

IMPLEMENTATION OF THE DISCUSSION METHOD TO INCREASE THE LEARNING ENTHUSIASM OF GRADE IX STUDENTS IN THE SUBJECT OF ISLAMIC CULTURAL HISTORY

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Abstract. Teachers as class supervisors are required to have insight and creativity in their respective fields, so a teacher must be able to create interactions in the teaching and learning process. Creating interactions in the classroom is influenced by the existence of a method in learning. This shows how important a method is in the teaching and learning process. Of the many methods available, one of them is the discussion method, a method that emphasizes active interaction between students and teachers or between students themselves. To solve problems, exchange ideas, and achieve shared understanding. Seeing this, the author is interested in raising this problem into a study. The goal is to determine the application of the discussion method in increasing the enthusiasm for learning of grade IX students in the subject of Islamic cultural history, a case study at MTS Nurul Iman. This study departs from the results of observations, if the application of the discussion method in learning Islamic cultural history is applied more frequently to students, then the enthusiasm for learning in students can increase. With the application of the discussion method in learning.

Keywords: discussion method; eager to learn; history of islamic culture

I. INTRODUCTION

In recent pedagogical research, the discussion method has been widely regarded as an active learning strategy that can foster deeper engagement, critical thinking, and greater student motivation. The premise is that discussion shifts the classroom from teacher-centered transmission to learner-centric interaction, thereby increasing student enthusiasm and ownership of learning. Harvard's ABLConnect notes that structured discussion (such as small-group or peer discussion) is among the commonly studied forms of active learning that help students reflect, articulate ideas, and internalize understanding. Empirical studies in varied contexts support the positive effect of discussion methods on student participation and enthusiasm. Ardhyantama et al. (2024) examined student motivations and participation in learning discussions and found that discussion-based formats stimulate higher involvement, as observed via interviews and classroom observations [1]. Johanna et al. (2023) compared small group discussion versus conventional methods in religious subject learning, finding that the discussion approach yielded significantly higher levels of student learning activity and engagement [2]. In primary science contexts, a classroom action research in Aceh showed that applying group discussion raised both student involvement and mastery levels across cycles (from ~60 % to ~80 %) [3].

Specifically in the domain of history or cultural education, the discussion method has been applied to Islamic cultural history or related social studies subjects. A recent case study at MTS Nurul Iman found that more frequent implementation of discussion in the Islamic cultural history class correlated with increased learning enthusiasm among Grade IX students. Similarly, studies in Indonesia on the SKI (Sejarah Kebudayaan Islam) subject indicate that integrating discussion and Q&A methods leads to higher student willingness to communicate, inquire, and engage, compared to more passive lecture approaches [4]. For instance, Yusuf (2024) reported that the use of the discussion method in SKI classes made students more confident in asking questions and discussing material [5]. Nasution's research also showed a statistically significant positive influence of discussion on students' interest in the subject [6].

The underlying mechanisms through which discussion increases enthusiasm include peer interaction, cognitive conflict, social scaffolding, and emotional engagement. The discussion encourages students to articulate their views, confront alternative perspectives, and negotiate meanings, which strengthens ownership of the content. The process of sensemaking in group discourse also helps reduce passive reception and leads to more internal motivation. In larger-scale settings like computing courses, Wu et al. (2024) studied group discussion formats and observed that discussion groups—even in large classes—can benefit weaker

students via peer interactions, although group formation strategies (random vs. balanced) did not always yield significant differences [7]. This suggests that the design of discussion (how groups are formed, how roles are assigned, and how scaffolding is provided) is critical [8].

Challenges and contextual factors must also be considered. The effectiveness of discussion may depend on teacher facilitation skills, classroom norms, students' prior readiness to discuss, and cultural norms around participation [9]. For example, in some contexts students may hesitate to speak up due to fear, shyness, or deference to the teacher. Further, without clear scaffolding, discussions can drift or become dominated by a few voices. The role of teacher enthusiasm is also consequential: perceived teacher enthusiasm has been linked with lower boredom and higher student engagement, mediated by emotional response [8]. In designing a discussion-based model for SKI in Grade IX, factors such as question prompts, group size, rotation of roles (e.g., moderator, reporter), scaffolding by the teacher, and integration with assessment must be deliberately designed to sustain enthusiasm rather than let it fade [10].

A method is a way to implement a predetermined plan into concrete activities, so that the stated goals are optimally achieved [11]. Therefore, the function of teaching methods is to determine the success or failure of a learning process and is an integral part of a teaching system. Therefore, the methods used in Islamic Religious Education (PAI) instruction should receive attention from Religious Education [12]. Without good methods, teachers will certainly experience difficulties. Teachers must create a comfortable teaching and learning atmosphere so that students do not quickly get bored and lose enthusiasm. Therefore, deliberation and discussion are the best solutions. For example, the teaching and learning process greatly requires discussion methods to improve students' critical thinking, enthusiasm for learning, and speaking skills ([13] Ika Supriyati). Student learning activity refers to the efforts made by students to participate in learning activities ([14] Saputri Wandhaika). One of them is increasing the learning of Islamic Cultural History (SKI). The weakness in studying Islamic Cultural History is the lack of models in learning. Therefore, using the discussion method helps familiarize students with the problems that must be solved and encourages them to think systematically ([15] Mohammad Rizky). The aim of this study is to analyze teachers' efforts to increase students' enthusiasm for learning in the subject of Islamic Cultural History through discussion methods.

II. RESEARCH METHODS

Qualitative research with a field approach. Because it uses a field approach, the data obtained truly corresponds to the reality of the phenomena at the research location. Conducted at MTs Nurul Iman Rajeg, Tangerang Regency. Three teachers and three students served as respondents, and data were generated through observation, interviews, and documentation.

III. RESULTS AND DISCUSSION

Based on the results of research in Class IX MTs Nurul Iman, the application of the discussion method in the subject of Islamic cultural history at MTs Nurul Iman has several stages. Beginning with the division of discussion topics, the application of the discussion method in teaching Islamic Cultural History in grade IX at MTs Nurul Iman began with the division of discussion topics, with each group consisting of five students. One group discussed a specific topic or material, while each group discussed a different topic. After assigning discussion topics, each group will present the results of their group discussions to the rest of the class. The final stage is a question-and-answer session. During this stage, students will ask questions of the group presenting their discussion results. Each question from the other groups and the answers from the presenting group will be recorded. The application of the discussion method with interesting topics and presentations from each group apparently fostered students' enthusiasm for learning in Islamic Cultural History. This is in line with the opinion of Yulianto and Hariyanto, as quoted by Ridwan, that one of the significant impacts of the application of the discussion method is increasing students' active involvement in the learning process. Through discussions, students are encouraged to actively participate, share ideas, and debate concepts in Islamic Religious Education. They are encouraged to think critically, analyze information, and express their opinions. ([16] Ridwan).

K.H. Ahmad Dahlan, the founder of Muhammadiyah, emphasized that education must be able to bridge religious tradition with modern science. Therefore, Muhammadiyah education is designed to shape individuals who not only understand religion but also develop practical skills relevant to the needs of the times. In Muhammadiyah's thinking, education is a holistic process encompassing the development of spiritual, intellectual, emotional, and social aspects. Education is not merely the transfer of knowledge, but also the formation of strong character and morals, so that students are able to live their lives with integrity and responsibility. This concept then became the basis for developing a curriculum that integrates religious studies with general knowledge in a balanced manner, while emphasizing the importance of cultivating noble moral values in daily activities. [17].

As stated in the National Education System Law No. 20 of 2003 Article 3 concerning the National Education System Chapter 1 Article 1 states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and the skills needed by themselves, society, nation and state." [18].

Learning using the discussion method in Islamic Cultural History can enhance the effectiveness of the learning process and actively engage all students. This can lead to improved academic achievement. Therefore, the application of the discussion method plays a significant role in fostering student enthusiasm for learning.

Penerapan metode diskusi diharapkan oleh guru bidang studi agar peserta didik dapat berkolaborasi dan saling membantu serta membangun pikiran kritis pada setiap peserta didik dalam mengolah suatu informasi. Dalam pelaksanaan peran guru bidang studi juga menjadi faktor yang penting untuk memberikan arahan kepada peserta didik agar bisa aktif dalam diskusi, dengan adanya penerapan metode diskusi menjadi sarana guru untuk dapat mengetahui peserta didik yang aktif dan yang tidak, sehingga guru dapat menjadikannya acuan untuk persiapan pembelajaran berikutnya, sehingga pencapaian pendidikan dapat tercapai ([16]Ridwan).

Group discussions can enhance student learning. Improve understanding: The discussion method allows students to actively interact with the subject matter and their classmates. Discussions facilitate the exchange of ideas, deeper understanding, and the ability to view topics from multiple perspectives. Encourage Critical Thinking: Discussions involve analysis, evaluation, and the development of strong arguments. Students are encouraged to question, compare, and consider multiple viewpoints, thus enhancing critical thinking skills. Enhance understanding: Discussions provide a space for students to share their own experiences, knowledge, and perspectives. This enriches understanding and fosters tolerance for differing views. Increase Engagement: The discussion method creates an interactive and participatory learning environment. Students feel more involved and take active responsibility in constructing their understanding. Develop Communication Skills: Discussions strengthen students' communication skills, such as active listening, clear communication, and argumentation. ([16]Ridwan). In this research process, the researcher assumes that in starting a teaching and learning activity in the classroom, it is necessary to apply the right method so that boring and passive learning does not occur.

IV. CONCLUSION

After conducting observations, interviews, analyzing data, the conclusions are 1. The application of the discussion method in class IX MTs Nurul Iman in learning Islamic Cultural History has three stages, namely: division of discussion themes, delivery of group material and questions and answers. 2. Obstacles and barriers to the application of the discussion method in class IX in learning Islamic Cultural History consist of: There are students who choose their group friends, students who tend to lack self-confidence and some students cannot control their emotions when arguing.

V. REFERENSI

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