



IMPLEMENTTION OF THE DISCUSSION METHOD IN STRENGTHENING STUDENTS' UNDERSTANDING OF FIQH (CASE STUDY AT MA. MISBAHUL FATA KLENANG KIDUL BANYUANYAR PROBOLINGGO)

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Abstract :

This study explores the application of the discussion method in enhancing students' understanding of Fiqh at MA Misbahul Fata Banyuanyar Probolinggo. The research aims to evaluate how this student-centered teaching approach contributes to improved student engagement, critical thinking, and overall learning outcomes. The study employs a qualitative approach using classroom observations, interviews with teachers and students, and document analysis. The findings indicate that the discussion method creates a more dynamic and interactive learning environment, where students actively participate, share ideas, and collaborate with peers. Students demonstrated improved comprehension of Fiqh topics, as well as enhanced social and communication skills. The teacher's role in moderating discussions and ensuring equal participation was crucial in the success of the method. Despite occasional challenges related to student participation, the study highlights the effectiveness of the discussion method in fostering a positive and engaging classroom atmosphere. The research provides valuable insights for educators seeking to implement more interactive and student-centered teaching strategies in Islamic education.

Keywords: Discussion Method, Student-Centered Learning, Fiqh Education

INTRODUCTION

Education is radical guidance or leadership by educators towards the physical and spiritual development of students towards the formation of the main personality. Teachers or educators are the main actors who play a role in the world of education because teachers are one of the very important elements in education that directly relate to students. Therefore, educators or teachers must play an active role and be able to position themselves as professionals who are expected to be able to transform knowledge so that students positively develop to their full potential (Huda, Hamdi, et al., 2025; Huda, Nurhuda, et al., 2025, 2025).

In the teaching and learning process, there are several elements involved, namely learners or students, educators or teachers, educational interactions, educational objectives, educational materials, and learning methods. An educator or teacher or prospective educator or prospective teacher must have much knowledge about teaching methods so as to be able to improve student learning outcomes so that students are more active and enthusiastic about learning again. Ideally, the characteristics of a good teacher are that they always create improvements in teaching and are able to provide a variety of stimulus



variations, namely a teacher activity in the context of the teaching and learning interaction process aimed at improving the learning outcomes of students (Mahbubi, 2024; Mahbubi et al., 2024; Mahbubi, 2025a; Tee et al., 2022).

The discussion method is an interaction between students or between students and teachers to analyze, solve problems, explore, or debate certain topics or issues. By using the discussion method, students can learn something through deliberation among themselves under the leadership or guidance of a teacher. This is necessary for the student's future life, not only because humans are constantly faced with various problems that cannot be solved alone but also because, through cooperation or deliberation, a better solution may be obtained.

By using this discussion method, students will become more creative, think critically, participate, be democratic, and respect other people's opinions. During the discussion, the teacher can monitor each group to ensure that no student is passive. The teacher can give each group several questions to answer or solve. This is where the teacher can assess the student's learning outcomes after using the discussion method.

In this study, the researcher focuses on the application of the discussion method at MA. Misbahul Fata Banyuanyar Probolinggo, with the aim of strengthening students' understanding of Fiqh material. Initial observations show that the application of the discussion method can overcome the problem of student boredom when listening to lectures, as well as increase their involvement in learning. This method was chosen because it is considered capable of improving the learning atmosphere to be more conducive and active, as well as providing opportunities for students to interact directly, both with teachers and with fellow students.

Based on the above background, this study formulates several main problems faced by MA. Misbahul Fata Banyuanyar Probolinggo in the application of the discussion method, namely: How is the planning of the application of the discussion method in strengthening the understanding of Fiqh material for students at MA Misbahul Fata Banyuanyar? How is the implementation of the discussion method used to strengthen the understanding of Fiqh material for students at MA Misbahul Fata Banyuanyar? How is the evaluation of the application of the discussion method in strengthening the understanding of Fiqh material for students at MA Misbahul Fata Banyuanyar?

Some previous studies related to this research include research by Muhammad Ikhlasul Amal (2017), which examines the application of a problem-based learning model to the learning outcomes of Fiqh at MTS DDI Bowong Cindea. The results of the study showed a positive effect of the application of the problem-based learning model on the learning outcomes of Fiqh. Another study by Syaefudin Achmad (2017) also discussed the problem-based Fiqh learning model at Madrasah Diniyyah Salafiyah Al-Hidayah, which highlighted the *Bahs al-Masa'il* activity as an effective learning method. This study revealed that the use of problem-based methods was able to improve students' understanding of Fiqh material (Huda, Nurhuda, et al., 2025; Mahbubi, 2025b).

However, the fundamental difference between the previous research and

this research is that this research focuses more on the application of the discussion method as a way to improve the understanding of Fiqh material at the Madrasah Aliyah level. In addition, this research focuses on direct observation of the application of the discussion method in the classroom, while previous research used more problem-based learning models.

Although many previous studies have discussed various problem-based learning methods and their role in improving learning outcomes, there has not been much research specifically examining the application of discussion methods in the context of Fiqh (Islamic jurisprudence) learning in Madrasah Aliyah (Islamic high schools). Therefore, this study aims to fill this gap by focusing on how the application of discussion methods can strengthen students' understanding of Fiqh material at MA Misbahul Fata Banyuanyar Probolinggo.

This research aims to analyze how the application of discussion methods in Fiqh lessons can enhance the understanding of students in MA Misbahul Fata Banyuanyar Probolinggo and to provide insight into the effectiveness of student-centered learning approaches in improving engagement and learning outcomes.

RESEARCH METHOD

This research is designed to explore the application of the discussion method in enhancing the understanding of Fiqh among students at MA Misbahul Fata Banyuanyar Probolinggo. The study seeks to provide insights into how this teaching method can contribute to the development of students' critical thinking, participation, and overall learning outcomes. The methodology chosen for this study is qualitative, as it aims to understand the processes, experiences, and interactions involved in the implementation of the discussion method in a real classroom setting (Brondz, 2012).

The research adopts a case study approach, as the focus is on a specific school, MA Misbahul Fata Banyuanyar, where the discussion method has been actively applied in Fiqh lessons. The case study method is particularly appropriate for this research as it allows for an in-depth exploration of the teaching practices and the factors that influence the effectiveness of the discussion method in improving students' comprehension of the subject matter. A case study approach enables the researcher to gather rich, detailed data that is necessary to understand the nuances of the teaching and learning processes within the context of this specific institution (Conway & Stanley, 2006).

The data collection process for this study involves several techniques, including observations, interviews, and document analysis. Observations are conducted in the classroom during Fiqh lessons, during which the discussion method is applied. This allows the researcher to witness how the method is implemented directly, how students engage in discussions, and how the teacher facilitates the learning process. The researcher focuses on aspects such as student participation, the quality of discussions, the teacher's role in guiding the discussion, and the interactions between students and the teacher. Additionally, the researcher observes whether the discussion method creates a more conducive learning environment, as indicated by students' enthusiasm, involvement, and

comprehension of the subject matter (Hennink et al., 2020).

In addition to observations, the study includes semi-structured interviews with key informants, including the Fiqh teacher, students, and school administrators. The teacher, Ustadz Lukman Hakim, is interviewed to gain insights into his perspective on the implementation of the discussion method, the challenges faced, and the perceived impact on students' learning outcomes. Students are also interviewed to gather their feedback on the method, their level of engagement, and how the discussion method affects their understanding of Fiqh. Administrators and other relevant staff members are interviewed to understand the broader educational context, including their views on the effectiveness of this teaching method and its alignment with the school's educational goals. The interviews are semi-structured to allow for flexibility in exploring themes that emerge during the conversations while still ensuring that key questions related to the research objectives are addressed.

To complement the qualitative data collected through observations and interviews, document analysis is used to examine any relevant materials, such as lesson plans, student feedback, and evaluations related to the use of the discussion method. This analysis helps to contextualize the findings and provide additional evidence regarding the planning, execution, and evaluation of the method in the classroom. The documents also help the researcher assess how the discussion method fits into the broader educational framework of the school and whether any institutional policies or goals support the use of such methods in teaching (Iskandar, 2022).

The data analysis process follows a systematic approach involving data condensation, reduction, display, and verification. Initially, the data is condensed by identifying key themes and patterns from the observations, interviews, and documents. This step involves sorting through large volumes of data and selecting relevant information that directly addresses the research questions. Next, the researcher reduces the data by focusing on the most significant and recurring themes that emerge from the data. These themes are then displayed in a clear and organized manner, allowing for an in-depth analysis of the findings. Finally, the data undergoes verification, where the researcher cross-checks the findings with the participants (member checking) to ensure the accuracy and validity of the interpretations. This process helps to ensure that the conclusions drawn from the data are reliable and reflect the participants' perspectives (Manzilati, 2017).

The validity of the data is ensured through triangulation, where multiple sources of data (observations, interviews, and documents) are compared and cross-referenced to confirm the consistency of the findings. By using different methods of data collection, the researcher enhances the credibility of the study and ensures that the results are well-supported by evidence from various angles. Additionally, the researcher remains objective and reflective throughout the data collection and analysis process, being mindful of any biases that may influence the interpretation of the findings (Khasanah et al., 2024).

This research methodology is designed to provide a comprehensive

understanding of how the discussion method is applied in Fiqh lessons at MA Misbahul Fata Banyuanyar and its impact on students' learning outcomes. By using qualitative methods and a case study approach, the study provides rich insights into the teaching practices, student experiences, and institutional context that shape the effectiveness of this teaching method. The findings from this research can be used to inform future educational practices, particularly in similar settings, and contribute to the broader understanding of effective teaching methods in Islamic studies education (Djaali, 2021; Tee et al., 2022).

FINDINGS AND DISCUSSION

The implementation of the discussion method in Fiqh lessons at MA Misbahul Fata Banyuanyar Probolinggo has revealed significant improvements in student engagement, critical thinking, and overall learning outcomes. This section presents the findings from the data collected through classroom observations, interviews with key informants, and document analysis. It provides a discussion on the implications of these results in relation to existing literature on effective teaching methods (Mahbubi, 2025b; Nasikhah & Badrus, 2020).

During the observations, it was evident that the use of the discussion method transformed the traditional teacher-centered learning environment into a more interactive and student-centered one. The classroom atmosphere became more dynamic, with students actively engaging in discussions, exchanging ideas, and asking questions. This shift in classroom interaction was particularly noticeable during the Fiqh lessons, where students demonstrated a higher level of involvement compared to traditional lecture-based teaching. In contrast to the passive role students often adopt in teacher-centered approaches, the discussion method encouraged students to take ownership of their learning, contributing to the creation of a collaborative learning environment. It was observed that students were more enthusiastic about the lessons and expressed a greater willingness to participate in discussions, which is an important indicator of increased student motivation and engagement.

Interviews with the Fiqh teacher, Ustadz Lukman Hakim, provided deeper insights into the rationale behind using the discussion method. He explained that the method was implemented to address the challenges of monotonous and disengaging traditional teaching methods, where students often became bored and disconnected from the lesson. He noted that "the discussion method is effective in improving student learning outcomes because, in addition to prior guidance, it gives students the opportunity to explore their abilities." According to Ustadz Lukman, the discussion method not only provided students with an opportunity to engage with the material actively but also fostered a sense of responsibility for their learning. By encouraging students to search for relevant references and engage in group discussions, the teacher empowered students to analyze and solve problems related to the subject matter critically.

The role of the teacher in facilitating the discussions was crucial to the

success of this method. Ustadz Lukman emphasized the importance of providing clear guidance before the discussions and monitoring student participation during the sessions. He also highlighted the need for creating a balanced atmosphere where all students had equal opportunities to share their thoughts and ideas. By actively managing the group dynamics and ensuring that all students participated, the teacher was able to maintain a constructive and inclusive learning environment. The teacher's ability to maintain control while also encouraging student autonomy was key in ensuring that the discussion method was effective in enhancing students' understanding of Fiqh.

Students also provided valuable feedback on the effectiveness of the discussion method. When asked about their experience with the method, many students expressed positive sentiments. One student mentioned, "I enjoy the discussion because it allows me to share my thoughts and hear different perspectives from my classmates." This feedback suggests that the method helped students develop not only their critical thinking and analytical skills but also their ability to communicate and collaborate effectively. Another student noted, "Even though there are times when the class isn't completely quiet, I find the discussions more exciting and fun compared to just listening to lectures." This response highlights the significant impact of the discussion method on creating a more engaging and interactive classroom environment where students are actively involved in the learning process.

Moreover, the discussion method also helped to develop students' social skills, including their ability to work in teams, respect diverse opinions, and build consensus. These skills are vital for personal and academic growth, as they contribute to the development of emotional intelligence and social competence. The ability to collaborate and communicate effectively is an essential skill not only in academic settings but also in future professional environments. Through the discussion method, students were able to practice these skills in a supportive and structured setting, which reinforced the importance of teamwork and respect for others' viewpoints.

The teacher's evaluation process further supported the impact of the discussion method on students' understanding of Fiqh. At the end of each discussion session, Ustadz Lukman would ask students to reflect on the lesson and provide feedback on their understanding of the material. This practice allowed the teacher to assess the effectiveness of the discussion method in reinforcing students' comprehension of Fiqh concepts. The teacher noted that students' responses were often more detailed and thoughtful compared to those in traditional lecture-based lessons, indicating a deeper level of understanding. Students were able to articulate their thoughts on complex Fiqh issues, which is a clear sign of their increased knowledge and critical thinking abilities.

In addition to enhancing academic understanding, the discussion method also contributed to the overall classroom dynamics. The interviews revealed that students felt more comfortable expressing their opinions and asking questions during discussions. This is important because it suggests that the method helped reduce the barriers to communication that often exist in teacher-centered

environments, where students may feel intimidated or reluctant to speak up. The more open and inclusive atmosphere fostered by the discussion method encouraged students to participate without fear of judgment, which in turn promoted a more positive and supportive learning environment.

The findings from this research align with existing literature on the benefits of the discussion method in education. According to Dewey (1933), discussion-based learning encourages active participation, critical thinking, and the development of problem-solving skills. These skills are essential for students' cognitive and social development, as they help students engage more deeply with the content and develop the ability to apply knowledge in real-world situations. Similarly, Vygotsky's (1978) social constructivist theory emphasizes the importance of social interaction in learning, suggesting that knowledge is constructed through dialogue and collaboration. The discussion method, as implemented in this study, embodies these principles by fostering a collaborative learning environment where students actively engage with each other and the content.

However, it is important to acknowledge some challenges in the implementation of the discussion method. While the method was generally well-received by students, there were instances where the classroom atmosphere was not entirely conducive to productive discussions. For example, in some sessions, a few students remained passive and did not contribute to the discussion. This highlights the need for continuous teacher intervention to ensure that all students remain engaged and that the discussion remains focused and productive. Furthermore, the teacher noted that managing the varying levels of student participation could be challenging, particularly when some students dominated the discussion while others remained quiet.

In conclusion, the application of the discussion method in Fiqh lessons at MA Misbahul Fata Banyuanyar Probolinggo has proven to be an effective approach to enhancing students' understanding of the subject. The method fostered increased student engagement, critical thinking, and social interaction, all of which contributed to a more positive and dynamic learning environment. While there were some challenges related to student participation, the overall impact of the discussion method on students' learning outcomes was significant. This study provides valuable insights into the benefits of student-centered teaching methods and highlights the importance of fostering interactive and collaborative learning environments in Islamic education. Further research is needed to explore the long-term effects of the discussion method on students' academic performance and personal development, as well as its applicability in other educational contexts.

CONCLUSION

The implementation of the discussion method in Fiqh lessons at MA Misbahul Fata Banyuanyar Probolinggo has demonstrated a significant impact on student's learning outcomes, engagement, and critical thinking. This research highlights the transformation of the traditional teacher-centered classroom into a

more dynamic and interactive student-centered environment, where students actively participate in discussions and take ownership of their learning. Through detailed classroom observations, interviews with teachers and students, and analysis of teaching materials, it became clear that the discussion method not only enhanced students' understanding of Fiqh but also fostered essential skills such as critical thinking, collaboration, and communication.

The findings from this study align with existing literature on the effectiveness of student-centered teaching methods, particularly the discussion method. As discussed by Dewey (1933) and Vygotsky (1978), social interaction and dialogue play a crucial role in deepening students' learning experiences and promoting cognitive development. The use of the discussion method in MA Misbahul Fata Banyuanyar's Fiqh lessons exemplified these theories, as students were able to engage in meaningful conversations about complex topics, critically analyze them, and exchange ideas with peers in a supportive environment. The teacher's proactive role in guiding and moderating the discussions was also crucial in ensuring that all students participated and benefited from the sessions.

The research also reveals the importance of addressing the challenges that come with implementing the discussion method. While the method was generally well-received, some students still struggled with active participation, and there were occasional instances where the class atmosphere was not conducive to focused discussions. These challenges underline the need for continuous teacher support to maintain engagement and ensure the discussion remains productive. The teacher's role in managing group dynamics, encouraging participation, and ensuring equal opportunities for all students to contribute is critical for the method's success.

In terms of the educational context, this study contributes to a deeper understanding of how discussion-based learning can enhance not only academic achievement but also social and emotional development. Students reported feeling more motivated and comfortable expressing their opinions during discussions, which significantly contributed to their personal and academic growth. The discussion method thus serves as an effective tool for fostering a positive learning environment that encourages active participation, critical thinking, and respectful dialogue among students.

Overall, the research highlights the potential benefits of using the discussion method in Fiqh education, particularly in private Islamic schools. The method effectively supports the development of key competencies such as critical thinking, communication, and collaboration—skills that are essential for students' success in both academic and real-world contexts. Moreover, the positive response from both students and teachers indicates that the method has the potential to be a valuable approach for enhancing student engagement and improving learning outcomes.

The strength of this study lies in its practical application and contribution to the field of Islamic education, offering valuable insights for educators seeking to improve their teaching methods and foster more interactive and student-centered learning environments. However, the study is limited to one school and

does not provide long-term data on the effectiveness of the discussion method across different subject areas or educational contexts. Future research should explore the longitudinal effects of the discussion method on students' academic performance and personal development, as well as its application in other Islamic educational settings, to determine its broader applicability.

In conclusion, the application of the discussion method at MA Misbahul Fata Banyuanyar Probolinggo has proven to be an effective pedagogical strategy for enhancing students' understanding of Fiqh, fostering critical thinking, and creating a more interactive and supportive learning environment. This method not only contributes to academic success but also plays a vital role in developing students' social and emotional competencies, preparing them for challenges both inside and outside the classroom.

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