

The Effect of Group Discussion Methods on Students' Learning Activeness at MAS PAB 4 Klumpang

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Abstract: This study aims to analyze the effect of the group discussion method on students' learning activeness at MAS PAB 4 Klumpang. The study was motivated by the importance of creating a learning process that encourages students to participate actively by expressing opinions, asking and answering questions, and collaborating in solving learning problems. This research employed a quantitative approach using a survey method. The population consisted of students at MAS PAB 4 Klumpang, while the sample was determined using a sampling technique appropriate to the characteristics of the population. Data were collected through questionnaires measuring the implementation of the group discussion method and students' learning activeness. The collected data were analyzed using descriptive analysis and simple linear regression to determine the effect of the group discussion method on students' learning activeness. The results indicate that the implementation of the group discussion method has a positive effect on students' learning activeness. The method encourages students to communicate more actively, express opinions, provide responses, ask questions, answer questions, and participate in completing group assignments. Therefore, the better the group discussion method is implemented, the higher the level of students' learning activeness. This study concludes that the group discussion method can serve as an effective learning strategy for increasing student participation in the classroom. Its implementation should be supported by effective group management, proportional task distribution, and the teacher's role as a facilitator so that all students have equal opportunities to participate actively in the learning process.

Keywords: Group Discussion Method; Learning Activeness; Students; Learning; Islamic Education

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh metode diskusi kelompok terhadap keaktifan belajar siswa di MAS PAB 4 Klumpang. Penelitian ini dilatarbelakangi oleh pentingnya menciptakan proses pembelajaran yang mampu mendorong siswa

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untuk berpartisipasi secara aktif, baik dalam menyampaikan pendapat, mengajukan pertanyaan, menjawab pertanyaan, maupun bekerja sama dalam menyelesaikan permasalahan pembelajaran. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Populasi penelitian adalah siswa MAS PAB 4 Klumpang, sedangkan sampel ditentukan berdasarkan teknik sampling yang sesuai dengan karakteristik populasi. Data dikumpulkan melalui angket metode diskusi kelompok dan angket keaktifan belajar siswa. Data yang diperoleh dianalisis menggunakan analisis deskriptif dan regresi linear sederhana untuk mengetahui pengaruh metode diskusi kelompok terhadap keaktifan belajar siswa. Hasil penelitian menunjukkan bahwa penerapan metode diskusi kelompok memberikan pengaruh positif terhadap keaktifan belajar siswa. Metode diskusi kelompok mendorong siswa untuk lebih aktif berkomunikasi, mengemukakan pendapat, memberikan tanggapan, bertanya, menjawab pertanyaan, serta berpartisipasi dalam penyelesaian tugas kelompok. Dengan demikian, semakin baik penerapan metode diskusi kelompok, semakin tinggi pula keaktifan belajar siswa. Penelitian ini menyimpulkan bahwa metode diskusi kelompok dapat menjadi salah satu strategi pembelajaran yang efektif dalam meningkatkan keaktifan siswa di kelas. Penerapan metode ini perlu didukung oleh pengelolaan kelompok yang baik, pembagian tugas yang proporsional, dan peran guru sebagai fasilitator agar seluruh siswa memperoleh kesempatan yang sama untuk berpartisipasi dalam proses pembelajaran.

Kata Kunci: Metode Diskusi Kelompok; Keaktifan Belajar; Siswa; Pembelajaran; Pendidikan Islam

A. Introduction

Education is a fundamental process in developing students' intellectual, social, emotional, and moral capacities. The quality of education is not only determined by the mastery of subject matter but also by the extent to which students are actively involved in the learning process. Learning that places students merely as recipients of information tends to provide limited opportunities for them to develop critical thinking, communication, collaboration, and problem-solving skills. Therefore, contemporary learning emphasizes student-centered approaches that encourage learners to participate actively in constructing knowledge and developing their competencies. Active learning has also been shown to contribute positively to student learning performance compared with approaches dominated by conventional lecturing (Freeman et al., 2014).

Student learning activeness refers to students' physical, mental, intellectual, emotional, and social involvement during the learning process. Learning activeness can be manifested through asking questions, responding to questions, expressing opinions, discussing learning materials, completing assignments, presenting ideas, and collaborating with peers. These activities indicate that students are not simply listening to explanations but are actively processing and responding to information. In this context, active participation becomes an important component of meaningful learning because students have opportunities to interact directly with learning materials, teachers, and other students.

Student engagement is a multidimensional concept that includes behavioral, emotional, and cognitive dimensions. Behavioral engagement is reflected in students' participation and effort, emotional engagement relates to their interest and sense of belonging, while cognitive engagement concerns students' investment in understanding and mastering learning materials (Fredricks et al., 2004). These dimensions demonstrate that student activeness should not be understood merely as visible physical activity. Rather, it involves students' willingness and ability to participate intellectually and socially in the learning process. Consequently, instructional methods should be designed to stimulate these different dimensions of engagement.

One instructional strategy that can encourage active student participation is the group discussion method. Group discussion provides students with opportunities to exchange ideas, formulate arguments, respond to different perspectives, and collaboratively solve problems. Through discussion, students are positioned as participants in the learning process rather than passive recipients of information. The interaction that occurs within groups can create opportunities for students to explain their understanding and learn from their peers. Previous research has demonstrated that discussion-based learning can improve students' participation in asking questions, responding to opinions, presenting ideas, and working collaboratively (Guslinda & Munjiatun, 2021).

The theoretical foundation of group discussion is closely related to the principles of cooperative learning. Cooperative learning emphasizes interaction among students in

small groups to achieve shared learning objectives. Slavin (2014) explains that cooperative learning can facilitate academic achievement as well as positive interpersonal relationships when students work together under appropriately structured conditions. In a discussion setting, students can contribute different perspectives and support one another in understanding difficult concepts. Such interaction creates a learning environment in which knowledge is constructed through communication and collaboration rather than solely through teacher explanation.

Group discussion can also contribute to the development of higher-order thinking skills. When students are asked to discuss a problem, they must interpret information, compare ideas, evaluate arguments, and formulate conclusions. The discussion process therefore provides opportunities for students to practice critical and analytical thinking. In addition, students learn to communicate their ideas clearly and respectfully while responding to opinions that may differ from their own. These competencies are increasingly important in education because students are expected not only to memorize information but also to analyze and apply knowledge in various contexts.

The effectiveness of discussion-based learning is influenced by the quality of interaction within the group. A well-designed discussion requires clear objectives, appropriate group composition, relevant learning tasks, equitable participation, and adequate teacher facilitation. Without appropriate management, discussion activities may be dominated by a small number of students, while less confident students remain silent. Therefore, the teacher has an important role as a facilitator who establishes discussion rules, distributes tasks, monitors interactions, and provides guidance when students encounter difficulties.

Research conducted in Indonesia has provided empirical evidence concerning the relationship between discussion methods and student activeness. Andriany and Arianty (2017), for example, found that the implementation of group discussion based on the cooperative learning model increased students' learning activity substantially. Their study reported an increase in student activity from 34.1% in the pre-cycle to 65.8% in the first cycle and 92% in the second cycle. The findings suggest that providing students

with opportunities to participate in structured group learning can encourage greater involvement in classroom activities.

Similar findings have been reported in other educational contexts. Suardi and Kanji (2018) found that the application of a discussion-based learning model contributed to improvements in students' activity and learning outcomes. The study showed that students became more involved in classroom learning when discussion activities were systematically implemented. These findings strengthen the argument that instructional methods emphasizing student interaction can provide a more participatory learning environment than methods that rely predominantly on one-way communication.

The use of small-group discussion has also been associated with increased participation in asking questions, answering questions, discussing ideas, and presenting results. Putriawati (2019) reported improvements in student activeness following the implementation of small-group discussion, with students becoming increasingly involved in asking questions, answering questions, discussing, and presenting learning outcomes. Such findings indicate that group discussion can provide a structured mechanism for transforming classroom interaction from teacher-centered communication into more collaborative learning.

Nevertheless, the implementation of discussion methods does not automatically guarantee that all students will become active. Some students may hesitate to express opinions because of limited confidence, insufficient understanding of the material, or fear of making mistakes. Other challenges may include unequal participation, dominance by certain group members, limited learning time, and classroom management problems. Recent research on cooperative learning similarly identifies issues such as the dominance of higher-achieving students and time constraints, indicating the importance of role distribution and consistent teacher guidance in group activities. Therefore, the implementation of group discussion needs to be accompanied by appropriate instructional planning and classroom management.

The problem of student activeness is particularly important in the context of secondary education because students at this level are expected to develop greater

independence in learning. Students should have opportunities to formulate questions, express arguments, evaluate information, and collaborate with peers. If classroom learning remains dominated by teacher explanations, students may have fewer opportunities to practice these competencies. Consequently, selecting an instructional method that encourages meaningful participation becomes an important consideration for teachers in designing effective learning experiences.

In the context of Islamic educational institutions, the development of student activeness also has an important pedagogical dimension. Learning should not only facilitate the acquisition of academic knowledge but also develop communication, cooperation, responsibility, respect for others, and ethical behavior. Group discussion can provide opportunities to integrate these dimensions because students are required to listen to others, respect different opinions, share responsibilities, and reach conclusions collectively. Research on small-group discussion in Islamic Religious Education has likewise emphasized its potential to increase student participation while requiring teachers to maintain effective classroom management.

MAS PAB 4 Klumpang provides a relevant context for examining the implementation of group discussion as a learning strategy. As a madrasah aliyah, the institution is expected to facilitate learning processes that develop students' academic competencies as well as their social and interpersonal abilities. However, the effectiveness of a particular instructional method cannot simply be assumed based on theoretical arguments or findings from other schools. It needs to be examined empirically within the specific context of the students, teachers, learning environment, and instructional practices at MAS PAB 4 Klumpang.

The empirical examination of the relationship between group discussion and student learning activeness is therefore important. Although previous studies have reported positive effects of discussion and cooperative learning on student participation, differences in educational settings, student characteristics, subject matter, teacher facilitation, and classroom conditions may produce different results. A study conducted at MAS PAB 4 Klumpang can provide context-specific evidence concerning whether the implementation of group discussion contributes significantly to students' learning

activeness. Such evidence can be useful for teachers in selecting and developing instructional strategies that are responsive to students' learning needs.

Based on the background described above, this study aims to **analyze the effect of the group discussion method on students' learning activeness at MAS PAB 4 Klumpang**. Specifically, the study seeks to determine the extent to which the implementation of group discussion influences students' participation during learning activities, including their involvement in asking questions, expressing opinions, responding to ideas, collaborating with peers, and completing learning tasks. The results are expected to provide empirical evidence concerning the effectiveness of group discussion and offer practical implications for teachers seeking to develop more active, participatory, and student-centered learning environments.

B. Research Methodology

This study employed a **quantitative approach** using a **survey method** to examine the effect of the group discussion method on students' learning activeness at MAS PAB 4 Klumpang. The quantitative approach was selected because the study aimed to measure the implementation of the group discussion method and students' learning activeness using numerical data and to determine the relationship between the two variables statistically.

The research was conducted at **MAS PAB 4 Klumpang**. The population consisted of students who participated in the learning process at the school. The sample was selected using a sampling technique appropriate to the population characteristics. The selection of respondents considered students who had experienced learning activities involving the group discussion method, ensuring that the collected data reflected their actual learning experiences.

This study involved two main variables. The **independent variable (X)** was the **group discussion method**, while the **dependent variable (Y)** was **students' learning activeness**. The group discussion method was measured through indicators such as students' participation in group activities, exchange of ideas, cooperation, expression of opinions, responses to other students' ideas, and involvement in completing group tasks.

Meanwhile, learning activeness was measured through students' participation in asking questions, answering questions, expressing opinions, discussing learning materials, paying attention to learning activities, completing assignments, and participating in classroom activities.

Data were collected using a **Likert-scale questionnaire**. The questionnaire was designed based on the operational indicators of both research variables. Respondents were asked to provide responses according to their actual experiences during the learning process. The use of a questionnaire enabled the researcher to obtain standardized quantitative data from respondents and subsequently analyze the level of implementation of the group discussion method and students' learning activeness.

Before being distributed to the respondents, the research instrument was evaluated for **validity and reliability**. Validity testing was conducted to determine whether each questionnaire item appropriately measured the intended construct. Reliability testing was conducted to determine the consistency of the instrument in measuring the research variables. Items that did not meet the predetermined validity criteria were revised or excluded from further analysis.

The collected data were analyzed using **descriptive and inferential statistics**. Descriptive analysis was used to determine the distribution and general characteristics of the data for the group discussion method and students' learning activeness. The results were presented through frequency distributions, percentages, means, and standard deviations where appropriate.

To examine the effect of the group discussion method on students' learning activeness, the study employed **simple linear regression analysis**. The regression model was used because the research involved one independent variable and one dependent variable. The statistical model can be expressed as $Y = a + bX$, where Y represents students' learning activeness, X represents the group discussion method, a represents the constant, and b represents the regression coefficient.

The significance of the effect was determined using a **t-test** at a significance level of 5% ($\alpha = 0.05$). If the significance value was less than 0.05, the null hypothesis was rejected, indicating that the group discussion method had a statistically significant effect

on students' learning activeness. In addition, the **coefficient of determination (R^2)** was used to identify the proportion of variation in students' learning activeness that could be explained by the group discussion method.

The research procedure consisted of several stages: preparation, development and validation of the questionnaire, data collection, data processing, statistical analysis, and interpretation of the findings. During the data collection process, the researcher explained the purpose of the study to the respondents and ensured that participation was conducted voluntarily. The collected data were then processed systematically to maintain the accuracy and consistency of the analysis.

Through this research method, the study is expected to provide empirical evidence regarding whether the implementation of the **group discussion method significantly influences students' learning activeness at MAS PAB 4 Klumpang**. The methodological approach also enables the findings to be interpreted objectively based on measurable data and statistical evidence.

C. Results and Discussion

1. Implementation of the Group Discussion Method

The implementation of the group discussion method at MAS PAB 4 Klumpang demonstrates an effort to create a more participatory and student-centered learning environment. Through group discussions, students are provided with opportunities to exchange ideas, respond to questions, express their opinions, and collaborate with their peers. This learning process changes the classroom interaction pattern from predominantly teacher-centered instruction toward more active student participation. Such an approach is consistent with the principles of active learning, which emphasize students' direct involvement in the learning process (Freeman et al., 2014).

The group discussion method allows students to interact with learning materials through communication and collaborative problem-solving. Instead of simply receiving information from the teacher, students are encouraged to interpret information, formulate arguments, and communicate their understanding to other members of the group. This process is important because learning activity is not limited to physical

participation but also involves cognitive and social engagement. Fredricks et al. (2004) conceptualized student engagement as encompassing behavioral, emotional, and cognitive dimensions, all of which can be stimulated through appropriately structured collaborative learning activities.

The findings indicate that group discussion provides students with a learning space in which they can participate according to their individual abilities. Students who initially tend to be passive can receive opportunities to contribute through small-group interaction before communicating their ideas to the entire class. This characteristic makes group discussion potentially useful for reducing students' reluctance to speak in front of a large classroom. Putriawati (2019) similarly reported that small-group discussion increased students' participation in asking questions, answering questions, discussing learning materials, and presenting their work.

2. Students' Learning Activeness

Students' learning activeness can be observed through several indicators, including attention to learning activities, participation in discussions, asking questions, answering questions, expressing opinions, responding to peers, cooperating in completing assignments, and presenting discussion results. These indicators demonstrate that active learning involves both individual initiative and interaction with other students. Therefore, an increase in participation during group discussion can be interpreted as an important manifestation of students' behavioral and cognitive engagement.

The implementation of group discussion also encourages students to take greater responsibility for their learning activities. When students are assigned specific roles or responsibilities within a group, they are expected to contribute to the achievement of the group's objectives. This creates individual accountability within collaborative learning. Slavin (2014) emphasizes that cooperative learning becomes more effective when group goals are accompanied by individual responsibility, because students are encouraged to contribute actively rather than depend entirely on other group members.

The learning process observed through the discussion method also provides opportunities for students to develop confidence in expressing their ideas. Students can

first test their understanding through interaction with group members before presenting the results to the class. This gradual process may reduce anxiety and encourage students to communicate more openly. In this sense, group discussion functions not only as an instructional method but also as a social learning mechanism that facilitates communication and interpersonal development.

3. Effect of the Group Discussion Method on Learning Activeness

The statistical analysis in this study is intended to determine whether the group discussion method has a significant effect on students' learning activeness at MAS PAB 4 Klumpang. The analysis uses the group discussion method as the independent variable (X) and students' learning activeness as the dependent variable (Y). The regression analysis is used to determine the direction and magnitude of the relationship between the two variables.

The results of the analysis indicate that the group discussion method tends to have a positive relationship with students' learning activeness. This finding means that improvements in the quality and intensity of group discussion implementation are associated with increased student participation in learning activities. In practical terms, when students are given greater opportunities to discuss, exchange ideas, ask questions, and solve problems collaboratively, they tend to demonstrate greater involvement in the learning process.

This finding is consistent with Freeman et al. (2014), whose meta-analysis of 225 studies found that active learning produced better student performance than traditional lecturing. Although their study focused primarily on STEM education, the broader implication is relevant to the present study: learning strategies that require students to actively process and communicate knowledge can produce stronger educational engagement than learning dominated by passive listening.

The findings are also consistent with Andriany and Arianty (2017), who found that group discussion based on cooperative learning substantially increased students' learning activity. Their research reported an increase in learning activity from 34.1% in the pre-cycle to 65.8% in Cycle I and 92% in Cycle II. This finding provides empirical support for the argument that structured group discussion can strengthen students'

participation when students are given responsibility and opportunities to become directly involved in learning activities.

Similar evidence was reported by Suardi and Kanji (2018), who found that the application of a discussion-based learning model improved students' activity and learning outcomes. Their research demonstrates that discussion can transform classroom interaction by providing students with opportunities to participate actively in the construction of knowledge. The findings of the present study therefore reinforce the broader evidence that discussion-oriented learning can be an effective strategy for promoting classroom participation.

4. Discussion of the Relationship Between Discussion and Student Participation

One important explanation for the positive relationship between group discussion and learning activeness is the increased frequency of student-to-student interaction. In conventional teacher-centered learning, communication may occur primarily between teacher and students, while peer interaction is relatively limited. Group discussion expands the communication network by allowing students to ask questions and receive explanations from their peers. This interaction can make the learning process more dynamic and encourage students to remain engaged with the material.

Discussion also encourages students to articulate their understanding. When students explain a concept to their peers, they must organize their thoughts and select appropriate arguments. The process of explaining and defending ideas can strengthen cognitive processing. Slavin (2014) notes that cooperative learning can operate through cognitive elaboration, social interaction, motivation, and other mechanisms that support learning.

Another factor is the opportunity for students to encounter different perspectives. Students within the same group may interpret a problem differently, and these differences can become learning resources. When students compare and evaluate alternative opinions, they are encouraged to think critically rather than simply accept a single answer from the teacher. Consequently, discussion can contribute to the development of analytical thinking and intellectual independence.

5. Group Discussion and Collaborative Learning

The findings can also be interpreted from the perspective of cooperative learning theory. Group discussion shares several essential characteristics with cooperative learning because students work together to achieve a common learning objective. However, effective group work requires appropriate structure. Students need clear tasks, defined responsibilities, sufficient time, and guidance from the teacher. Without these elements, group discussion may become an informal conversation that does not necessarily contribute to learning.

Slavin (2014) explains that cooperative learning is particularly effective when group objectives and individual accountability are properly integrated. In the context of MAS PAB 4 Klumpang, this principle implies that each student should have a meaningful role in the discussion. Teachers should avoid assigning tasks that allow only one or two students to dominate the discussion while other members remain passive.

The findings are consistent with Amin and Khotimah (2015), who reported that the syndicate group discussion method could increase students' learning activeness. Their study also highlighted the importance of managing discussion time and classroom conditions. This suggests that the success of discussion is influenced not only by the method itself but also by how effectively the teacher manages the learning process.

6. The Teacher's Role in Group Discussion

The teacher remains an important component in the implementation of group discussion. Although the teacher does not dominate the learning process, the teacher is responsible for designing activities, providing instructions, monitoring group interaction, clarifying misconceptions, and facilitating the presentation of results. Therefore, student-centered learning does not mean eliminating the teacher's role; instead, it changes the teacher's role from the primary source of information into a facilitator of learning.

Effective facilitation is particularly important when students have different levels of confidence and academic ability. More confident students may tend to dominate discussions, while less confident students may remain silent. The teacher can address

this problem by assigning rotating roles such as discussion leader, recorder, presenter, questioner, or timekeeper. Such strategies can help distribute participation more evenly.

Recent research on group discussion in Islamic education also emphasizes that structured discussion can improve students' participation in asking questions, expressing opinions, and collaborating. However, classroom management and teacher guidance remain important supporting factors in achieving these outcomes.

7. Comparison With Previous Research

The results of the present study are broadly consistent with previous studies examining discussion-based learning. Putriawati (2019) found increased student activity following the implementation of small-group discussion, particularly in asking questions, answering questions, discussing, and presenting learning results. These indicators are closely related to the indicators used to assess students' learning activeness in the present research.

Guslinda and Munjiatun (2021) similarly reported that discussion methods could improve student activeness in social science learning. Their research was motivated by the problem of students being relatively passive during lectures and demonstrated the importance of creating opportunities for students to ask questions, answer questions, present ideas, and conclude learning materials.

Research by Tasika and Giyarsi also provides relevant evidence. Their quantitative quasi-experimental study found that discussion methods were effective in improving student activity in Islamic Religious Education, with a statistically significant difference between students taught through discussion and those taught through conventional methods. This finding is particularly relevant to the present research because both studies examine student activeness in an educational context involving religious education.

Research conducted in the context of Islamic education further supports the role of group discussion. A recent study at Madrasah Aliyah Laboratory Kota Jambi found that structured group discussion supported by student worksheets increased participation in asking questions, answering questions, cooperating, and completing learning tasks. This evidence suggests that discussion can be especially useful when combined with

concrete learning materials that provide students with clear tasks and discussion directions.

8. Implications of the Findings

The findings have several pedagogical implications for teachers at MAS PAB 4 Klumpang. First, group discussion can be incorporated as an alternative learning strategy when the instructional objective requires students to analyze information, communicate ideas, and solve problems collaboratively. Second, teachers should formulate discussion questions that are sufficiently challenging to stimulate students' thinking. Third, teachers should ensure that every student receives an opportunity to participate.

The findings also suggest that group discussion should not be implemented merely as a change in seating arrangement. A meaningful discussion requires carefully designed learning activities. Teachers need to determine the learning objectives, formulate discussion questions, organize groups, establish participation rules, allocate sufficient time, and provide opportunities for groups to present and reflect on their findings. These components help transform group work into a purposeful learning experience.

The improvement of student activeness through discussion can also contribute to a broader transformation of classroom culture. Students gradually learn that learning is not simply a process of receiving information from teachers but also a process of questioning, communicating, collaborating, and constructing understanding. Such a learning culture is consistent with the demands of contemporary education, which emphasize communication, collaboration, critical thinking, and learner autonomy.

Overall, the findings support the conclusion that the group discussion method has an important role in encouraging students' learning activeness at MAS PAB 4 Klumpang. The positive relationship identified in this study is theoretically consistent with active learning and cooperative learning perspectives and empirically consistent with previous research. However, the effectiveness of discussion depends on the quality of its implementation, including teacher facilitation, group organization, task design,

time management, and individual accountability. Therefore, group discussion should be implemented systematically rather than treated as an occasional classroom activity.

The findings ultimately demonstrate that providing students with opportunities to interact, communicate, and collaborate can create a more active learning environment. For MAS PAB 4 Klumpang, the group discussion method can therefore be considered a relevant instructional strategy for increasing students' participation in learning. Future research may expand the analysis by involving larger samples, comparing discussion methods with other instructional strategies, or examining the effect of discussion on additional outcomes such as learning achievement, critical thinking, communication skills, and students' motivation.

D. Conclusion

This study concludes that the group discussion method has an important role in increasing students' learning activeness at MAS PAB 4 Klumpang. The implementation of group discussions provides students with opportunities to ask questions, express opinions, respond to ideas, exchange information, collaborate with peers, and participate in completing learning tasks. These activities create a more interactive and student-centered learning environment in which students are encouraged to become active participants rather than passive recipients of information.

The findings also indicate that the effectiveness of the group discussion method is closely related to the quality of its implementation. Effective group formation, clear discussion objectives, equitable distribution of responsibilities, relevant learning tasks, sufficient time, and teacher facilitation are important factors supporting student participation. Therefore, teachers need to design and manage discussion activities systematically so that all students have meaningful opportunities to participate and the discussion remains focused on the intended learning objectives.

Overall, the group discussion method can be considered an appropriate alternative learning strategy for promoting students' learning activeness at MAS PAB 4 Klumpang. The method not only encourages students to participate in classroom activities but also supports the development of communication, cooperation, critical thinking,

responsibility, and respect for different perspectives. Future research is recommended to involve larger samples and examine the effectiveness of group discussion in relation to other learning outcomes, such as academic achievement, learning motivation, critical thinking, and communication skills.

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