IMPLEMENTATION OF DISCUSSION METHODS TO IMPROVE UNDERSTANDING OF THE MEANING OF QUR'AN VERSES IN THE SUBJECT OF QUR'AN HADITH IN CLASS IX MTs HIMAYATUL ISLAM

Imraatul Kamilah
Intitut Agama Islam Hasan Jufri Bawean, Indonesia
e-mail: imraatulkamilah06@gmail.com

Sholihan
Intitut Agama Islam Hasan Jufri Bawean, Indonesia
e-mail: sholihanhan@gmail.com

Abstract**:** This study aims to describe the implementation of the discussion method, changes in students' understanding of the meaning of Qur'anic verses, as well as supporting and inhibiting factors for its application in grade IX MTs Himayatul Islam. The research uses a descriptive qualitative approach. Data was obtained through four observations, structured interviews, and documentation with informants of madrasah heads, Qur'an Hadith teachers, and 15 students who were selected purposively. Data analysis used the Miles and Huberman interactive model, while the validity of the data was tested through triangulation of sources, techniques, and time. The results of the study showed that the discussion method was carried out through planning, the formation of heterogeneous groups, the presentation of problems, discussions, presentations, and drawing conclusions. The process encourages students to be more active in asking questions, conveying arguments, interpreting the content of verses, identifying values, and relating them to daily life. Supporting factors include teacher competence, learning planning, a conducive learning environment, and student participation. Obstacles include time constraints, differences in abilities, uneven activity, and discussions that sometimes go off topic. In this qualitative context, improvement is interpreted as an observed change in understanding, not an improvement proven through statistical tests. With directed management, the discussion method supports a more active and contextual learning of the Qur'an Hadith.

Keywords: Discussion Method, Understanding the Meaning of Verse, Qur'an Hadith, Active Learning, Constructivism.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan penerapan metode diskusi, perubahan pemahaman siswa terhadap makna ayat-ayat Al-Qur'an, serta faktor-faktor pendukung dan penghambat penerapannya di kelas IX MTs Himayatul Islam. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data diperoleh melalui empat kali observasi, wawancara terstruktur, dan dokumentasi dengan informan berupa kepala madrasah, guru Al-Qur'an dan Hadis, serta 15 siswa yang dipilih secara purposif. Analisis data menggunakan model interaktif Miles dan Huberman, sedangkan validitas data diuji melalui triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa metode diskusi dilaksanakan melalui perencanaan, pembentukan kelompok

heterogen, penyajian masalah, diskusi, presentasi, dan penarikan kesimpulan. Proses ini mendorong siswa untuk lebih aktif dalam mengajukan pertanyaan, menyampaikan argumen, menafsirkan isi ayat-ayat, mengidentifikasi nilai-nilai, dan mengaitkannya dengan kehidupan sehari-hari. Faktor-faktor pendukung meliputi kompetensi guru, perencanaan pembelajaran, lingkungan belajar yang kondusif, serta partisipasi siswa. Hambatan-hambatan yang dihadapi antara lain keterbatasan waktu, perbedaan kemampuan, aktivitas yang tidak merata, serta diskusi yang terkadang melenceng dari topik. Dalam konteks kualitatif ini, peningkatan diartikan sebagai perubahan pemahaman yang teramati, bukan peningkatan yang dibuktikan melalui uji statistik. Dengan pengelolaan yang terarah, metode diskusi mendukung pembelajaran Al-Qur'an dan Hadis yang lebih aktif dan kontekstual.

Kata kunci: Metode Diskusi, Pemahaman Makna Ayat, Al-Qur'an dan Hadis, Pembelajaran Aktif, Konstruktivisme.

INTRODUCTION

National education that aims to form human beings who have faith, piety, and noble character. In the context of Madrasah Tsanawiyah, the subject of Al-Qur'an Hadith has an important role in shaping students' understanding of Islamic teachings sourced from the Qur'an and the hadith of the Prophet Muhammad SAW. Learning Al-Qur'an Hadith is not only oriented to the ability to read and memorize verses, but also to the ability to understand the meaning and practice the values contained in it. Therefore, understanding the meaning of verses is an important aspect so that students are able to apply the teachings of the Qur'an in daily life.[1] One of the cornerstones of the Qur'an that is relevant to learning through discussion is found in QS. An-Nahl 16 ayat 125. "Call (people) to the way of your Lord with wisdom and good teaching, and argue with them in a good way." This verse is relevant to the discussion method because it emphasizes the imparting of knowledge with wisdom, good teaching, and polite exchange of opinions. This principle is relevant to the discussion method that provides space for students to express opinions, exchange understandings, and build knowledge through interaction.[2]

Based on initial observations in grade IX MTs Himayatul Islam, learning still tends to be dominated by lecture methods so that student involvement is not

[1] Anjelika, B. Anggraini, B. Puspita, dan D. Fitria, "Pembelajaran Qur'an Hadist Berbasis Pendekatan Metode Diskusi di Madrasah," Jurnal Pendidikan Islam 1 (2022): 135–140.

[2] Qur'an, Surah An-Nahl (16):125. Digunakan dalam artikel sebagai landasan relegius untuk hikmah,pengajar yang baik,dan bertukar pikiran dengan cara yang baik.

optimal. Some students have been able to read and memorize verses, but have not been consistent in explaining the content of verses, interpreting their meanings, and connecting them to daily life. This condition shows the need for learning that provides greater space for students to ask questions, exchange ideas, and actively build understanding. This finding is in line with the study of learning the Qur'an Hadith at the Madrasah Tsanawiyah level which emphasizes the importance of student-centered learning.[3]

The discussion method is relevant to constructivist theory because it provides opportunities for students to build knowledge through experience, social interaction, exchange of opinions, and reflection. In the process, the teacher acts as a facilitator who directs students to test and clarify their understanding. Active and collaborative learning also places student involvement as an important part of the knowledge formation process.[4] Previous research has shown that discussion methods can encourage student interaction, participation, and engagement. However, most studies still emphasize learning outcomes, activeness, or accuracy of using methods in general.[5] The research gap of this research lies in the limited study that specifically traces the construction process of understanding the meaning of Qur'anic verses through the discussion method on the subject of Al-Qur'an Hadith at the Madrasah Tsanawiyah level. Thus, this study not only looks at the visible results, but also the interaction process that shapes students' understanding.[6]

This research presents three more specific novelties. First, the focus of the analysis is directed at the process of understanding the meaning of Qur'anic verses, including the ability to explain the content, interpret meanings, identify values, and relate them to daily life, not just learning outcomes. Second, the research is placed in the context of learning the Qur'an Hadith class IX MTs Himayatul Islam so as to illustrate the practice of discussion methods in the context of madrasah in a real way.

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[3] Rustandi, J., Iriansyah, Mahfudz, Mirta Anthoni, dan Marliat, "Metode Pembelajaran pada Mata Pelajaran Al-Qur'an Hadits di Tingkat Madrasah Tsanawiyah," Jurnal Al-Mufidz: Jurnal Pendidikan Agama Islam 1, no. 2 (2024).

[4] Spradley dan Huberman, sebagaimana dikutip dalam bagian metodologi artikel, (2024).

[5] M. Waruwu, "Pendekatan Penelitian Kualitatif: Konsep, Prosedur, Kelebihan dan Peran di Bidang Pendidikan," 5 (2024): 198–211

[6] A. van Leeuwen dan J. Janssen, "A Systematic Review of Teacher Guidance During Collaborative Learning in Primary and Secondary Education," Educational Research Review 27 (2019): 71–89.

Third, the research connects the implementation stages with supporting factors, inhibiting factors, and teachers' strategies in maintaining student involvement. This novelty strengthens the study of discussion methods from the perspective of social constructivism while providing practical considerations for learning the Qur'an Hadith. Based on this description, this research was conducted with the title "Implementation of Discussion Methods to Improve Understanding of the Meaning of Qur'an Verses in the Subject of Al-Qur'an Hadith in Class IX MTs Himayatul Islam".

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type. This approach was chosen because the research focuses on the meaning of the learning process, the interaction between teachers and students, as well as changes in understanding that are seen during the application of the discussion method, not on statistical improvement tests. The research is directed to describe the implementation of the discussion method and changes in the understanding of the meaning of verses based on field data. The research was carried out at MTs Himayatul Islam from November 11, 2025 to May 22, 2026. During this period, the researcher made four observations on the learning of the Qur'an Hadith in grade IX. Observations were used to observe the stages of discussion, teacher activities, student involvement, interaction between students, and changes in understanding that were seen during the learning process. Interviews were conducted in 17 sessions, namely once with the head of the madrasah, once with the Qur'an Hadith teacher, and once with 15 students each.

The data source consisted of primary and secondary data. Primary data was obtained from the head of the madrasah, one teacher of Al-Qur'an Hadith, and 15 students of grade IX who were selected purposively because they were directly involved or knew the implementation of learning by the discussion method. Interviews were conducted once to the head of the madrasah, once to the teacher of the Qur'an Hadith, and once to each of the 15 students, so that there were 17 interview sessions. Secondary data was in the form of teaching modules, learning tools, photos of activities, books, scientific journals, and relevant school documents. Data collection techniques included observation, structured interviews, and

documentation. Observations were carried out four times to obtain data on the implementation of discussions and student responses. Interviews were conducted to explore the experiences and views of informants regarding the implementation of discussion methods, changes in understanding the meaning of verses, as well as supporting and inhibiting factors. Documentation is used to supplement the data through learning tools, teaching modules, photos of activities, and relevant documents. Data were analyzed with Miles and Huberman's interactive model through data reduction, data presentation, and conclusion drawn.

The validity of the data was checked through triangulation of sources, techniques, and time. Triangulation of sources was carried out by comparing information from madrasah heads, teachers, and students. Triangulation techniques were carried out by comparing observation, interview, and documentation findings on the same focus. Time triangulation was carried out by comparing data obtained at different collection times during the research period. The results of the comparison were used to check the consistency of information and strengthen the credibility of the findings.[7]

RESULTS AND DISCUSSION

A. Implementation of Discussion Methods in Learning the Qur'an Hadith

Stages	Teacher Activities	Student Activities
Planning	Prepare materials, learning objectives, and problems related to the content of Qur'anic verses.	Prepare yourself and understand the learning objectives.
Group Formation	Form groups heterogeneously based on students' abilities.	Join groups and divide tasks
Presentation of Problems	Convey questions or problems related to the meaning and content of the verse.	Understand the problem and determine what needs to be discussed.
Group Discussions	Guiding, directing, and providing assistance to	Exchanging opinions, making arguments, asking

[7] Waruwu, M. *Pendekatan penelitian kualitatif: Konsep, prosedur, kelebihan dan peran di bidang pendidikan.* 5, (2024). 198–211.

	groups experiencing difficulties.	questions, and analyzing the content of the sentence.
Presentation	Provide opportunities for groups to convey the results of discussions and provide reinforcement.	Present the results of the discussion and provide questions and responses to other groups.
Conclusion	Straightening out incorrect understandings and guiding students to conclude the material.	Convey conclusions and connect the content of the verse with daily life.

Table 1. Stages of Problem-Based Learning and Teacher–Student Activities in Qur'anic Verse Learning

The implementation of the discussion method is motivated by the initial conditions of learning which are still dominated by lectures. Based on an interview with a teacher of the Qur'an Hadith.[8] Most students are able to read and memorize verses, but some still have difficulty explaining the content and relating it to daily life. After the discussion was implemented, the teacher observed that students were more active in asking questions, expressing opinions, and reexplaining the content of the verses. These findings show that the main change is not just a change in methods, but a shift in the role of students from recipients of information to learning actors.

The results of the observation showed that discussions were carried out through the planning stages, the formation of heterogeneous groups, the presentation of problems, group discussions, presentations, and the drawing of conclusions. In the discussion stage, the teacher functions as a facilitator who provides guiding questions and assistance when the group encounters difficulties. This pattern is in line with the principle of collaborative learning that teacher guidance is necessary for group interaction to truly produce a learning process.[9] According to the researcher's analysis, the effectiveness of discussion mainly appears when students are given the opportunity to test understanding through

[8] Teacher (Interview, December 22, 2025)
[9] R. F. Behnagh dan S. Yasrebi, "Constructivist Educational Technology: A Review of the Main Features and Conditions of Application," British Journal of Educational Technology 51, no. 6 (2020): 1907–19, https://doi.org/10.1111/bjet.13036

questions, argumentation, clarification, and reflection. Thus, groups are not the end goal, but a means to bring together various understandings and correct mistakes. This process explains why it is easier for students to develop understanding than when they only receive one-way explanations.

The findings are in accordance with social constructivism which views knowledge as the result of construction through experience and social interaction. In this study, teachers do not completely take over the process of meaning, but direct students to build understanding through dialogue and group work. The findings are also in line with the study of active and constructivist learning which places student involvement as an important element in the learning process.[10] In the initial stage, the teacher conveys the objectives and the main material, then forms a heterogeneous group. The grouping allows students with different abilities to help each other. The teacher then presents problems related to the content of the verse to discuss together. This structure makes the discussion have a direction and prevents group activities from turning into conversations that are not related to the learning objectives.

In the discussion stage, students exchange opinions, convey arguments, and analyze the content of the sentence. Grade IX students.[11] Stated that they find it easier to understand the material because they can ask friends and ask the teacher for explanations when they encounter difficulties. Analytically, the interaction expands the opportunity for students to obtain explanations in a language that is closer to their experience. After the discussion, each group presents the results of the discussion. The other group provides questions and responses, while the teacher provides reinforcement and straightens out inappropriate understandings. This stage is important because the understanding built in the group is retested in the classroom through open argumentation.

Presentations and questions and answers showed that discussions did not stop at group work. Students had the opportunity to defend their opinions, accept criticism, and improve explanations. Therefore, the contribution of discussion

[10] V. I. Akpan, U. A. Igwe, I. I. Blessing, I. B. Mpamah, dan C. O. Okoro, "Social Constructivism: Implications on Teaching and Learning," British Journal of Education 8, no. 8 (2020): 49–56.
[11] Teacher (Interview, December 22, 2025)

methods to understanding the meaning of verses took place through a series of social and cognitive activities, not through group discussions alone. However, the implementation of discussions faced time limitations, differences in students' abilities, uneven activeness, and the tendency of some groups to leave the topic. Teachers overcome this with heterogeneous groups, mentoring, motivation, gradual questions, and timing. These findings show that discussion methods require active management; without the teacher's direction, freedom of discussion has the potential to reduce the focus of learning.

Overall, the implementation of the discussion method is going according to the planned stages. However, its success cannot be attached to a single method. Teachers' competence in designing problems, dividing groups, monitoring processes, and providing clarification is an important condition that allows discussions to generate understanding. Thus, the discussion method is more appropriately seen as an effective strategy when supported by classroom management and adequate teacher facilitation.

B. Students' Level of Understanding of the Meaning of Qur'an Verses through Methods

Comprehension Indicators	Students' Understanding Conditions	Results Found
Understanding the Meaning of the Verse	Students are able to explain the meaning of verses in their own language.	Students not only memorize translations, but begin to understand the meaning of the verse
Explaining the content of the sentence	Students are able to explain the message and content of the verse after participating in the discussion.	Students can elaborate on the content of the verse based on the results of the teacher's discussion and explanation.
Interpreting the meaning of the verse	Students are able to provide a simple interpretation of the meaning of the verse.	Understanding evolves from textual understanding to deeper understanding.
Identify the value contained	Students are able to find the values or messages	Students can identify values that can be used as

	contained in the verse.	a guideline in life.
Connecting with everyday life	Students are able to provide examples of the application of verse content in daily life.	Students are able to relate the meaning of the verse to the experiences and situations they face.
Voice your opinion	Students are more courageous to express opinions and arguments during discussions.	Students appear to be courageous, communicative, and engaged in learning
Work Together in understanding the material	Students exchange opinions and help friends understand the material.	Group interaction helps students gain understanding through the process of learning together.

Table 2. Indicators of Students' Comprehension of Qur'anic Verses and Learning Outcomes

Based on the results of the research, the application of the discussion method has a positive impact on students' understanding of the meaning of Qur'anic verses in the subject of Al-Qur'an Hadith. Al-Qur'an Hadith Teacher. Explained that after the discussion method was applied, students became more active in learning, dared to ask questions, and were able to explain the content of verses using their own language. This condition shows that students' understanding is no longer limited to memorization and translation aspects, but develops to be able to interpret the meaning of verses in more depth.

The results of interviews with Grade IX students.[12] Also show that learning through discussion helps them understand the material more easily because they can exchange opinions, ask friends, and get explanations directly from the teacher if they experience difficulties. The learning process that takes place collaboratively makes it easier for students to remember the material and understand the content of the Qur'an verses. According to the researcher's analysis, the increase in understanding occurs because the discussion method provides opportunities for students to be actively involved in the learning process. Through questioning, discussing, delivering arguments, and presenting the results of discussions, students build their own understanding based on the results of interactions with

[12] Guru (Interview, December 22, 2025)

teachers and group mates. Such learning makes it easier for students to understand the messages contained in the verses of the Qur'an while connecting them to daily life situations.

According to the researcher's analysis, the change in understanding is related to the involvement of students in the learning process. Through questioning, discussing, delivering arguments, and presenting the results of discussions, students have the opportunity to reprocess the meaning of the verse based on interaction with teachers and friends. Because this research is qualitative, the change is understood based on observational evidence and interviews, not as an improvement measured through scores or statistical tests. The findings of the study show that students are not only able to explain the meaning of verses, but also able to interpret the content of verses, identify the values contained in them, and provide examples of their application in daily life. According to the researcher's analysis, this condition is related to the opportunity for students to test understanding through questions, arguments, presentations, and clarifications.[13]

Theoretically, the pattern corresponds to social constructivism which views knowledge as built through experience and interaction with others. These findings are in line with the study of constructivism that emphasizes social interaction and collaboration in the learning process.[14] Theoretically, the findings fit into social constructivism because knowledge is built through experience and interaction with others. In discussion, learners develop understanding through the exchange of opinions and clarifications, while teachers play the role of facilitators. These findings reinforce the study of constructivist learning that emphasizes social interaction, collaboration, and the construction of meaning by learners.[15]

[13] E. Latipah, F. Salsabila, dan N. D. Misik, "Pembelajaran dengan Metode Diskusi: Pendekatan Efektif dalam Meningkatkan Aktivitas dan Pemahaman Peserta Didik," [nama jurnal belum dicantumkan] 1, no. 1 (2025): 1–10.

[14] R. F. Behnagh dan S. Yasrebi, "Constructivist Educational Technology: A Review of the Main Features and Conditions of Application," British Journal of Educational Technology 51, no. 6 (2020): 1907–19, https://doi.org/10.1111/bjet.13036

[15] S. Arık dan M. Yılmaz, "The Effect of Constructivist Learning Approach and Active Learning on Environmental Education: A Meta-Analysis Study," International Electronic Journal of Environmental Education 10, no. 1 (2020): 44–84.

However, the findings still need to be understood according to the limitations of the research design. This research was only conducted in one madrasah with a qualitative approach, so the changes in understanding found cannot be treated as quantitative improvements or evidence of cause-and-effect relationships. The term "improve" in this article refers to changes in understanding observed through observation and interviews.

C. Supporting and Inhibiting Factors in the Application of the Discussion Method

Aspects	Supporting Factors	Inhibiting Factors	Teachers' Efforts
Teacher	Teacher competence in managing learning and guiding discussions.	Monitoring several groups simultaneously is quite difficult.	Teachers provide assistance and briefings during discussions.
Students	Activeness, courage to ask questions, and the ability to work together.	The activeness of students is not even and there are differences in abilities.	Forming a heterogeneous group and providing motivation.
Time	Structured learning planning.	Limited learning time.	The teacher sets the time allocation at each stage of the discussion.
Learning environment	A conducive classroom atmosphere supports interaction and cooperation.	Discussions sometimes get out of the topic of discussion.	The teacher provides guiding and clarification questions.
Material	Verse material can be associated with daily life.	Some students have difficulty understanding the content of the verse.	The teacher gave an explanation and reinforcement of the results of the discussion.

Table 3. Supporting and Inhibiting Factors in Qur'anic Verse Learning and Teachers' Strategies to Address Them

Supporting factors for the implementation of the discussion method include teacher competence, learning planning, material suitability, conducive learning environment, and student participation. Teacher Al-Qur'an Hadith (Interview, December 22, 2025) explained that the ability to plan, manage classes, and guide discussions are the main factors. These findings show that the success of discussions is highly dependent on teachers' pedagogical readiness, not only on group formation. Planning determines the direction of discussion, teachers' competence keeps the process focused, while student participation determines the quality of interaction. If one of the elements is weak, the opportunity for discussion to produce in-depth understanding is also reduced. This is in line with collaborative studies that place teacher guidance as an important element in transforming group interaction into a learning experience.[16]

Inhibiting factors include time constraints, differences in academic ability, uneven activeness, off-topic discussions, and difficulty in teachers monitoring several groups simultaneously. These barriers show a trade-off between giving students freedom and maintaining control of learning. Discussions that are too free risk of losing direction, while teacher control that is too strong can reduce students' opportunities to build understanding independently. Differences in abilities make students' contributions not always balanced. Students who are more confident tend to be more dominant, while students who are less active need encouragement. Time constraints also make the presentation and clarification stages must be managed strictly. Therefore, the quality of the discussion is not enough to judge from the course of the conversation, but from the extent to which all students get the opportunity to contribute to problem solving.

Teachers overcome these barriers through the formation of heterogeneous groups, motivation, group mentoring, gradual questions, time allocation arrangements, and reinforcement and clarification at the end of learning. This strategy shows that teachers continue to have an active role as facilitators. These findings are in line with research on discussion methods that emphasize the importance of teacher management and process management so

[16] A. van Leeuwen dan J. Janssen, "A Systematic Review of Teacher Guidance During Collaborative Learning in Primary and Secondary Education," Educational Research Review 27 (2019): 71–89.

that discussions produce effective learning.[17] The findings of the study reinforce the social constructivism perspective that learners build knowledge through interaction. However, the results of the study also show that knowledge construction does not take place automatically just because learners are placed in groups. Teachers are still needed to provide guiding questions, monitor processes, and provide clarification. Thus, constructivism in this study appears to be a combination of student independence and teacher pedagogical facilitation.

The findings are in line with. [18]which shows that the use of discussion methods requires competence and precision of application by educators. The research of Siregar et al. (2023) also shows that discussions can face the dominance of certain students, wide discussions, and time constraints. These similarities reinforce the findings of this study, while the context of MTs Himayatul Islam provides a more specific picture of how these barriers are managed in learning the Qur'an Hadith. Overall, the discussion method can support the understanding of the meaning of verses if it is designed with clear objectives, relevant issues, managed groups, and consistent teacher facilitation. These findings show that the success of the method is not only determined by the discussion activities, but also by the quality of the interaction and clarification process that occurs in it. Thus, the discussion method should be considered as one of the strategies for learning the Qur'an Hadith that is oriented towards understanding, not just the delivery of material.[19] The limitations of the research lie in the context of a single madrasah, the limited number of informants, and the use of qualitative data so that the results are not intended to be statistically generalized. Subsequent research may compare multiple madrasas, use observations over a longer period, or combine qualitative and quantitative approaches to obtain broader evidence.

[17] N. M. Candra, "Penerapan Metode Diskusi dalam Meningkatkan Hasil Belajar Peserta Didik pada Pembelajaran Pendidikan Agama Islam (PAI) di SMA Negeri 2 Sutera," [nama jurnal belum dicantumkan] 1, no. 3 (2024): 62–67.

[18] T. Syahrani, "Metode Diskusi dalam Pembelajaran Pendidikan Agama Islam," Al-Hikmah: Jurnal Agama dan Ilmu Pengetahuan 12, no. 1 (2015): 1–20, https://doi.org/10.25299/jaip.2015.vol12(1).1444.

[19] N. Nurhayati dan S. Sulaiman, "Implementasi Metode Diskusi pada Pembelajaran Pendidikan Agama Islam" (2022).

CONCLUSION

Based on the results of the research, the implementation of the discussion method in learning the Qur'an Hadith in grade IX MTs Himayatul Islam was carried out through the stages of planning, group formation, presentation of problems, group discussions, presentations, and drawing conclusions. The process provides space for students to ask questions, exchange opinions, convey arguments, and clarify understanding with the guidance of the teacher. The observed changes in understanding can be seen in the ability to explain the content of verses, interpret meanings, identify values, and relate them to daily life. The application of the discussion method is supported by teacher competence, learning planning, a conducive learning environment, and student participation. The obstacles found include time constraints, differences in abilities, uneven activity, and discussions that sometimes go off topic. Teachers respond to these obstacles through heterogeneous groups, motivation, mentoring, directing questions, as well as reinforcement and clarification. The findings of the study imply that Qur'an Hadith teachers can consider the discussion method as one of the learning strategies to develop active, collaborative, and contextual learning. Its application needs to be adjusted to the time allocation, characteristics of students, verse material, and the teacher's ability to manage class interactions. Thus, the contribution of this research is practical, providing an overview of the management of discussions to support the process of understanding the meaning of the verse, not evidence of quantitatively measured improvement.

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