MOZAIC
ISLAM NUSANTARA
ISSN: 2527-6549
EISSN2527-8738

Implementation of the Discussion Method in Islamic History Instruction among Seventh-Grade Students at SMP Daar El-Jauhar

Nadya Ade Risma[1]✉, Faiz Fikri Al Fahmi[2], Asep Rahmatullah[3]
[1,2,3]Universitas Islam Syekh Yusuf
[1]✉122030200019@students.unis.ac.id

Article Information

http://journal.unusia.ac.id/index.php/mozaic/

DOI:
https://doi.org/10.47776/mozaic.v12i2.2189

Submitted: 10 August 2026
Approved: 23 October 2026
Published: 31 Octtober 2026

Keywords: *Discussion Method; Islamic History Learning; Learning Activeness.*

Abstract

This study analyzes the implementation of the discussion method in Islamic History (Tarikh Islam) learning in Grade VII at SMP Daar El-Jauhar. It focuses on planning, implementation, evaluation, changes in student participation, and supporting and inhibiting factors. The study employed a descriptive qualitative field-research design. Data were collected through observation, semi-structured interviews, and documentation, and analyzed through data reduction, data display, and conclusion drawing. Source and technique triangulation were used to support data credibility. The findings indicate that discussion activities involved an introductory explanation, group formation, discussion, presentations, peer questions and answers, and teacher feedback. These activities supported more interactive communication, students' willingness to express opinions, collaboration, and respect for different views. Supporting factors included students' learning interest, group cooperation, and adequate learning facilities. Constraints included uneven confidence, differences in understanding, limited instructional time, and classroom management. The study recommends distributing participation opportunities more evenly, strengthening students' initial understanding, and improving time and classroom management.

Kata Kunci: *Keaktifan Belajar; Metode Diskusi; Pembelajaran Tarikh Islam.*

Abstrak

Penelitian ini bertujuan menganalisis penerapan metode diskusi dalam pembelajaran Tarikh Islam di kelas VII SMP Daar El-Jauhar, meliputi tahap perencanaan, pelaksanaan, dan evaluasi; perubahan partisipasi belajar peserta didik; serta faktor pendukung dan penghambat penerapannya. Penelitian menggunakan pendekatan kualitatif deskriptif dengan jenis penelitian lapangan. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, serta penarikan kesimpulan. Keabsahan data diperiksa melalui triangulasi sumber dan teknik. Temuan menunjukkan bahwa metode diskusi dilaksanakan melalui pemberian pengantar materi, pembentukan kelompok, diskusi, presentasi, tanya jawab, dan penguatan guru. Proses ini mendorong komunikasi yang lebih interaktif, keberanian menyampaikan pendapat, kerja sama, serta penghargaan terhadap perbedaan pandangan. Faktor pendukung meliputi minat belajar, kerja sama kelompok, dan ketersediaan sarana. Hambatan mencakup kepercayaan diri yang belum merata, pemahaman materi yang berbeda, keterbatasan waktu, dan pengelolaan kelas. Penelitian merekomendasikan pemberian peran yang merata kepada peserta didik, penguatan materi awal, serta pengelolaan waktu dan kelas yang lebih terarah.

INTRODUCTION

Education aims to develop students' potential, encompassing knowledge, character, and the ability to participate actively in the learning process. Active learning participation is essential because it provides students with opportunities to ask questions, express ideas, engage in dialogue, and construct their understanding. In Islamic History education, students are expected not merely to memorize the chronological sequence of historical events but also to analyze cause-and-effect relationships, understand the exemplary qualities of historical figures, and connect historical values with everyday life.

Education serves as a fundamental foundation for developing human resources who are knowledgeable, possess strong character, and are capable of adapting to advances in science and technology. In the Indonesian context, education is directed toward developing students' full potential to become individuals who have faith in and devotion to Almighty God, demonstrate noble character, possess competence and creativity, develop independence, and actively participate in society, as mandated by Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Indonesia, 2003). This mandate indicates that educational success should not be measured solely by students' mastery of cognitive knowledge but also by their ability to participate actively throughout the learning process.

Active student participation is an important indicator of the quality of the learning process, as meaningful knowledge acquisition occurs when students are actively engaged in learning activities. Students who participate actively are more likely to develop critical thinking, communication, collaboration, and problem-solving skills, which are essential competencies in twenty-first-century education (Maulana et al., 2021). Conversely, limited student participation may hinder the achievement of learning objectives, as students tend to become passive recipients of information rather than actively constructing knowledge independently. Furthermore, various factors, including instructional strategies, teacher competence, learning environments, and individual student characteristics, influence the effectiveness of the learning process and the achievement of learning outcomes (Yandi et al., 2023).

Islamic History education, as an integral component of Islamic Religious Education, plays a strategic role in developing students' historical awareness, internalizing exemplary moral values, and fostering critical thinking skills through an understanding of the historical development of Islamic civilization. Therefore, Islamic History instruction should extend beyond the transmission of historical facts and provide meaningful learning experiences that encourage students to analyze the causes and consequences of historical events, draw valuable lessons, and relate Islamic historical values to their everyday lives (Ulum, 2021). From the perspective of Islamic education, the discussion method represents an implementation of the concept of *hiwar* (dialogue) or *musyawarah* (deliberation), providing opportunities for students to exchange ideas, articulate arguments, and collaboratively construct knowledge and understanding (Yakin, 2020).

The discussion method offers a potential alternative instructional approach by providing students with opportunities to exchange ideas, examine their understanding, and articulate arguments. Previous studies have explored the use of discussion methods in PAI and Islamic Cultural History, particularly in relation to learning outcomes and interactive learning practices. However, further research is needed to examine how discussion methods are implemented, how students' participation patterns change, and what conditions facilitate or hinder their implementation in Islamic History instruction at the junior secondary school level.

Nevertheless, the teaching of Islamic History in various educational institutions continues to face several challenges. Historical content is often delivered through lecture-based instruction characterized by a teacher-centered approach, in which students primarily act as listeners rather than active participants in knowledge construction. Although lecture-based instruction enables teachers to deliver instructional content efficiently, its predominant use may limit classroom interaction, student participation, and enthusiasm throughout the learning process (Hidayati, 2022). Consequently, students may demonstrate limited confidence in asking questions, responding to inquiries, or expressing their opinions, resulting in less communicative classroom interactions and fewer opportunities for meaningful learning experiences.

A similar phenomenon was identified during preliminary observations conducted by the researchers in a seventh-grade classroom at SMP Daar El-Jauhar, Tangerang Regency. Islamic History instruction was predominantly conducted through lecture-based teaching, resulting in largely one-way interactions between teachers and students. Most students tended to remain passive, participated minimally in classroom discussions, and demonstrated limited enthusiasm during learning activities. These conditions indicated that the intended learning objectives had not been fully achieved, as students had insufficient opportunities to develop critical thinking, communication, and collaboration skills throughout the instructional process. These preliminary findings highlight a gap between the ideal principles of student-centered learning and the actual practices of Islamic History instruction, which remain largely teacher-centered.

The importance of Islamic History education is also closely associated with its role in transmitting moral values, providing exemplary models, and fostering students' character development. In their study of the life of Sheikh Yusuf Al-Makassari, Rahmatullah and Suhaeni (2021) emphasized that the history of prominent Islamic figures does not merely present a sequence of past events but also serves as a valuable educational resource containing lessons on perseverance, leadership, Islamic preaching (*da'wah*), and moral development. Accordingly, Islamic History instruction should extend beyond the memorization of historical chronology and encourage students to critically examine the lessons and contemporary relevance of historical events. Achieving these educational objectives requires learning environments that provide students with meaningful opportunities to engage in discussions, exchange perspectives, and actively construct their own understanding.

Various studies have demonstrated that active learning methods can enhance student engagement throughout the learning process. Ratnadi (2019) found that implementing small-group discussions positively contributed to improving students' learning activities and academic achievement. Similarly, Nafisah (2024) reported that integrating discussion methods with question-and-answer activities facilitated more interactive learning experiences in Islamic Cultural History instruction. Furthermore, Rahmatullah (2022) emphasized that instructional approaches encouraging direct interaction between teachers and students can improve the quality of the learning process and promote active student participation in constructing more meaningful learning experiences.

Meanwhile, evolving educational paradigms require teachers to establish communicative, collaborative, and student-centered learning environments. The implementation of face-to-face learning examined by Rahmatullah and colleagues highlighted the importance of direct teacher–student interaction in improving instructional quality. Such interaction provides students with opportunities to ask questions, participate in discussions, receive feedback, and develop more meaningful learning experiences. Accordingly, successful learning is determined not only by teachers' mastery of subject matter but also by their ability to facilitate classroom interactions that encourage the active participation of all students. These findings reinforce the relevance of active learning approaches, including discussion-based instruction, in PAI to develop twenty-first-century competencies, particularly critical thinking, communication, collaboration, and creativity.

Although previous studies have investigated the implementation of discussion methods in PAI and Islamic Cultural History instruction, several limitations remain that warrant further investigation. Much of the existing research has focused on improving learning outcomes or combining discussion methods with other instructional strategies, such as question-and-answer activities, *jigsaw*, and cooperative learning. Moreover, previous studies have predominantly examined students at the Islamic senior secondary school or general senior secondary school levels, providing relatively limited insights into the implementation of discussion methods in Islamic History instruction at the junior secondary school level. Existing research has also tended to emphasize learning outcomes, while studies specifically examining the implementation process of discussion methods and the facilitating and inhibiting factors associated with promoting active student participation remain relatively limited. These limitations indicate a research gap that requires further investigation.

The novelty of this study lies in its analytical focus, which extends beyond describing the use of discussion methods. Specifically, the study examines how different stages of instructional implementation shape classroom interactions and students' active participation, as well as how facilitating and inhibiting factors influence the implementation process. Through this focus, the study seeks to provide practical insights into the implementation of discussion-based instruction in Islamic History education at the junior secondary school level.

Based on the preceding discussion, this study aims to describe the implementation of the discussion method in Islamic History instruction among seventh-grade students at SMP Daar El-Jauhar, Tangerang Regency, and to analyze the facilitating and inhibiting factors influencing its implementation. The findings are expected to contribute theoretically to the development of research on PAI instruction and provide practical guidance for teachers in designing Islamic History learning activities that encourage greater student participation and engagement.

RESEARCH METHOD

This study employed a descriptive qualitative approach through field research conducted in seventh-grade Islamic History classes at SMP Daar El-Jauhar. The research informants consisted of an Islamic History teacher and seventh-grade students who were purposively selected based on their involvement in the learning process. Data were collected through classroom observations, semi-structured interviews with the teacher and students, and documentation of instructional materials and relevant supporting documents. Data collection focused on obtaining information regarding instructional planning, implementation, evaluation, student participation, and the conditions influencing classroom discussion activities.

Data were analyzed using Miles and Huberman's interactive model, which comprises three stages: data reduction, data display, and conclusion drawing and verification. Data reduction involved selecting, categorizing, and simplifying information obtained from classroom observations, interviews, and documentation (Sugiyono, 2023). The data were subsequently organized into narrative descriptions to facilitate interpretation, followed by drawing conclusions based on patterns and findings identified throughout the research process. To ensure the trustworthiness of the findings, source triangulation was conducted by comparing information provided by the teacher and students, while methodological triangulation was employed by cross-checking evidence obtained from observations, interviews, and documentation.

RESEARCH RESULTS AND DISCUSSION

Implementation of the Discussion Method in Islamic History Instruction

The findings indicate that the discussion method in Islamic History instruction among seventh-grade students at SMP Daar El-Jauhar, Tangerang Regency, was systematically implemented through three main stages: instructional planning, implementation, and evaluation. Based on classroom observations, interviews, and documentation, the teacher employed discussion not merely as an alternative teaching method but as an instructional strategy designed to enhance students' active participation in the learning process. These findings suggest a shift toward a student-centered learning approach in Islamic History instruction, in which students are provided with opportunities to construct knowledge through interaction, collaboration, and the exchange of ideas throughout classroom activities.

During the planning stage, the teacher prepared instructional materials appropriate for discussion-based learning, developed discussion topics, organized students into learning groups, and provided introductory explanations before initiating group discussions. The findings revealed that the initial presentation of instructional content was not intended to dominate the learning process but rather to establish a foundation of prior knowledge, ensuring that students possessed a relatively comparable level of basic understanding before engaging in discussions. This preliminary understanding enabled students to participate more confidently by expressing opinions, asking questions, and responding to the outcomes of other groups' discussions.

These findings highlight the importance of instructional planning in supporting the effective implementation of the discussion method. Well-structured planning facilitates more focused and organized discussions by ensuring that students understand the learning objectives, the scope of the instructional content, and the tasks they are expected to complete during discussion activities. This finding is consistent with Affan et al. (2023), who explained that instructional planning involves a systematic process of determining learning objectives, content, teaching methods, instructional media, and evaluation procedures to ensure that learning activities are conducted effectively and purposefully. Therefore, instructional planning should not be regarded merely as an administrative requirement but as a fundamental component influencing the successful implementation of classroom instruction.

Furthermore, the provision of introductory explanations before group discussions reflects the application of scaffolding principles in the learning process. The teacher provided initial information that served as a foundation for students to develop their understanding independently through collaborative discussions. This process indicates that instruction was no longer exclusively focused on the transmission of information from the teacher to students but also provided opportunities for students to actively construct knowledge through their learning experiences during discussions. This finding aligns with constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through experience, social interaction, and reflection on newly acquired information (Azzahra, 2025). From a constructivist perspective, teachers function as facilitators who support students in developing understanding through meaningful learning experiences rather than serving as the sole source of knowledge.

The implementation stage of the discussion method revealed that the teacher followed a structured sequence of instructional activities, beginning with the presentation of learning materials, group formation, group discussions, presentation of discussion results, intergroup question-and-answer sessions, and concluding with instructional reinforcement and a summary of key points. Classroom observations indicated that students actively expressed their opinions, asked questions, responded to other groups' presentations, and collaborated to complete the tasks assigned by the teacher. These activities suggest that the learning process became more interactive and provided greater opportunities for student participation compared with instruction relying exclusively on lecture-based teaching.

The transformation of classroom interaction patterns emerged as one of the key findings of this study. Communication, which had previously been predominantly one-directional from teacher to students, developed into two-way and multidirectional interactions. Students interacted not only with the teacher but also exchanged ideas with their group members and students from other groups through presentations and classroom discussions. This shift reflects the characteristics of active learning, in which students are encouraged to participate more extensively in classroom activities and contribute to the collective construction of knowledge.

These findings are consistent with the study conducted by Saputra et al. (2025), which demonstrated that the discussion method can foster a more active learning environment by providing students with opportunities to express opinions, present arguments, and collaboratively solve problems. Through this process, instruction moves beyond a teacher-centered approach toward a collaborative learning environment in which students participate in constructing knowledge. This finding suggests that the effectiveness of discussion-based instruction depends not only on the teacher's ability to explain instructional content but also on the quality of interactions established throughout the learning process.

In addition to promoting active learning participation, this study found that the discussion method contributed to the development of students' communication and collaboration skills. During discussions, students learned to respect differing perspectives, listen to their peers' arguments, communicate ideas respectfully, and reach collective agreements through group deliberation. These abilities represent essential twenty-first-century competencies, particularly communication, collaboration, critical thinking, and problem-solving. The findings support Wardhani (2012), who emphasized that cooperative learning can improve instructional quality by providing students with opportunities to support one another, exchange information, and assume shared responsibility for group success. Accordingly, the discussion method not only has the potential to support cognitive learning outcomes but also facilitates the development of students' social skills.

During the evaluation stage, the findings revealed that the teacher assessed not only students' final learning outcomes but also their participation and performance throughout the discussion activities. Assessment was conducted by observing students' active participation, presentation skills, quality of arguments, ability to respond to questions, and completion of individual assignments designed to reinforce their understanding. These findings indicate that the evaluation process incorporated both process-oriented and outcome-oriented assessment, enabling the teacher to obtain a more comprehensive understanding of students' competency development.

The evaluation practices observed in this study align with the concept of authentic assessment, which emphasizes that learning achievement should not be measured solely through test scores but also through students' engagement and performance during instructional activities. According to Yus (2018), evaluation is a systematic process of gathering information to determine the extent to which learning objectives have been

achieved, encompassing knowledge, skills, and attitudes. This perspective is supported by Almaajid et al. (2024), who emphasized that instructional evaluation provides teachers with a basis for assessing the effectiveness of teaching strategies while serving as a means of reflection to improve subsequent learning activities. Accordingly, the evaluation practices implemented by the teacher in this study reflect the principles of comprehensive assessment, which considers not only learning outcomes but also students' progress throughout the learning process.

The implementation of the discussion method in Islamic History instruction at SMP Daar El-Jauhar further demonstrates that instructional methods serve not merely as mechanisms for delivering learning materials but also as means of creating meaningful learning experiences. The findings indicate that students not only developed an understanding of Islamic historical facts but also demonstrated critical thinking, expressed their opinions, and collaborated in addressing problems presented by the teacher. These observations suggest a shift in Islamic History instruction from an approach primarily focused on content mastery toward a learning process that emphasizes students' active construction of knowledge.

These findings suggest that the discussion method can transform Islamic History instruction, which is often perceived as emphasizing the memorization of historical chronology, into a more dialogic and reflective learning experience. Through discussion activities, students were encouraged to analyze the causes and consequences of historical events, identify exemplary values demonstrated by prominent Islamic figures, and relate historical knowledge to their everyday experiences. Thus, the learning process extended beyond cognitive development to encompass students' affective and social dimensions.

These findings are supported by the study conducted by Ghifar et al. (2025), which highlighted that Islamic Civilization History instruction becomes more effective when teachers adopt active, contextual, and participatory learning strategies. Such approaches provide students with opportunities to engage in dialogue, develop critical thinking skills, and construct knowledge through meaningful interactions during the learning process. Active student involvement has been shown to enhance learning interest, strengthen conceptual understanding, and foster more meaningful learning environments. These findings are consistent with the present study, in which the implementation of the discussion method provided students with opportunities to exchange perspectives, collaborate in groups, and present their ideas. Consequently, Islamic History instruction shifted from predominantly one-way communication toward a more collaborative and interactive learning process.

The findings of this study are also consistent with those of Fahri et al. (2025), who emphasized that PAI instruction should focus on the transformation and internalization of values through students' active participation in learning activities. They argued that instructional processes incorporating dialogue, deliberation, and peer interaction are more effective in cultivating Islamic values than approaches primarily centered on verbal transmission of instructional content. Accordingly, educational success should not be

evaluated solely in terms of cognitive achievement but also through students' ability to internalize Islamic values through direct learning experiences.

In relation to the present findings, the discussion method not only supported students' understanding of Islamic History materials but also encouraged them to express opinions respectfully, appreciate differing perspectives, engage in collective deliberation, and collaborate in solving problems. These activities reflect the implementation of Islamic educational values, which position learning as a means of fostering character development alongside students' intellectual growth. In this regard, the discussion method contributes not only to students' learning experiences but also to the internalization of Islamic values through social interactions occurring throughout the instructional process.

Beyond encouraging active student participation, the implementation of the discussion method also revealed changes in classroom learning culture. Classroom observations indicated that communication patterns, which had previously been predominantly one-directional, developed into multidirectional interactions involving students in various learning activities. The teacher assumed the role of a facilitator who guided discussions, while students actively explored instructional materials, responded to different perspectives, and formulated conclusions based on their group discussions. Yunia et al. (2023) suggested that active participation in learning can stimulate students' motivation and support the development of their existing potential and abilities. The transformation of classroom communication patterns indicates a shift toward collaborative learning practices consistent with the principles of active learning.

From the perspective of Islamic education, these developments are particularly significant because learning is fundamentally understood not merely as a process of knowledge transmission but also as a means of character formation through interaction, deliberation, and respect for others' perspectives. Classroom discussions provided students with opportunities to practice expressing opinions respectfully, appreciating diverse viewpoints, and responding constructively to criticism and feedback. These values align with the broader objectives of Islamic education, which emphasize not only the acquisition of knowledge but also the cultivation of moral character and the development of competencies necessary for social participation. The implementation of the discussion method identified in this study can be summarized as follows:

Table 1. Implementation of the Discussion Method

Aspect	Key Findings	Implications
Planning	The teacher prepared instructional materials, discussion topics, group arrangements, and introductory explanations.	Learning objectives and assigned tasks need to be clearly communicated.
Implementation	Group discussions, presentations, question-and-answer sessions, and instructional reinforcement.	Facilitates two-way and multidirectional classroom communication.

Aspect	Key Findings	Implications
Student Participation	Expressing opinions, asking questions, providing responses, delivering presentations, and collaborating with peers.	Individual roles and responsibilities need to be clearly defined.
Evaluation	Observation of the learning process and assessment of learning outcomes and assignments.	Transparent criteria for assessing both learning processes and outcomes should be established.

Source: Research Data

Supporting and Inhibiting Factors in the Implementation of the Discussion Method in Islamic History Instruction

The findings indicate that the successful implementation of the discussion method in Islamic History instruction among seventh-grade students at SMP Daar El-Jauhar, Tangerang Regency, was influenced not only by the teacher's ability to select appropriate instructional methods but also by several interconnected supporting factors throughout the learning process. Based on classroom observations, interviews, and documentation, three major factors were identified as contributing to the effective implementation of the discussion method: students' high levels of learning interest, collaborative relationships among group members, and the availability of adequate learning facilities and infrastructure. Together, these factors created a conducive learning environment in which discussion activities could be conducted actively and systematically, encouraging students to participate directly in the learning process.

Further examination suggests that these three factors did not operate independently but reinforced one another in facilitating effective learning. Students' learning interest encouraged active participation in discussions, group collaboration provided opportunities to exchange information and develop shared understanding, while the availability of instructional facilities supported the creation of a comfortable and conducive learning environment. The interrelationship among these factors indicates that the successful implementation of the discussion method depends on the combination of students' readiness, teachers' instructional management skills, and adequate support from the learning environment.

One of the most prominent supporting factors identified in this study was students' high level of learning interest during Islamic History instruction. Interviews and classroom observations revealed that students demonstrated greater enthusiasm when the teacher employed the discussion method than when instruction was predominantly lecture-based. Students appeared more confident in asking questions, responding to opinions expressed by other groups, and seeking additional information to strengthen their arguments. This engagement suggests that the discussion method provided more stimulating learning

experiences, as students were not merely passive recipients of information but were actively involved in acquiring and developing knowledge.

This phenomenon reinforces the view that learning interest is closely associated with students' participation during instructional activities. When students are interested in the subject matter, they tend to demonstrate greater curiosity, maintain stronger attention during learning activities, and become more motivated to contribute to their group's success. Such conditions were evident during Islamic History instruction at SMP Daar El-Jauhar, where students were no longer positioned solely as listeners but became active participants who constructed their understanding through discussion activities.

This interpretation is consistent with the findings of Prayogi (2024), who explained that implementing the discussion method in PAI instruction can enhance students' learning interest by providing opportunities for interaction, expression of opinions, and direct involvement in learning activities. Such engagement may contribute to stronger learning motivation and a greater sense of responsibility for the learning process. Accordingly, learning interest serves not only as a motivational factor but also as an important condition influencing the quality of students' participation during classroom discussions.

In the context of Islamic History instruction, students' high levels of learning interest have broader implications beyond increased classroom participation. Islamic History encompasses historical events that convey exemplary moral values; therefore, its instruction should not focus exclusively on cognitive achievement but should also contribute to students' attitudes and character development. Through discussion activities, students have opportunities to examine Islamic historical events from different perspectives, relate them to everyday experiences, and identify moral values applicable to their lives. This process makes learning more meaningful because students move beyond memorizing historical facts toward understanding the lessons and values embedded within them.

This perspective is consistent with the findings of Darmalinda and Fadriati (2024), who emphasized that Islamic Cultural History instruction should be directed toward students' character development through the internalization of values embedded in historical events. Accordingly, instructional strategies that actively engage students are considered more effective in facilitating their understanding and internalization of these values in everyday life.

When viewed in relation to the implementation of the Merdeka Curriculum, the conditions identified in this study also reflect a shift toward a more student-centered learning paradigm. Rather than serving as the primary source of information, the teacher assumes the role of a facilitator who provides students with opportunities to explore instructional content through collaborative activities, including group discussions. Throughout the learning process, the teacher provides guidance, facilitates discussions, and reinforces students' understanding of the topics being explored. Meanwhile, students are encouraged

to express their opinions, present their analyses, and construct understanding through interactions with their group members.

These findings are consistent with the study conducted by Farida and Lestari (2025), which highlighted that Islamic Cultural History instruction under the Merdeka Curriculum requires instructional strategies that promote active student participation through collaborative activities and group discussions. By adopting a student-centered approach, the learning process becomes more interactive, allowing educational objectives to extend beyond knowledge acquisition to include the development of social skills and critical thinking abilities.

Based on these findings, students' high levels of learning interest can be understood as a fundamental factor supporting the successful implementation of the discussion method in Islamic History instruction. Such interest encourages students to participate actively at every stage of the learning process, from understanding instructional materials and engaging in discussions to presenting their ideas to other groups. This situation also demonstrates that the effectiveness of the discussion method depends not only on the instructional approach employed by the teacher but also on students' readiness to participate in learning activities. Therefore, teachers' efforts to foster and maintain students' learning interest represent an important aspect of ensuring that Islamic History instruction remains active, collaborative, and capable of providing meaningful learning experiences.

In addition to the factors supporting the successful implementation of the discussion method, this study identified several challenges that continued to influence the effectiveness of Islamic History instruction among seventh-grade students at SMP Daar El-Jauhar, Tangerang Regency. Based on classroom observations, interviews, and documentation, these challenges included limited participation and self-confidence among some students, difficulties in understanding the instructional materials being discussed, insufficient instructional time, and classroom conditions that were not consistently conducive to effective learning. Although these challenges did not substantially disrupt the overall continuity of the learning process, they remained important concerns because they influenced the quality of classroom interactions and the equitable distribution of student participation during discussion activities.

These findings indicate that the discussion method may not always be implemented optimally when students' readiness and classroom conditions are not sufficiently supportive. As a student-centered instructional approach, discussion requires group members to participate actively, express their opinions, and contribute to addressing the issues under consideration. When some students are unable to meet these expectations, discussions tend to be dominated by a few more active participants, potentially limiting the achievement of collaborative learning objectives.

One of the most prominent challenges identified in this study was the limited participation and self-confidence demonstrated by some students. Interview findings revealed that

several students preferred to remain silent during discussions, were reluctant to express their opinions, and tended to follow the ideas of peers whom they perceived as more capable. These conditions suggest that students differed in their confidence and willingness to participate in discussions, even though the teacher provided opportunities for all group members to contribute.

This phenomenon suggests that active student participation is influenced not only by the instructional methods employed but also by individual factors, including self-confidence, learning motivation, and willingness to express ideas. Payon et al. (2021) explained that active learning participation is shaped by several factors, including motivation, self-confidence, the learning environment, and instructional strategies implemented by teachers. Students with lower levels of self-confidence tend to participate less actively in learning activities, even when they are provided with opportunities comparable to those available to their peers.

This interpretation is further supported by Khairan (2024), who highlighted that limited student participation is often associated with fear of making mistakes, reluctance to express opinions, and insufficient experience with discussion-based learning activities. These conditions may lead students to assume passive roles as listeners rather than engaging directly in classroom interactions. Similar patterns were observed in the present study, where some students continued to demonstrate passive behavior, resulting in an uneven distribution of participation among group members.

Another factor influencing the effectiveness of the discussion method was students' understanding of the instructional content. The findings revealed that students who had not adequately understood Islamic History materials tended to experience difficulties when presenting arguments, answering questions, or responding to perspectives expressed by other groups. Consequently, these students often preferred listening to their peers' explanations rather than actively contributing to discussions. These findings suggest that a sufficient level of prior understanding is an important prerequisite for encouraging students to participate confidently and meaningfully throughout the learning process.

When considered in relation to the characteristics of Islamic History as a subject, these challenges are understandable because the instructional content encompasses not only historical facts but also requires students to analyze events, understand cause-and-effect relationships, and identify exemplary values embedded in Islamic historical narratives. Sa'adah (2020) explained that the effectiveness of Islamic History instruction is strongly influenced by teachers' ability to establish students' conceptual understanding before introducing more complex analytical activities. When students lack sufficient foundational knowledge, classroom discussions may become less effective because they do not yet possess the conceptual basis necessary to develop well-supported arguments.

This perspective is consistent with the findings of Farida and Lestari (2025), who emphasized that Islamic Cultural History instruction requires strategies that support students in developing their understanding progressively before engaging in discussions

and reflecting on historical values. Activating prior knowledge, providing introductory explanations, and presenting contextual examples are essential instructional practices that prepare students to participate actively and meaningfully in the learning process.

Another challenge identified in this study was the limited time allocated for instructional activities. The findings revealed that implementing the discussion method required relatively more time than other instructional approaches because it involved several stages, including the presentation of learning materials, group formation, discussions, presentations, question-and-answer sessions, and the teacher's concluding remarks. On several occasions, the teacher had to limit the duration of presentations and discussions to ensure that all instructional activities could be completed within the available time. Consequently, certain topics could not be explored as thoroughly as intended.

These findings suggest that the successful implementation of the discussion method depends not only on students' participation but also on teachers' ability to manage instructional time effectively. Rosana and Iswara (2021) explained that although the discussion method offers considerable opportunities to improve instructional quality, its implementation requires careful time management and planning to ensure that each instructional stage can be conducted effectively. Therefore, effective time management represents an essential teaching competency in facilitating discussion-based learning activities.

Classroom conditions that were not consistently conducive to learning also emerged as a challenge in this study. During discussion activities, some students engaged in conversations unrelated to the instructional content, paid insufficient attention to presentations delivered by other groups, or focused more on social interactions with peers than on completing their assigned group tasks. Although these behaviors did not persist throughout the entire learning process, they had the potential to disrupt other students' concentration and limit the achievement of discussion objectives.

These findings are consistent with Fahri et al. (2025), who emphasized that the effectiveness of active learning is closely associated with teachers' ability to establish a conducive learning environment, manage classroom dynamics, and guide student interactions toward the intended learning objectives. Teachers are therefore expected to function not only as providers of instructional content but also as facilitators who maintain an appropriate balance between students' freedom to engage in discussions and the classroom discipline necessary for productive learning.

Taken together, these findings suggest that the challenges associated with implementing the discussion method are primarily operational and can be minimized through appropriate instructional management. Strengthening students' learning motivation, encouraging them to express their opinions confidently, reinforcing their understanding of instructional content before discussions, managing instructional time more effectively, and establishing a conducive classroom environment are among the strategies that can support more effective discussion-based learning. Accordingly, the challenges identified in this study

should not be regarded as reasons to reduce the use of the discussion method but rather as opportunities for teachers to reflect on and refine their instructional strategies in subsequent Islamic History lessons.

Table 2. Factors and Follow-Up Actions

Factors	Implications	Follow-Up Actions
Learning interest and collaboration	Encourage active participation and the exchange of ideas.	Use contextual guiding questions to stimulate discussion.
Teacher readiness and learning facilities	Help maintain focused and structured discussions.	Prepare discussion guidelines and allocate sufficient instructional time.
Uneven levels of self-confidence	Some students tend to remain silent during discussions.	Assign rotating group roles and implement paired discussions.
Differences in students' abilities	Students demonstrate varying levels of contribution and argumentation skills.	Provide concise learning materials and progressively challenging questions.
Time constraints and classroom management	Discussions may extend beyond the allocated time or remain incomplete.	Establish clear discussion rules, time limits, and concluding activities.

Source: Research Data

CONCLUSION

The implementation of the discussion method in Islamic History instruction among seventh-grade students at SMP Daar El-Jauhar involved several stages, including the preparation of instructional materials and group arrangements, introductory explanations, group discussions, presentations, question-and-answer sessions, instructional reinforcement, and evaluation. These activities provided students with greater opportunities to exchange ideas, ask questions, express opinions, collaborate with peers, and develop respect for differing perspectives. Accordingly, the primary contribution of the discussion method observed in this study was a shift in classroom interaction patterns toward a more dialogic and participatory learning environment, although the level of student engagement remained uneven.

The implementation of the discussion method was supported by students' learning interest, group collaboration, and the availability of adequate instructional facilities. However, several challenges were identified, including varying levels of self-confidence, differences in students' understanding of instructional content, limited instructional time, and classroom conditions that were not consistently conducive to learning. To address these challenges, teachers are encouraged to assign specific roles and provide equal opportunities for each group member to contribute, ensure students possess sufficient foundational

understanding before discussions, and establish clear time allocations and discussion guidelines. Given that this study employed a qualitative approach within a single classroom, the findings are context-specific and are not intended to be generalized to all educational settings.

BIBLIOGRAPHY

Almaajid, R., Aidin, W., Sholehah, D., Pradita, S., Arifandi, R., Mayasari, I., Ayumi, M., & Nasution, I. (2024). Evaluasi Program Pendidikan dalam Meningkatkan Prestasi Akademik Siswa di Sekolah SMP Negeri 1 Hamparan Perak. *ALACRITY: Journal of Education, 4(2),* 152–165. https://doi.org/10.52121/alacrity.v4i2.313

Aulia, R., Matusaadah, I., Basith, Y., Hayaturrohman, & Pancawati, A. D. (2026). A Behavioristic Approach to Classroom Management in Islamic Cultural History (SKI) Learning. *Mozaic: Islam Nusantara, 12(1),* 41–50. https://doi.org/10.47776/mozaic.v12i1.2055

Azzahra, N. T., Ali, S. N. L., & Bakar, M. Y. A. (2025). Teori Konstruktivisme dalam Dunia Pembelajaran. *Jurnal Ilmiah Research Student, 2(2),* 64–75. https://ejurnal.kampusakademik.co.id/index.php/jirs/article/view/4762

Darmalinda, & Fadriati. (2024). Pembelajaran Sejarah Kebudayaan Islam: Analisis Konsepsi, Tujuan, Materi, Strategi, dan Evaluasi Pembelajaran. *Al-Hasanah: Jurnal Pendidikan Agama Islam, 9(1),* 92–107. https://doi.org/10.51729/91375

Ergawati, E., Affan, I., Zulfahmi, T., Liesmaniar, C., Marsithah, I., & Milfayetty, S. (2023). Perencanaan Pengajaran dalam Kegiatan Pembelajaran. Jurnal Guru Kita, 7(2), 212–225. https://doi.org/10.24114/jgk.v7i2.42464

Fahri, A., Al Fahmi, F. F., Dzulqa'idah, F. H., Ghalib, F., Handayani, N. N., & Shafira, D. (2025). Dakwah sebagai Proses Transformasi Sosial Perspektif KH. Hasyim Asy'ari. *ISME: Journal of Islamic Studies and Multidisciplinary Research, 3(1),* 51–57. https://jurnal.mymalewa.org/index.php/ISME/article/view/220

Farida, L., Sulfiani, Lestari, K. K., & Darnanengsih. (2025). Penerapan Pembelajaran Sejarah Kebudayaan Islam pada Kurikulum Merdeka di MI Muhammadiyah 2 Kabupaten Sorong. *MIDA: Jurnal Pendidikan Dasar Islam, 8(2),* 200–212. https://e-jurnal.unisda.ac.id/index.php/mida/article/view/10328

Ghifar, M. H., Al Fahmi, F. F., Aysi, M. R., Yulianti, A., Bavana, S. A., & Lestari, S. (2026). Strategi Guru Menghidupkan Pembelajaran Sejarah Peradaban Islam di Kelas. *Jurnal Pendidikan Tambusai, 10(1),* 3217–3226. https://jptam.org/index.php/jptam/article/view/36558

Halimah, N., Azhar, A. R., Suluhiah, A., Berseri, G. E., Riasahni, I., & Rahmatullah, M. A. (2022). Pembelajaran Tatap Muka Pasca Pandemi COVID-19: Studi Praktik Profesi Keguruan Terpadu (PPKT) Prodi Pendidikan Agama Islam (PAI) di SMK Al-Gina Pakuhaji Kabupaten Tangerang. *Abdi Pandawa: Jurnal Pengabdian kepada Masyarakat, 2(1),* 72–81. https://ejournal.unis.ac.id/index.php/AP/article/view/2457

Hidayati, H. (2022). *Belajar Pembelajaran dalam Metode Ceramah.* Thesis Commons.

Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.* Pemerintah Republik Indonesia.

Khairani, E. U., Dinata, S. A., Saputra, D., & Ismawanti, A. N. (2024). Analisis Faktor-Faktor Penyebab Rendahnya Keaktifan Peserta Didik dalam Proses Pembelajaran Mata Pelajaran IPA. *Jurnal Tunas Pendidikan, 7(1),* 139–147. https://ejournal.ummuba.ac.id/index.php/pgsd/article/view/1985

Nafisah, R. (2024). *Penerapan Metode Diskusi dan Tanya Jawab terhadap Pembelajaran Sejarah Kebudayaan Islam di MAN 2 Banjarmasin.*

Saputra, J., Putra, Y. P., Mahdijaya, M. (2025). Pembelajaran Bahasa Indonesia melalui Metode Diskusi bagi Siswa Kelas VIII di SMP Negeri 10 Bengkulu Utara. *Jurnal Pengabdian Kolaborasi dan Inovasi IPTEKS, 3(1),* 180-186. https://doi.org/10.59407/jpki2.v3i1.1379

Maulana, I., Haromaini, A., & Al Fahmi, F. F. (2021). Pengaruh Pelatihan Public Speaking terhadap Keaktifan Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam. *Qiro'ah: Jurnal Pendidikan Agama Islam, 11(1),* 39–51. https://doi.org/10.33511/qiroah.v11n1.39-51

Muana, A., & Elhawwa, T. (2024). Penggunaan Teknik Diskusi Kelompok untuk Meningkatkan Pemahaman Siswa pada Pelajaran IPA. *Jurnal Perspektif Penelitian Pendidikan, 2(2)*. https://doi.org/10.33084/jppp.v2i2.11472

Musakal, M., Rosdiana, R., & Rahman, A. (2024). Efektivitas Metode Diskusi dalam Meningkatkan Partisipasi Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. Nusantara: *Jurnal Pendidikan Indonesia, 4(2)*. https://doi.org/10.14421/njpi.2024.v4i2-5

Ndoluanak, Y. H., Rahayu, W., & Riyadi. (2024). Pengetahuan Siswa tentang Metamorfosis: Metode Ceramah vs Metode Diskusi pada Strategi Pembelajaran dan Motivasi Belajar. *Jurnal Evaluasi Pendidikan, 14(2),* 32–35. https://doi.org/10.21009/jep.v14i2.45632

Payon, F. F., Andrian, D., & Mardikarini, S. (2021). Faktor yang Mempengaruhi Keaktifan Belajar Peserta Didik Kelas III SD. *Jurnal Ilmiah Kontekstual, 2(02),* 53–60. https://doi.org/10.46772/kontekstual.v2i02.397

Pratiwi, R. A., Ikhtiono, G., & Fadil, K. (2024). Pengaruh Metode Pembelajaran Diskusi terhadap Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidik Indonesia, 5(1),* 33–39. https://doi.org/10.61291/jpi.v4i2.50

Prayogi, S. (2024). Meningkatkan Minat Belajar Siswa pada Pelajaran PAI Menggunakan Metode Diskusi. *Jurnal Ilmu Tarbiyah dan Keguruan, 2(1),* 102–107. https://ejournal.edutechjaya.com/index.php/jitk/article/view/699

Rahmatullah, M. A., & Suhaeni. (2021). Hidup dan Perjuangan Syekh Yusuf. *Islamika: Jurnal Agama, Pendidikan dan Sosial Budaya, 15(2),* 11–19. https://doi.org/10.33592/islamika.v15i2.2167

Ratnadi, N. K. S. (2018). Metode Diskusi Kelompok Kecil untuk Meningkatkan Prestasi Belajar IPA Siswa. *Jurnal Pendidikan dan Pembelajaran IPA Indonesia, 8(1),* 156–164. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ipa/article/view/2936

Rosana, R. (2021). Penerapan Metode Pembelajaran Diskusi dalam Pelatihan untuk Peningkatan Building Learning Commitment. *Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam, 11(2),* 125–134. https://doi.org/10.18592/jtipai.v11i2.5067

Rozinah, S., & Harun, M. S. (2024). Pemahaman Psikologis Siswa melalui Pendekatan Humanis dan Konstruktif dalam Pencapaian Hasil Belajar PAI. *Mozaic: Islam Nusantara, 10(1),* 59–74. https://doi.org/10.47776/mozaic.v10i1.1167

Sa'adah, S. N. (2020). *Efektivitas Pembelajaran Tarikh Menggunakan Metode Gallery Walk di SMA Muhammadiyah Sokaraja.*

Sari, Y. P., Haromaini, A., & Halimah, N. (2023). Pengaruh Model Pembelajaran Contextual Teaching and Learning terhadap Keaktifan Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam Kelas XI DKV dan TKJ di SMKN 5 Kabupaten Tangerang. *Jurnal Rausyan Fikr, 19(2),* 63–73. https://doi.org/10.31000/rf.v19i2.9630

Sodikin, S. (2024). Improving Understanding of Islamic Cultural History Subjects through Discussion Methods. *Research Journal on Teacher Professional Development, 2(2),* 182–189. https://doi.org/10.21580/rjtpd.v2i2.15477

Sugiyono. (2023). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Ed. ke-2). Alfabeta.

Ulum, M. N. (2021). Analisis Materi Tarikh Kelas X SMK Muhammadiyah 1 Blora dengan Pendekatan Strategi Time Line. *Jurnal Ilmiah Pedagogy, 14(2),* 32–45. https://doi.org/10.63889/pedagogy.v14i2.94

Wardhani, I. Y., Sajidan, & Maridi. (2012). Penerapan Model Pembelajaran Kooperatif Tipe Two Stay Two Stray Disertai Media Audio-Visual untuk Meningkatkan Kualitas Pembelajaran Biologi Siswa Kelas XI IPA 5 SMA Negeri 7 Surakarta Tahun Pelajaran 2011/2012. *Jurnal Pendidikan Biologi, 4(1),* 40–55. https://jurnal.uns.ac.id/bio/article/view/5538

Yakin, A. (2020). Metode Diskusi dalam Pembelajaran Menurut Perspektif Islam. *Annual Conference on Islamic Education and Thought, 1(1),* 157–163. https://pkm.uika-bogor.ac.id/index.php/aciet/article/view/675

Yandi, A., Putri, A. N. K., & Putri, Y. S. K. (2023). Faktor-Faktor yang Mempengarui Hasil Belajar Peserta Didik (Literature Review). *Jurnal Pendidikan Siber Nusantara, 1(1),* 13–24. https://doi.org/10.38035/jpsn.v1i1.14

Yus, A. (2018). *Konsep Asesmen, Evaluasi dan Kaitannya dengan Pembelajaran*.