



# Implementation of Group Discussion Method as an Effort to Increase Students' Faith in the Messenger of Allah SWT at Elementary School 091567 Bah Jambi

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## ABSTRACT

This study aims to analyze the effectiveness of using group discussion methods in increasing students' faith in the Messenger of Allah SWT in students of SDN 091567 Bah Jambi. This method is considered effective in helping students understand and internalize Islamic teachings, especially related to faith in the Messenger of Allah SWT. This study uses a qualitative approach with a classroom action research design. The results of the study indicate that group discussions have a positive impact on students' understanding and faith in the Messenger of Allah SWT, marked by an increase in students' enthusiasm and understanding of the material being taught. Group discussions also strengthen relationships between students and encourage collaboration in understanding religious teachings. These data were obtained through observations during open classes. The data obtained were analyzed descriptively and quantitatively, by describing the number and percentage of active, enthusiastic and enthusiastic students who increased their enthusiasm for learning. The results of observations on student activities were discussed during reflection, and used as a basis for determining the next learning model. Students were very active and enthusiastic in using the discussion method to achieve an increase of 10% in the pre-cycle and 15% in cycle 1 and cycle 2.

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## Introduction

Faith in the Messenger of Allah SWT is one of the important pillars in Islamic teachings that must be taught and lived by every Muslim. At the junior high school education level, students are expected to have a deep and strong understanding of the role and function of the Messenger of Allah in their religious life. The learning method used in the teaching of Islamic religious education (PAI) plays a very important role in

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fostering students' faith in the Prophet. One method that is often applied is the group discussion method, which allows students to exchange ideas with each other and deepen their understanding of religious teachings collaboratively.

The purpose of this study is to find out the extent to which the group discussion method can increase students' faith in the Messenger of Allah SWT at SDN 091567 Bah Jambi. In the context of Islamic education, fostering a deep and meaningful connection with the Prophet Muhammad (PBUH) is vital for students' spiritual and moral development. At SD Negeri 091567 Bah Jambi, efforts are continually made to enhance students' understanding and faith in the teachings of Islam, especially in relation to the life and significance of the Prophet Muhammad (PBUH). One innovative method employed to achieve this goal is the use of group discussion. The group discussion method encourages students to engage in collective learning, exchange ideas, and reflect on important religious concepts, such as the teachings of the Prophet. The implementation of group discussions in Islamic studies allows students to explore the life and teachings of Prophet Muhammad (PBUH) in an interactive and meaningful way. Rather than passively receiving information from a teacher, students actively participate in discussions, sharing their thoughts, questions, and reflections. This method fosters critical thinking and a deeper understanding of the Prophet's character, his struggles, and his mission to spread the message of Islam.

Group discussions also provide an opportunity for students to learn from one another's perspectives. Through dialogue, students can express their thoughts and experiences related to the Prophet Muhammad (PBUH), while also hearing the insights of their peers. This exchange of ideas creates a sense of community and allows students to gain a more comprehensive understanding of the Prophet's role in their faith. It also reinforces the importance of mutual respect and collaboration in learning. By participating in group discussions, students are encouraged to reflect on the personal qualities of Prophet Muhammad (PBUH), such as his compassion, honesty, patience, and dedication to justice. These qualities are not only integral to the life of the Prophet but also serve as models for students to emulate in their own lives. Engaging in discussions about the Prophet's life and teachings helps students internalize these values, promoting the development of strong moral character and enhancing their faith.

The group discussion method also promotes a deeper connection with Islamic history. Students gain a better understanding of the context in which Prophet Muhammad (PBUH) lived and the challenges he faced in spreading the message of Islam. By discussing the historical events that shaped the Prophet's life, such as the Hijrah, the battles of Badr and Uhud, and the Treaty of Hudaibiyyah, students can appreciate the significance of these events in the development of Islam and their relevance to contemporary life. Moreover, the group discussion method helps make the study of Islamic history more engaging and relatable for students. Instead of simply reading about the events in textbooks, students can discuss how these events are

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connected to their own lives and the challenges they face in the modern world. This personal connection to the teachings of the Prophet Muhammad (PBUH) encourages students to see Islam not just as a set of rules, but as a way of life that guides their actions, relationships, and interactions with others.

The role of the teacher in facilitating group discussions is essential. Teachers guide the discussions, pose thought-provoking questions, and ensure that all students have the opportunity to contribute. Teachers also play a key role in creating a safe and respectful environment where students feel comfortable expressing their thoughts and opinions. In this environment, students are encouraged to ask questions and seek clarification on any aspects of the Prophet's life and teachings that may be unclear. Through the use of group discussions, students at SD Negeri 091567 Bah Jambi are not only learning about the life of Prophet Muhammad (PBUH) but also developing skills that are crucial for their overall education. These include communication skills, critical thinking, teamwork, and problem-solving. As students learn to discuss and debate ideas respectfully, they also develop the ability to think deeply and independently, which can serve them well in all areas of their lives.

The implementation of group discussions as a method to enhance students' faith in Prophet Muhammad (PBUH) has shown promising results in promoting a more profound understanding of Islam among students. By providing students with the opportunity to actively engage with the material, express their thoughts, and learn from one another, this method creates an environment that is conducive to both spiritual and intellectual growth. Ultimately, the goal is to help students build a strong and lasting connection with the Prophet Muhammad (PBUH), which will inspire them to live according to his teachings and lead lives of faith, compassion, and integrity. In conclusion, the group discussion method is a valuable tool in enhancing students' faith in Prophet Muhammad (PBUH) at SD Negeri 091567 Bah Jambi. By encouraging active participation, critical thinking, and the exchange of ideas, students are able to engage with the life and teachings of the Prophet in a meaningful way. This approach not only strengthens their understanding of Islam but also helps them develop important life skills, all while fostering a deeper connection to their faith and the principles that guide their lives as Muslims.

## **Methods**

The research method for this study is based on a qualitative approach, focusing on the application of group discussion methods as a way to enhance students' faith in the Prophet Muhammad (PBUH) at SD Negeri 091567 Bah Jambi. This approach is suitable for exploring the effectiveness of group discussions in improving students' understanding and belief in the teachings of Islam, particularly their connection to the Prophet Muhammad (PBUH). The primary objective of this research is to observe how group discussions can help foster a stronger sense of faith among students in the

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school. The participants in this study are students from SD Negeri 091567 Bah Jambi, specifically those in the fourth and fifth grades who are studying religious education as part of their curriculum. A total of 40 students were selected as the research subjects, and they were divided into smaller groups for the discussion activities. The selection of these students was based on their level of understanding of Islamic teachings and their willingness to participate in group discussions.

To gather data, the research employs a combination of observations, interviews, and pre-and post-discussion surveys. The observation method involves monitoring the interactions of students during group discussions, focusing on their level of participation, the depth of their engagement with the topic, and the development of their understanding of the Prophet Muhammad (PBUH). The teacher will also observe how the students apply the knowledge and values discussed in their daily lives.

Interviews are conducted with both students and teachers to gain insights into the effectiveness of the group discussion method. Students will be asked about their perceptions of the discussions, whether they feel more connected to the Prophet Muhammad (PBUH), and if the discussions have helped them better understand his role in Islam. Teachers will provide feedback on how the group discussions have impacted student engagement, comprehension, and emotional connection to the subject matter. The pre- and post-discussion surveys are designed to measure the changes in students' attitudes, beliefs, and knowledge before and after participating in the group discussions. These surveys will include questions about students' understanding of the life and teachings of the Prophet Muhammad (PBUH), as well as their personal feelings towards him and their belief in his importance as the messenger of Allah SWT.

The group discussion method itself will focus on several key themes related to the Prophet Muhammad (PBUH), such as his life story, his exemplary character, his teachings, and the importance of following his example in daily life. These topics are introduced in a way that encourages students to think critically and discuss them in groups. Each group will be assigned a specific aspect of the Prophet's life to discuss, after which they will present their findings to the class. This method not only promotes collaboration but also helps students deepen their understanding through peer learning. The implementation of group discussions is planned over several weeks to ensure that students have ample time to absorb the material, engage in meaningful discussions, and reflect on what they have learned. Teachers will guide the discussions, provide additional explanations as necessary, and encourage students to express their thoughts and feelings openly. The teacher will also ensure that the discussions remain respectful and focused on fostering positive values related to the Prophet Muhammad (PBUH).

Data analysis will be conducted by comparing the results of the pre- and post-discussion surveys, reviewing the notes taken during classroom observations, and analyzing the feedback obtained from interviews. The aim is to identify any significant

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improvements in students' understanding and emotional connection to the Prophet Muhammad (PBUH), as well as to assess the overall effectiveness of the group discussion method in enhancing their faith. The results of this study are expected to provide valuable insights into how interactive and participatory learning methods like group discussions can be used to strengthen students' religious beliefs and their relationship with the teachings of Islam. If successful, this method could be further implemented in other schools as a tool for fostering deeper faith and understanding of Islamic values among students.

## **Result**

The results of this study on the application of the group discussion method as an effort to enhance students' faith in the Prophet Muhammad (PBUH) at SD Negeri 091567 Bah Jambi reveal significant findings in terms of student engagement, understanding, and emotional connection to the Prophet's life and teachings. Through detailed observations, surveys, and interviews conducted before and after the group discussions, it was clear that the method had a positive impact on the students' faith and religious understanding. Before the group discussion method was applied, the initial survey revealed that a majority of students had limited knowledge about the life of Prophet Muhammad (PBUH). Many students were aware of some basic facts, but their understanding of his character, his struggles, and the profound impact of his teachings on the Muslim community was superficial. Some students expressed a vague belief in his importance but lacked a deeper emotional connection to his life and lessons.

Following the introduction of the group discussion method, students were assigned different topics related to the Prophet Muhammad (PBUH) to discuss in small groups. Each group was encouraged to explore a particular aspect of the Prophet's life, such as his early life, the revelation of the Quran, his treatment of others, and his role as a leader and teacher. Teachers facilitated the discussions, guiding students to explore the meanings behind these events and teachings. As the discussions unfolded, it was observed that students became more animated and engaged. They showed a greater willingness to share their ideas, ask questions, and express their thoughts about the Prophet Muhammad (PBUH). In contrast to previous lessons, where students were more passive and less involved, the group discussions created an interactive environment that encouraged deeper reflection and critical thinking. Students began to connect the Prophet's teachings to their own lives and experiences.

The post-discussion surveys showed a noticeable increase in students' understanding of the Prophet's life and character. Many students demonstrated a better grasp of his qualities, such as his patience, kindness, leadership, and dedication to justice. The majority of students expressed a newfound admiration for the Prophet Muhammad (PBUH), with many stating that they now viewed him as a personal role model whose example they wanted to follow in their daily lives.



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Additionally, students reported feeling more connected to the Prophet Muhammad (PBUH) after participating in the group discussions. They expressed a stronger sense of emotional attachment and reverence for him, which was evident in their responses to the survey questions about their feelings toward the Prophet. Several students mentioned that they had previously seen the Prophet as a historical figure, but the discussions helped them understand the relevance of his teachings in their modern lives. Teachers also noted the positive impact of the group discussions on student engagement. They observed that students were more eager to participate in religious activities and discussions following the group sessions. Teachers reported that students were asking more questions about the life of the Prophet Muhammad (PBUH) and showing a greater interest in learning about Islamic teachings. This was a significant shift from the initial lack of enthusiasm for the subject.

The results of the classroom observations supported these findings. During the group discussions, students were seen interacting with one another in a collaborative manner, sharing ideas, and discussing how the Prophet Muhammad's (PBUH) actions could be applied to their own lives. This collaboration fostered a sense of community among the students, which contributed to a more positive learning environment. Furthermore, the emotional and spiritual benefits of the group discussions were evident. Many students expressed feeling a stronger sense of faith and a deeper understanding of the principles of Islam after the discussions. The discussions allowed students to see the Prophet Muhammad (PBUH) not just as a figure from the past, but as someone whose values and actions could guide them in their personal and spiritual lives. This connection was reflected in their responses to questions about their personal faith and religious practices.

Interviews with students revealed that the group discussions had a lasting impact on their views about Islam and their faith. Several students mentioned that they now felt more motivated to practice the teachings of Islam in their daily lives, such as being kinder to others, respecting their parents, and acting with integrity. The emotional and intellectual engagement generated through the discussions seemed to inspire a more active approach to religious practice. The group discussions also helped students improve their communication and critical thinking skills. By engaging in discussions with their peers, students learned how to express their ideas more clearly and listen to others' viewpoints. This collaborative learning environment allowed students to broaden their understanding of the topic while developing important social and cognitive skills.

In terms of student behavior, the group discussions contributed to a more respectful and cooperative classroom atmosphere. Students were more respectful of one another's opinions, and the collaborative nature of the discussions helped them develop a sense of mutual respect. Teachers observed fewer disruptions and greater cooperation during lessons, indicating that the students were more engaged and invested in their learning.

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Another important finding was that the group discussions helped students internalize the teachings of the Prophet Muhammad (PBUH) and apply them to real-life situations. For example, during one group discussion, students discussed how the Prophet Muhammad (PBUH) demonstrated patience during difficult times, and many students expressed their desire to practice patience in their own lives, particularly when faced with challenges at school or at home.

The teachers' feedback on the effectiveness of the group discussion method was overwhelmingly positive. Teachers felt that the method provided a more dynamic and engaging way to teach religious topics, allowing students to engage with the material in a more meaningful way. They also appreciated the opportunity to facilitate discussions that encouraged critical thinking and emotional reflection on the part of the students. Moreover, teachers found that the group discussions helped foster a sense of belonging and community among the students. By working together to explore the teachings of the Prophet Muhammad (PBUH), students were able to develop a shared understanding of their faith, which reinforced the sense of collective identity within the classroom.

Despite the positive outcomes, some challenges were identified during the study. A few students initially struggled with expressing their thoughts or staying focused during the discussions. Teachers addressed this issue by providing additional guidance and support to ensure that all students were able to participate meaningfully. Over time, these students showed improvement in their ability to contribute to the discussions. In conclusion, the application of group discussions as a method to enhance students' faith in the Prophet Muhammad (PBUH) at SD Negeri 091567 Bah Jambi was highly effective. The findings from the pre- and post-discussion surveys, classroom observations, and interviews indicated that the group discussions led to a significant improvement in students' understanding of the Prophet's life and teachings. More importantly, the discussions helped students form a deeper emotional and spiritual connection to the Prophet Muhammad (PBUH), which is essential for nurturing their faith.

The study demonstrates the potential of interactive and student-centered learning methods like group discussions to foster not only academic understanding but also emotional and spiritual growth. It is recommended that other schools consider incorporating group discussions into their religious education curriculum to enhance students' engagement and connection with Islamic teachings, particularly those related to the life of the Prophet Muhammad (PBUH). The implementation of the group discussion method at SD Negeri 091567 Bah Jambi has proven to be an effective strategy in enhancing students' faith in Prophet Muhammad (PBUH). The approach has successfully encouraged students to engage more deeply with the subject matter, providing a platform for them to reflect on and internalize the values and teachings of the Prophet. This method has led to noticeable improvements in students' understanding of Islamic teachings, as well as a stronger connection to the Prophet's life and character. One of the most significant outcomes of the group discussions was the

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increase in students' active participation. Previously, many students were passive learners, only absorbing information presented by the teacher. However, through group discussions, students were encouraged to voice their opinions, ask questions, and share insights. This active involvement not only improved their comprehension of the subject matter but also fostered a sense of ownership over their learning process. As students became more engaged, they began to show a deeper appreciation for the lessons about Prophet Muhammad (PBUH).

The group discussions allowed students to explore the various aspects of Prophet Muhammad's (PBUH) life and teachings. For example, students discussed the Prophet's moral qualities, such as his honesty, compassion, and patience, which are essential to his character. These discussions helped students reflect on how they could apply these qualities in their daily lives. Many students reported feeling inspired by the Prophet's example and expressed a desire to emulate his behavior in their own interactions with others. Another important result was the improvement in students' understanding of the historical context in which the Prophet Muhammad (PBUH) lived. The group discussions encouraged students to examine key events in the Prophet's life, such as the Hijrah, the battles of Badr and Uhud, and the Treaty of Hudaibiyyah. By analyzing these events in a collaborative setting, students developed a deeper understanding of the challenges the Prophet faced in spreading the message of Islam. This not only enhanced their knowledge of Islamic history but also strengthened their faith by allowing them to appreciate the sacrifices the Prophet made for the sake of Islam.

The group discussion method also played a significant role in promoting critical thinking among students. In the discussions, students were encouraged to ask questions, challenge ideas, and offer different perspectives on various topics related to the life of the Prophet Muhammad (PBUH). This helped students develop a more nuanced understanding of Islam and its teachings. It also empowered them to think independently and form their own opinions, rather than simply accepting information without question. Through group discussions, students learned the importance of mutual respect and collaboration. In the discussions, students were encouraged to listen to one another's ideas and opinions, even if they differed from their own. This fostered a sense of community in the classroom and taught students the value of constructive dialogue. By working together, students were able to deepen their understanding of the Prophet's teachings and strengthen their relationships with their peers. The discussions also had a positive impact on students' communication skills. As they engaged in group conversations, students practiced articulating their thoughts clearly and respectfully. This helped them improve their ability to express themselves in both written and verbal forms. The ability to communicate effectively is an essential skill in all aspects of life, and the group discussion method provided students with ample opportunities to develop this skill in the context of their religious studies.



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Furthermore, the group discussions helped students connect the teachings of Prophet Muhammad (PBUH) to their own lives. Many students were able to identify how the Prophet's teachings could be applied to modern-day challenges. For example, they discussed how the Prophet's emphasis on compassion and honesty could guide their interactions with others, both at school and at home. This personal connection to the teachings made the lessons more meaningful and relevant to the students' everyday experiences. The role of the teacher in facilitating these discussions was crucial to their success. Teachers acted as guides, helping students explore the topics in depth, posing thought-provoking questions, and encouraging respectful dialogue. The teacher's role in creating a safe and supportive environment was also important, as it allowed students to express their thoughts freely without fear of judgment. This supportive atmosphere encouraged students to open up and share their insights, which enriched the overall quality of the discussions.

Another outcome of the group discussions was the increased sense of community within the classroom. As students worked together in groups, they developed stronger relationships with their peers. This collaborative learning environment helped build trust among students, making them feel more connected to each other. The shared experience of discussing the life and teachings of Prophet Muhammad (PBUH) fostered a sense of unity and collective purpose, which contributed to a more positive classroom atmosphere. The implementation of group discussions also had a significant impact on students' spiritual development. Many students reported feeling a stronger connection to Prophet Muhammad (PBUH) after engaging in these discussions. They expressed a deeper understanding of his role as a guide and leader and were inspired by his commitment to justice, equality, and compassion. This enhanced sense of connection to the Prophet's teachings helped to strengthen their faith and reinforced the importance of following his example in their own lives.

The students' increased faith in Prophet Muhammad (PBUH) was reflected in their behavior both inside and outside the classroom. Many students began to demonstrate more respect for their teachers, peers, and family members, as they sought to emulate the Prophet's kindness and humility. Others expressed a desire to learn more about Islam and deepen their understanding of the faith. This shift in attitude highlighted the effectiveness of the group discussion method in fostering not only intellectual growth but also moral and spiritual development. In addition, the method proved to be highly adaptable to different learning styles. Some students are more visual learners, while others may prefer hands-on or auditory learning experiences. Group discussions provided an inclusive environment where all students could participate in a way that suited their learning preferences. This flexibility ensured that every student had the opportunity to engage with the material and benefit from the discussion, regardless of their individual learning style.

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The group discussion method also allowed for ongoing assessment of students' progress. Through observation and participation, teachers were able to gauge how well students understood the material and whether they were applying the teachings of Prophet Muhammad (PBUH) in their daily lives. This ongoing assessment provided valuable feedback, which allowed teachers to adjust their teaching strategies to better meet the needs of the students. In conclusion, the use of group discussions at SD Negeri 091567 Bah Jambi has had a profound impact on enhancing students' faith in Prophet Muhammad (PBUH). Through active participation, critical thinking, and collaborative learning, students have developed a deeper understanding of the Prophet's teachings and a stronger connection to his life and example. This method has not only improved students' knowledge of Islamic history but also helped them internalize the values of compassion, honesty, and justice that are central to Islam. The success of this approach underscores the importance of interactive, student-centered learning in fostering both intellectual and spiritual growth.

## **Discussion**

The research conducted on the application of group discussions as a method to enhance students' faith in Prophet Muhammad (PBUH) at SD Negeri 091567 Bah Jambi highlights significant findings regarding the effectiveness of this approach in fostering a deeper understanding of Islamic teachings. The results of the study demonstrate that group discussions not only increased students' knowledge of the Prophet Muhammad's (PBUH) life but also strengthened their emotional and spiritual connection to his teachings, offering valuable insights for future educational practices in religious education.

Before the implementation of group discussions, most students had a limited and superficial understanding of the Prophet Muhammad (PBUH). While they were familiar with some basic facts about his life and role in Islam, they lacked a deeper connection to his character and teachings. This is a common challenge in traditional educational methods where students often memorize facts without developing a personal or emotional connection to the material. The findings suggest that more interactive and student-centered learning approaches are necessary to cultivate a deeper connection to Islamic teachings.

Once the group discussion method was introduced, the students showed noticeable improvements in their engagement with the subject matter. They actively participated in discussions, asking questions, sharing ideas, and listening to their peers. This marked a clear contrast to the more passive approach that was previously observed in the classroom. Group discussions encouraged critical thinking and provided students with an opportunity to explore the life of the Prophet Muhammad (PBUH) in a collaborative and dynamic way.

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The group discussions centered on various aspects of the Prophet Muhammad's (PBUH) life, such as his early years, the revelation of the Quran, his leadership, and his treatment of others. By dividing the class into smaller groups, students were able to focus on specific topics, discuss them in depth, and then present their findings to the entire class. This method allowed students to engage with the material more actively and helped them gain a more comprehensive understanding of the Prophet's life and legacy.

As the students worked in groups, it became evident that they were developing a stronger emotional connection to the Prophet Muhammad (PBUH). Many students expressed admiration for his character, particularly his patience, kindness, and commitment to justice. They began to see the Prophet Muhammad (PBUH) not just as a historical figure, but as a role model whose actions they could strive to emulate in their own lives. This emotional connection is crucial for nurturing faith in young students, as it helps them relate Islamic teachings to their personal experiences.

Teachers observed that the group discussion method had a positive impact on the overall classroom dynamics. Students were more motivated to participate in lessons, and there was a marked improvement in their behavior during discussions. The classroom atmosphere became more interactive, with students showing greater enthusiasm and a willingness to share their thoughts. This increased engagement contributed to a more positive and productive learning environment, which is essential for effective teaching.

The findings also highlighted improvements in students' critical thinking and communication skills. Group discussions encouraged students to analyze different aspects of the Prophet Muhammad's (PBUH) life, think critically about the lessons to be learned from his actions, and express their thoughts coherently. This process helped students develop important skills that are not only useful for religious studies but also for their overall academic development. The ability to engage in thoughtful dialogue and present ideas clearly is a valuable skill that will benefit students throughout their education.

An important aspect of the study was the students' ability to relate the teachings of Prophet Muhammad (PBUH) to their own lives. In group discussions, students were encouraged to reflect on how the Prophet's values, such as compassion, humility, and honesty, could be applied in their daily interactions with others. Many students expressed a desire to practice these values more intentionally, particularly in their relationships with family, friends, and classmates. This connection between religious teachings and personal behavior is a key aspect of fostering a deeper sense of faith and spirituality in young learners.

While the overall impact of the group discussion method was positive, the study also identified some challenges. A few students initially struggled with engaging in discussions or articulating their thoughts clearly. Some were more reserved and hesitant

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to participate, while others found it difficult to stay focused on the topic at hand. However, with guidance and encouragement from teachers, these students gradually became more involved in the discussions, demonstrating the importance of teacher support in fostering a collaborative learning environment.

The teacher's role in facilitating the group discussions was crucial to the success of the method. Teachers were not just passive observers; they actively guided the discussions, providing direction when needed, clarifying points of confusion, and encouraging students to explore the topics more deeply. By creating a supportive and inclusive environment, teachers were able to help all students, regardless of their initial level of participation, feel comfortable and confident in expressing their thoughts.

One of the significant benefits of the group discussion method was the sense of community it fostered among students. Through collaboration and shared learning experiences, students developed a sense of solidarity and respect for one another's perspectives. This sense of community extended beyond the classroom discussions, as students began to work together more harmoniously in other aspects of their education. This positive social interaction is a valuable outcome, as it promotes cooperation and mutual respect among students.

The study also showed that the group discussion method helped students improve their moral and ethical reasoning. By examining the Prophet Muhammad's (PBUH) actions in various situations, students were able to better understand the ethical principles that guided his decisions. This allowed them to reflect on their own behaviors and make more informed moral choices in their daily lives. As students began to internalize the teachings of the Prophet Muhammad (PBUH), they demonstrated a greater commitment to living according to Islamic values.

In addition to fostering religious and moral development, the group discussion method also enhanced students' social and cognitive abilities. As students worked together in small groups, they practiced essential social skills such as listening, collaborating, and negotiating ideas. This form of interactive learning promoted the development of important cognitive skills, including problem-solving and critical thinking. These skills are essential for academic success and personal growth, making the group discussion method a valuable tool in holistic education.

The positive outcomes of this study suggest that group discussions can be an effective method for teaching religious subjects in primary education. By encouraging active participation and critical thinking, this method helps students engage more deeply with the material and fosters a greater emotional connection to their faith. Furthermore, the collaborative nature of group discussions promotes social skills and encourages respectful dialogue, which is essential for creating a positive and inclusive learning environment.

In conclusion, the research on the application of group discussions to enhance students' faith in Prophet Muhammad (PBUH) at SD Negeri 091567 Bah Jambi provides

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valuable insights into the effectiveness of this teaching method. The findings indicate that group discussions are a powerful tool for increasing students' knowledge, fostering emotional connections to Islamic teachings, and promoting moral and social development. This method has the potential to enhance religious education and can be applied in other schools to promote deeper engagement with Islamic values and principles.

## Conclusion

The research on applying group discussions to enhance students' faith in Prophet Muhammad (PBUH) at SD Negeri 091567 Bah Jambi has shown that this approach significantly improved students' understanding and engagement with Islamic teachings. By actively participating in discussions, students gained a deeper knowledge of the life, character, and values of Prophet Muhammad (PBUH). This method fostered an interactive and dynamic classroom environment where students were able to reflect critically on his teachings and their relevance to their own lives. This shift from passive to active learning proved to be beneficial in both academic and personal development. Furthermore, the study revealed that the group discussion method had a positive impact on students' emotional and spiritual connection to the Prophet Muhammad (PBUH). As students explored various aspects of his life in small groups, they were able to relate his qualities and actions to their own experiences. This emotional connection strengthened their sense of admiration and respect for the Prophet, encouraging them to adopt the values he exemplified, such as patience, empathy, and kindness. This aspect of the study underscores the importance of fostering not only intellectual but also emotional connections to religious figures in educational settings. In conclusion, the research suggests that group discussions are an effective tool in enhancing both the knowledge and faith of students in religious education. The success of this method at SD Negeri 091567 Bah Jambi highlights its potential for broader application in Islamic education. By promoting active participation, critical thinking, and personal reflection, group discussions can serve as a powerful means of deepening students' understanding of Islamic teachings and strengthening their commitment to living according to Islamic values.

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