several previous studies have shown the effectiveness of discussion methods in the learning process. (Salim et al., 2023), in his article entitled *Learning Success Rate in Higher Education: (Analysis of Discussion Methods to Improve Critical Thinking Skills)*, revealed that discussion methods are able to improve students' critical and analytical thinking skills, especially in religious materials such as the Qur'an Hadith. In his research, Ahmad explained that by involving students in active discussions, they are given the opportunity to express their thoughts, which ultimately deepens their understanding of the material being taught.

In addition, research from (Ermawati, 2022), entitled *Improving the Quality of Student Learning with Interactive Discussion Methods in Junior High Schools*, found that the discussion method significantly increased students' learning motivation. In this study, Nurhadi and Wibowo highlighted that an interactive learning atmosphere that directly involves students can make learning more

enjoyable, so that students feel more interested and actively involved in class discussions.

Furthermore, research conducted by (Husna et al., 2024) entitled *The Application of Discussion Methods to Improve the Communication Skills of Grade III Students at Mis Al-Wardah*, also supports this finding. Rahmawati stated that discussions not only help improve understanding of the material, but also encourage collaboration between students. Discussions are proven to be effective in improving students' communication skills and ability to work together to solve problems related to the subject matter. These studies as a whole show that discussion methods can be an effective strategy in improving the quality of learning, especially in religious education and materials that require in-depth understanding. This research also brings novelty in the context of the application of discussion methods in the subject of Al-Qur'an Hadith in the madrasah environment.

The main focus of this research is to explore how discussion methods can help students become more active, independent, and involved in the learning process, especially in understanding the material of the Qur'an Hadith. This method not only helps create a more dynamic learning atmosphere, but also encourages students to think more critically in answering questions and solving problems posed. Thus, this research is expected to make a significant contribution in developing more relevant and innovative teaching methods in madrasas, especially in the context of religious learning (Ahmadi, 2011). This study also aims to measure the effectiveness of the discussion method in increasing student learning motivation, as well as identify obstacles that may arise in the application of this method, so that appropriate solutions can be provided.

METHODOLOGY

This study uses the classroom action research approach (PTK) as the main framework. The reason for using this approach is that classroom action research is considered relevant to solve real problems that occur in the classroom context, where teachers and students interact in the learning process. This approach allows direct intervention in learning activities with the aim of improving student learning outcomes. PTK also allows researchers, in this case teachers, to continuously improve the learning process through cycles of planning, implementation of actions, observation, and reflection. This approach does not only focus on the final result, but also on the learning process itself, so that the research results can be directly applied and utilized in improving the quality of learning (Hanifah, 2014).

The research method used in this study is the action method, which was chosen because of its collaborative and participatory nature. Through this method, researchers not only act as passive observers, but also play an active role in the learning process. The action method allows direct changes in the student's learning environment through various actions planned and implemented in learning. The selection of this method is based on the understanding that the problems that occur in the classroom require real actions that can be immediately implemented and evaluated for effectiveness. In this case, the action method provides space for teachers to continue to develop more appropriate learning innovations in achieving the desired educational goals

(Arikunto, 2002). This research was carried out in three cycles, following the action spiral model developed by Kemmis and Taggart (1988) from (Satariyan & Reynolds, 2016). Each cycle in this study consists of four main stages: planning, action, observation, and reflection.

The types of data used in this study are qualitative and quantitative data. Qualitative data was obtained from the results of direct observation during the learning process, including student activities, interactions between students and teachers, and the dynamics of group discussions. The reason for using qualitative data is that it can provide a deeper picture of the learning process and how the discussion methods applied affect student engagement. On the other hand, quantitative data is taken from the results of formative tests conducted at the end of each round in the cycle. This quantitative data provides objective information about the achievement of student learning outcomes in the form of numbers and percentages. The use of quantitative data is important to measure the level of student learning completeness in a measurable manner, which is an indicator of the success of the implementation of the discussion method in learning the Qur'an Hadith (Arikunto, 2006).

The main source of data in this study is grade VIII students at MTs Darul Mumtazin Kubang, Ciparay District, Bandung Regency, for the 2021/2022 school year. The selection of this data source is based on a problem that has been identified previously, namely the low learning outcomes of students in the Qur'an Hadith subject in the class. This data source was chosen because grade VIII students at MTs Darul Mumtazin already have a sufficient basis of religious knowledge to understand the material of the Qur'an Hadith, but still experience obstacles in terms of active involvement in the learning process. In addition, teachers who teach in the classroom are also an important source of data in identifying obstacles faced in learning and evaluating the effectiveness of the implementation of the discussion method (Ahmadi, 2011).

This research was carried out at MTs Darul Mumtazin Kubang, Ciparay District, Bandung Regency, on the grounds that this location represents the characteristics of madrasas in rural areas that still face challenges in terms of the application of innovative learning methods. In addition, this school was chosen because it has given permission to researchers to conduct research and conduct learning interventions in the classroom being studied. The place of this research is relevant to the problem raised, where teachers in this madrasah tend to use conventional methods such as lectures in learning the Qur'an Hadith, which is considered less effective in increasing the active participation of students.

Each cycle in this study ends with a formative test designed to measure the extent to which students understand the material that has been learned through the discussion method. This test also serves as an evaluation tool to assess the completeness of student learning. Based on this formative test, researchers can calculate the percentage of student learning completion, both individually and classically. Individual completeness is achieved if the student achieves a minimum score of 70, while classical completeness is achieved if 85% of all students achieve the score. By using this approach, it is hoped that the discussion method can make a real contribution to improving student learning outcomes, both in terms of understanding the material and active involvement in the learning process.

This study aims to identify how the application of the discussion method can help overcome the problems faced in learning the Qur'an Hadith in grade VIII MTs Darul Mumtazin. Through a continuous cycle of repeated actions, this research provides an opportunity to make continuous improvements in the learning process, as well as produce more concrete recommendations for teachers in choosing and implementing more varied and effective learning methods.

RESULTS AND DISCUSSION

RESULTS

On June 9, 2022, the first cycle of classroom action research was conducted with a lesson allocation of two hours, or 2 x 35 minutes. The learning process in Cycle I adhered to a carefully developed Learning Implementation Plan (RPP), which outlined the stages of learning, beginning with initial activities (introduction), moving into core activities (delivery of material and practice), and concluding with final activities (reflection and assessment). During the lesson, observations were carried out systematically using observation sheets designed to capture various elements of the teaching process, including student engagement, material presentation, student motivation, and learning outcomes. At the end of the cycle, the students' learning was assessed through a test, and the results provided a clear indication of the overall success of the lesson.

Despite the structured learning process and observation methods, the results showed that many students had not yet reached the desired level of mastery of the material. Out of the 13 students who participated in the lesson, only 10 students were able to score above the Minimum Completeness Criteria (KKM), while the remaining 3 students did not achieve the required standard. As a result, the classical completeness of the class, which refers to the percentage of students who met or exceeded the KKM, was only 77%. This figure fell short of the expected classical completeness rate of 85%, revealing that the overall student understanding and mastery of the material needed further improvement. The data from the first cycle also suggested that while some students demonstrated progress, a significant portion of the class required additional support or a modified teaching approach to fully grasp the concepts being taught.

The reflective analysis conducted at the end of Cycle I highlighted specific areas for improvement in both the teaching method and the way the material was delivered. The teacher observed that certain elements of the lesson, particularly in terms of student engagement and motivation, could be enhanced by employing more varied instructional strategies and increasing opportunities for active learning. Additionally, the teacher recognized that the pacing of the lesson needed adjustment to ensure that all students had sufficient time to absorb and apply the new information. Given these insights, the researcher developed a revised plan for the second cycle of the study, incorporating targeted improvements designed to address the shortcomings of the first cycle.

Cycle II took place on June 18, 2022, following the implementation of several corrective actions based on the evaluation of the previous cycle. The improved Learning Implementation Plan was structured similarly to the first cycle, with initial, core, and final stages, but modifications were made to enhance the overall effectiveness of the lesson. In this cycle, the researcher employed more interactive teaching methods, including group activities and hands-on

demonstrations, to make the learning experience more engaging and enjoyable for the students. The observation process was conducted again, focusing on the same aspects as in Cycle I: student activities, the progression of the material, student motivation, and learning outcomes.

The results from Cycle II demonstrated a marked improvement compared to the first cycle. Out of the 13 students who participated in the learning process, 12 students were able to score above the KKM, while only 1 student did not achieve completeness. The classical completeness rate for Cycle II reached 92%, surpassing the initial target of 85%. This significant increase in student performance indicated that the adjustments made to the teaching approach had been successful in enhancing student comprehension and engagement. The success of Cycle II can be attributed to several factors, including the use of more student-centered instructional strategies, improved time management during the lesson, and greater efforts to actively involve students in the learning process.

The improvement observed in Cycle II also highlights the effectiveness of iterative classroom action research in refining and optimizing teaching practices. By reflecting on the outcomes of each cycle and making targeted improvements, the researcher was able to create a more effective learning environment that supported better student outcomes. In particular, the use of demonstration and active learning strategies helped to bridge the gap between theoretical knowledge and practical application, enabling students to better understand and retain the material. Additionally, the increased level of student participation and motivation in Cycle II contributed to the overall success of the lesson, as students were more engaged and invested in their own learning.

Overall, the comparison between the results of Cycle I and Cycle II shows the importance of continuous evaluation and adaptation in the teaching process. The improvements made in Cycle II not only helped more students achieve the required level of mastery but also created a more dynamic and enjoyable learning experience. The findings from this classroom action research demonstrate the potential of the demonstration method to significantly improve student understanding, particularly when combined with reflective practices and ongoing adjustments to teaching methods.

DISCUSSION

Improving Learning Outcomes Through the Discussion Method This research aims to improve student learning outcomes in the subject of Al-Qur'an Hadith in grade VIII MTs Darul Mumtazin Kubang, Ciparay District, Bandung Regency, through the application of the discussion method. Based on the results obtained during the two cycles, it can be seen that the application of the discussion method has a significant positive impact on improving students' understanding and learning outcomes. However, to understand this change process more deeply, a more detailed discussion is needed regarding the supporting factors, relevant theories, and the role of learning strategies applied during the research.

In Cycle I, the learning carried out on June 9, 2022 lasted for two hours of lessons or 2 x 35 minutes. Learning follows the Learning Implementation Plan (RPP) that has been prepared, including the initial, core, and final stages of activities. However, the observation results show that the method used is not optimal in improving student understanding. Only 10 out of 13 students achieved a

score above the Minimum Completeness Criteria (KKM), with a classical completeness of 77%. A total of 3 students have not reached completion, and these results show that there are still problems in the methods applied, especially related to student motivation and participation.

One of the main reasons why student learning outcomes have not been optimal in Cycle I can be explained through the motivation theory put forward by (Prihartanta, 2015), students' motivation is greatly influenced by two factors, namely their expectations for success and the values they attach to learning activities (Tekeng, 2016). In Cycle I, most students have low expectations for their success in understanding the Qur'an Hadith material. Students also seem to be less involved in the learning process because the discussion methods applied have not attracted their attention and participation.

Low motivation can also be explained through the intrinsic motivation theory of (Prihartanta, 2015). Intrinsic motivation arises when students feel they have autonomy and control over their learning process. In Cycle I, students' motivation to be actively involved in discussions has not been built because they feel that they do not have an important role in the learning process. Teachers dominate the course of the discussion without providing enough space for students to express their opinions and collaborate. As a result, students do not feel compelled to engage in learning independently, which has an impact on their low learning outcomes.

In addition, the theory of social constructivism from Vygotsky (1978) is quoted from (Rahmawati & Purwaningrum, 2022) also provides a relevant theoretical framework for understanding the lack of effectiveness of methods in Cycle I. According to Vygotsky, students learn through social interaction and discussion with others, where they build understanding through collaboration. In Cycle I, social interaction between students in discussions is still limited, so their knowledge construction process has not developed optimally. Teacher-facilitated discussions lack space for students to exchange ideas, solve problems together, or get feedback from their peers.

After evaluating the results of Cycle I, various improvements were made in Cycle II which was carried out on June 18, 2022. One significant change is the implementation of a more directed and participatory discussion method. In Cycle II, teachers play a more active role in managing discussions and encouraging students to interact more with each other. Theory *Scaffolding* submitted (Nursanti, 2022) explained that support from teachers is very important in the learning process. In Cycle II, teachers provide clearer and more structured guidance during discussions, but gradually reduce interventions so that students can learn independently.

The results obtained in Cycle II showed a significant improvement. Of the 13 students, 12 students managed to achieve a score above the KKM, with classical completeness reaching 92%, exceeding the completion target of 85%. This improvement shows that a more interactive and participatory discussion method has succeeded in improving students' understanding of the material. This increase can be explained through the social learning theory of Bandura (1986) quoted from (Lesilolo, 2018), where students learn not only from teachers, but also from their peers through observation, imitation, and discussion. In Cycle II,

the interaction between students in discussions becomes more intensive, so that they can help each other in understanding difficult concepts.

Collaborative learning theory from Johnson & Johnson (1994) is quoted from (Aramudin et al., 2024) are also relevant in this context. Collaborative learning emphasizes the importance of cooperation between students in solving problems and achieving learning goals. In Cycle II, group discussions facilitated by teachers are more structured, so that students are more involved in active learning and support each other. Students not only hear explanations from the teacher, but also engage in discussions with classmates, which allows them to build a deeper understanding.

In addition, increasing student motivation in Cycle II also plays an important role in improving learning outcomes. Based on theory *self-determination* from (Juariyah & Adi, 2017), students' intrinsic motivation increases when they feel they have autonomy, competence, and social connectedness in learning. In Cycle II, teachers give more freedom to students to participate in discussions and express their opinions. Teachers also provide positive and constructive feedback, which makes students feel more confident and motivated to learn.

The focus of learning in Cycle II is more on the development of understanding and learning process than just achieving grades. Students are encouraged to be more involved in the discussion process and understand the concepts taught, not just to achieve high grades. Thus, learning becomes more meaningful and students are more motivated to actively participate. By creating an environment where students felt encouraged to participate and contribute, the discussion method tapped into their intrinsic motivation, making them more invested in their learning. Social learning theory, developed by Albert Bandura, also supports these findings, as it highlights the importance of observing and interacting with peers in the learning process. In a classroom where discussions were central, students learned not only from the teacher but also from each other, deepening their understanding of the material. The discussion method aligns with this theory by fostering a learning environment where students actively engage with the subject matter, question their assumptions, and construct new understanding through dialogue with their peers and teacher. This interactive process helps students grasp complex concepts more effectively than traditional lecture-based teaching, especially in subjects like Al-Qur'an Hadith, which require deep comprehension and reflection.

Moreover, collaborative learning theory further justifies the improvement in student outcomes observed in Cycle II. Collaborative learning suggests that students learn better when they work together in groups, sharing knowledge, and helping each other solve problems. In a discussion-based learning environment, students collaborate more frequently, offering different perspectives on the material, which enriches their collective understanding. This peer interaction is particularly important in subjects that require interpretive and reflective thinking, such as Al-Qur'an Hadith. By discussing the meaning and application of religious texts together, students were able to gain new insights and reinforce their learning.

The significant role of teacher support cannot be overlooked either. In Cycle II, the teacher played a more active role in guiding discussions, asking

probing questions, and ensuring that every student had the opportunity to contribute. According to Vygotsky's theory of the Zone of Proximal Development (ZPD), learning occurs most effectively when students are challenged just beyond their current capabilities but are given enough support to succeed. By providing scaffolding—support that helps students progress—the teacher helped students reach higher levels of understanding than they might have achieved on their own. This careful balance of challenge and support made the discussion method particularly effective in Cycle II.

Thus, this research contributes significantly to the development of more participatory and effective learning strategies within the educational environment. The success of the discussion method in this study highlights its potential as a pedagogical tool, not just for improving student learning outcomes, but also for transforming the classroom into a more dynamic and student-centered space. When applied correctly, the discussion method encourages students to think critically, ask questions, and collaborate with their peers, all of which lead to deeper understanding and retention of the subject matter. Furthermore, it fosters a sense of community in the classroom, as students feel more connected to both the material and each other through shared dialogue and inquiry.

Beyond the immediate improvements in learning outcomes, this research also offers broader implications for educational practices in general. In a rapidly changing world, where critical thinking and collaboration are increasingly valued, teaching methods that promote active learning and student participation are more important than ever. The discussion method not only equips students with the knowledge they need to succeed in their studies but also helps them develop essential skills such as communication, teamwork, and critical thinking. These are skills that will serve them well beyond the classroom and into their future professional and personal lives. The success observed in Cycle II reaffirms the value of active learning and the role of teachers in creating an environment that nurtures student engagement and deep understanding. Ultimately, this study underscores the need for educators to continually refine their teaching strategies, ensuring that they are not only delivering content but also fostering an enriching and participatory learning experience for all students.

CLOSER

Conclusion

Based on the Class Action Research conducted at MTS Darul Mumtazin Kubang, Ciparay District, Bandung Regency, it can be concluded that the Discussion learning method significantly enhances the learning outcomes of Qur'an Hadith for eighth-grade students during the 2021/2022 school year. The data indicates a clear improvement in student performance; in Cycle I, 10 out of 13 students (76.9%) achieved satisfactory results, while 3 students (23.1%) did not meet the required standards. In Cycle II, however, the number of students who completed increased to 12 (92%), with only 1 student (8%) failing to meet the criteria. This represents a noteworthy increase of 15.1% in student achievement from Cycle I to Cycle II.

Implication

This method encourages active student engagement and deeper understanding by allowing them to exchange ideas and interpretations of Quranic verses. It helps

students develop critical thinking skills as they analyze meanings and apply them to real-life contexts. Additionally, the discussion method fosters collaboration, communication, and respect for different perspectives among students, enhancing their social skills. It also makes learning more interactive and enjoyable, which can increase motivation and interest in studying the Qur'an, ultimately leading to improved learning outcomes and a more meaningful educational experience.

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