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The Effect of the Whole Group Discussion Learning Method on Students' Learning Interest

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ABSTRACT

This study examines how to increase the learning interest of seventh-grade students in studying Islamic Jurisprudence (Fiqih) using the Whole Group Discussion learning method, which shows that this method is effective in increasing students' learning interest. This study uses a quantitative approach with a one group pretest posttest design to determine the differences in students' learning interest before and after the implementation of the Whole Group Discussion method, which includes several stages, such as planning, implementation, and evaluation. The results of this study show that there is a significant difference between student's learning interest at the pretest, with the results of the t-test hypothesis using paired sample test obtaining a significant value of 0.02 < 0.05. Based on the testing rules, if the sig. (2-tailed) value is < 0.05, then Ho is rejected and Ha is accepted, so it can be concluded that there is a significant influence of the Whole Group Discussion learning method on students' learning interest in Fiqih subject for seventh-grade students. Thus, this study provides empirical evidence that the implementation of the Whole Group Discussion method can increase students' learning interest in studying Fiqih, so this method can be used as an alternative to improve the quality of learning in schools. Based on the results of the research conducted by the researcher, it can be concluded that there is a significant influence of the Whole Group Discussion learning method on students' learning interest in Fiqih subjects for seventh-grade students, so teachers can consider this method in the learning procces to increase students, interest and engagement.

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INTRODUCTION

Learning is one of the components that shape religion. Specifically, religious education in schools plays a very crucial role in the development of spiritual character. Education can be obtained through learning processes that occur in both formal and non-formal settings.[1] Formal education takes place in a structured, theory-based environment. Gagné and Briggs argue that education or learning is a system designed to help students learn, which includes a series of planned activities,

[1] Kristen P. Blair, Leslie C. Banes, dan Lee Martin, "Fostering noticing of classroom discussion features through analysis of contrasting cases," *Instructional Science* 52, no. 3 (2024): 417–52, doi:10.1007/s11251-024-09661-z.

where the facilities are organized to influence and support the learning process that occurs within the students.[2]

The Law of the Republic of Indonesia Number 20 of 2003, Article 3 concerning National Education, explains that National Education aims to develop students' potential. Learners are expected to become individuals who have faith in and obedience to the Almighty God, possess good morals, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.[3] Teaching and learning activities are processes that contain educational aspects. These aspects influence the relationship formed between the teacher and the students. The relationship has educational value because the teaching process is carried out to achieve specific predetermined goals.[4] The teacher consciously designs a structured teaching plan, utilizing all available resources to ensure the smoothness of the learning process. To make teaching effective, the teacher needs to create a classroom atmosphere that supports interaction in the teaching and learning process, thereby encouraging students to learn seriously and optimally.[5] Learning is a process that will always exist as long as humans live in this world. No one can achieve success without going through the process of learning, because through learning, people discover new information and experiences.

In line with the professional duties of a teacher in the teaching and learning process, every teacher always makes thorough preparations for all matters related to the learning program to be implemented. According to Imawan, professionalism signifies the quality of work results that meet the technical standards or ethical norms of a profession.[6] This aims to ensure that learning activities can be carried out efficiently and effectively, which is the main goal that all students must achieve. In general, the initial step of preparation includes lesson plan (RPP) design, which begins with determining the learning objectives to be achieved at the end of each learning session.

Educational activities are the responsibility of both teachers and students. During the educational process, students gain knowledge from their experiences, build understanding, and then give meaning to that knowledge.[7] Knowledge is an element that fills the mind and the inner world of a conscious person.[8] By conducting their own experiments, working in groups, and playing, students experience joy and increased interest in learning. Choosing appropriate teaching methods can be a solution to overcome students' boredom and fatigue toward the educational process. If a teacher applies effective teaching methods, it can enhance students' interest and engagement in the learning process.[9]

In the learning process, it is important to stay focused so that the material being taught can be understood, enabling students to perform activities they were previously unable to do. This is where changes in attitude occur. Islamic religious education is a process of character development that begins at an early age, encompassing all positive aspects that will later influence the child's future.[10] Islamic knowledge is an effort or process aimed at shaping behavior and attitudes in seeking and enhancing knowledge and skills for the benefit of all beings, in accordance with Islamic teaching.[11]

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[2] Kosilah dan Septian, "Penerapan Model Pembelajaran Kooperatif Tipe Assure dalam Meningkatkan Hasil Belajar Siswa," *Jurnal Inovasi Penelitian* 1, no. 6 (2020): 79–87, doi:10.47492/jip.vli6.214.

[3] Republik Indonesia, *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Cet. VI;Jakarta: Sinar Grafika, 2011).

[4] Benjamin Fauth Jasmin Decristan, Nina C. Jansen, "Student participation in whole-class discourse: individual conditions and consequences for student learning in primary and secondary school," *Learning and Instruction*, 2023, 101748.

[5] Ririn Eka Monicha et al., "Penanaman Nilai-Nilai Akhlak Dalam Pembelajaran Pendidikan Agama Islam Menghadapi Era Milenialdi Sma Negeri 2 Rejang Lebong," *Tadrib* 6, no. 2 (2021): 199–214, doi:10.19109/tadrib.v6i2.5925.

[6] F Wirjayanti, "Pengertian Profesionalisme menurut para ahli," *Pengertian profesionalisme*, 2000, 13–30.

[7] Y T Sung, K E Chang, dan T C Liu, "The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis," *Computers & Education* 94 (2016): 252–75, doi:10.1016/j.compedu.2015.11.008.

[8] Nyayu Soraya, "Analisis Persepsi Mahasiswa Terhadap Kompetensi Dosen Dalam Mengajar Pada Program Studi Pai Fakultas Ilmu Tarbiyah Dan Keguruan Uin Raden Fatah Palembang," *Tadrib: Jurnal Pendidikan Agama Islam* 4, no. 1 (2018): 183–204, doi:10.19109/tadrib.v4i1.1957.

[9] C E Hmelo-Silver, "Problem-based learning: What and how do students learn?," *Educational Psychology Review* 16, no. 3 (2004): 235–66, doi:10.1023/B:EDPR.0000034022.16470.f3.

[10] Baldi Anggara, "Pemenuhan Hak-Hak Pendidikan Keagamaan Islam Anak Binaan Di Lembaga Pemasyarakatan Pakjo Palembang," *Tadrib: Jurnal Pendidikan Agama Islam* 3, no. 1 (2017): 162, doi:10.19109/tadrib.v3i1.1389.

[11] Rohmadi, "Internalisasi Nilai-Nilai Pendidikan Islam Dalam Pelaksanaan Suscatin (Kursus Calon Pengantin) Di Lembaga Kua Kecamatan Tulung Selapan Kabupaten Ogan Komering Ilir" 4, no. 2 (2022): 109–16, doi:10.19109/pairf.v4i2.10230.

However, the problem in our education system is the perception that knowledge is merely a collection of information to be memorized. Learning is often teacher-centered, with lectures being the main method of instruction. The learning process is not supported by various methods or media, which leads to students becoming less interested in learning.[12] A new approach to learning that emphasizes student empowerment—such as through the use of appropriate learning media, learning resources, and methods—can be supported by Vygotsky's constructivist theory. This theory highlights that learning occurs through social and cultural interactions, not merely as an individual process but also through collaboration with others, such as teachers, peers, and community members. Vygotsky introduced the concepts of the Zone of Proximal Development (ZPD) and scaffolding as ways to understand how learning and cognitive development take place through social interaction.[13]

Every teacher needs to thoroughly master the teaching methods they will use so that learning objectives can be achieved. The selection of appropriate methods must take into account the circumstances and situations at hand, as these will affect the level of skill or achievement attained by the students.[14] Therefore, the application of various methods, especially in fiqh (Islamic jurisprudence) subjects, can increase students' interest and enthusiasm for learning. One approach that can be applied is the Whole Group Discussion method, as discussion can serve as a foundation for developing students' critical thinking skills, particularly when dealing with issues related to what they have learned.[15]

Based on the observations conducted by the researcher in August 2022, the data obtained showed that in the teaching and learning process of the fiqh subject, the teacher used teaching methods that tended to be monotonous. As a result, students became lazy and showed low learning interest. Especially for students who had difficulty concentrating, feelings of boredom arose, leading to a decline in their motivation to learn. In this situation, the researcher plans to implement a new teaching method, namely the group discussion method. The Whole Group Discussion method is a type of classroom discussion in which participants sit in a circular formation. In this discussion activity, the teacher acts as a moderator, and the discussion topics are prepared in advance.[16]

The discussion method known as Whole Group Discussion is a way of discussing that involves all members of the class.[17] This method can be prepared by an educator and has proven effective in addressing students' learning interest problems. A teacher's success in teaching can be measured by their students' achievements; therefore, a good teacher is recognized as someone who can inspire their students. The quality of learning can be seen from students' participation during the learning process and the creativity that emerges after they have completed the learning activities.[18]

With the implementation of the group discussion method, it is expected that students' interest in learning will increase, that they will become more motivated, feel more enthusiastic, and be able to concentrate better during the learning process.[19] The researcher hopes that with the introduction of new variations in the learning process, particularly through the group discussion method, students' learning interest can increase significantly and be utilized to its fullest potential. The researcher is confident that the implementation of this method will bring positive changes to students' learning interest.

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[12] R E Slavin, "Cooperative learning in elementary schools," *Education 3-13* 43, no. 1 (2015): 5–14, doi:10.1080/03004279.2015.963370.

[13] Marwia Tamrin Et Al., "Teori Belajar Konstruktivisme Vygotsky Dalam Pembelajaran Matematika," *Suara Intelektual Gaya Matematika*, Vol. 3, (2011), hlm. 41.

[14] B Uno Hamzah dan Mohamad Nurdin, "Belajar dengan Pendekatan PAILKEM: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Efektif, Menarik," (Jakarta: Bumi Aksara, 2014), hlm. 64.

[15] Neny Qurrota A'Yun, "Perencanaan Pembelajaran Tematik Integratif Berbasis Lingkungan Hidup Pada Siswa Sd" 11, no. 01 (2016): 1–23.

[16] Basyaruddin Usman, "Metodologi Pembelajaran Agama Islam" (Jakarta: Ciputat Pers, 2002), hlm. 78.

[17] S Freeman dan others, "Active learning increases student performance in science, engineering, and mathematics," *Proceedings of the National Academy of Sciences* 111, no. 23 (2014): 8410–15, doi:10.1073/pnas.1319030111.

[18] Ridwan Abdullah Sani, *Inovasi Pembelajaran* (Jakarta: Bumi Aksara, 2013), hlm. 5.

[19] D W Johnson, R T Johnson, dan K A Smith, "Cooperative learning: Improving university instruction by basing practice on validated theory," *Journal on Excellence in College Teaching* 25, no. 3&4 (2014): 85–118.

This research is important because students' interest in learning fiqh is still relatively low, thus innovation in teaching methods is needed. The urgency of this study lies in the effort to introduce a more participatory and enjoyable learning method for students. The novelty of this research is the systematic application of the Whole Group Discussion method in the fiqh subject for seventh-grade students, which has previously been rarely used in the context of fiqh learning. Therefore, this research is expected to make a meaningful contribution to the development of more effective Islamic Education (PAI) learning strategies.

METHODS

This study uses a quantitative approach with a one-group pretest-posttest design. This design was chosen to determine the difference in students' learning interest before and after the implementation of the Whole Group Discussion method.[20] The research subjects consisted of 24 seventh-grade students, all of whom were involved as the research sample. The main instrument used was a Likert scale questionnaire with 20 statement items representing various aspects of learning interest. The instrument had undergone a validity test using Pearson correlation and a reliability test using the Cronbach's Alpha coefficient, making it suitable for data collection.

The research stages included administering a pretest to determine the initial condition of students' learning interest, implementing learning using the Whole Group Discussion method as the treatment, and administering a posttest to measure changes after the treatment. The data obtained were analyzed using SPSS version 25 through validity testing, reliability testing, normality testing with the Shapiro-Wilk test, and hypothesis testing using a paired sample t-test to determine the significance of the difference between pretest and posttest scores.[21]

RESULT AND DISCUSSION

A. Research Result

This research is a field study aimed at collecting data through a series of tests. The study was conducted in the seventh grade during the 2023/2024 academic year. All students in class VII A were involved in this research. The data used in this study were obtained from observations of students related to the *thaharah* (purification) material in Fiqh learning. The research schedule is as follows:

Tabel 1.1 Research Activity Schedule

Day/Date	Research Activities
20 May 2024	The researcher contacted the relevant parties to obtain permission for conducting the study at the selected research site.
21 May 2024	To determine students' learning interest before using the Whole Group Discussion method, the researcher administered a test (pre-test) to the students.
28 May 2024	The researcher delivered the lesson material and implemented the Whole Group Discussion learning method as a medium of instruction, then distributed a test (post-test) to measure students' learning interest after the application of the Whole Group Discussion method.

The teaching process was carried out based on the Lesson Plan (RPP) that had been discussed and approved by the Fiqh teacher, covering the topic of *thaharah* (purification). This activity took place on Tuesday, starting from the first to the second period. The session began with greetings, prayer, and attendance checking. After that, the researcher introduced themselves and explained the purpose and objectives of the study to the class. During the first

[20] A A Gokhale, "Collaborative learning enhances critical thinking," *Journal of Technology Education* 7, no. 1 (1995): 22–30, doi:10.21061/jte.v7i1.a.2.

[21] Rosa Susanti, "penerapan pendekatan demonstrasi interaktif untuk meningkatkan pemahaman konsep fisika," 2013, 19–29.

meeting, the researcher distributed a questionnaire containing 20 questions to measure students' learning interest before the implementation of the Whole Group Discussion method.[22]

After completing that stage, the main activity began. The researcher instructed the students to arrange their chairs in a U-shape formation and then delivered the material about the different types of impurities (*najis*). Next, a discussion and presentation session was conducted on the material that had been explained. The researcher then called on students who were ready to present their learning outcomes. Before concluding the lesson, the researcher asked several questions, which were answered by students who were able to respond. The researcher prepared a questionnaire consisting of 20 questions to evaluate students' learning interest after the implementation of the Whole Group Discussion method. After the students completed the post-test, the researcher gave closing remarks, formally ended the learning process, and expressed gratitude to all seventh-grade A students for their cooperation, enthusiasm, and active participation during the research.

In this section, the data collected from the tests will be analyzed. The data relate to the impact of the Whole Group Discussion learning method on students' learning interest in the fiqh subject for seventh-grade students at MTs Negeri 1 Palembang. A total of 20 questions were given to 24 students in class VII A, with answer options of Strongly Agree (SS), Agree (S), Slightly Agree (KS), Disagree (TS), and Strongly Disagree (STS).[23]

Tabel 1.2 Pretest and Posttest Research Score Results

No.	Name	Pretest Score	Posttest Score
1.	Adnan Murtadha	57	78
2.	Al Faris Pratama	56	78
3.	Alya Syifa Salsabila	61	71
4.	Aqillah Khairun Niswah	58	74
5.	Athallah Fadlan	63	69
6.	Aurelia	50	78
7.	Berry Fathiyyah	56	64
8.	Diarra Ayundaru Puri	43	67
9.	Farhan Nafiis R	56	65
10.	Fathiah Putri	56	78
11.	Hisana Dwina Sarita	67	64
12.	M, Keanu AlFarizi	56	52
13.	M. Abid Siraj	57	51
14.	M. Al fatih Adkafa	63	54
15.	M. Fathurrahman	64	65
16.	M. Rafif	52	60
17.	M. Revan Surya	50	78
18.	M. Reza Kurniawan	56	62
19.	Qanitah Noya Puandri	56	51
20.	Rafael Apriansyah	56	78
21.	Raisya Kamila Putri	61	72
22.	Rosik Bintang S.	50	53
23.	Zahir Arifin	56	55
24.	Zahira Silvana	64	57
Jumlah		1.380	1.574
Rata-rata		57,5	65,5

[22] M Prince, "Does active learning work? A review of the research," *Journal of Engineering Education* 93, no. 3 (2004): 223–31, doi:10.1002/j.2168-9830.2004.tb00809.x.

[23] Skor Hasil Penelitian Pretest dan posttest di MTS Negeri 1 Palembang.

From the results of the research conducted, it was found that the Whole Group Discussion learning method had an effect on students' interest in learning Fiqh in the seventh grade. This was clearly seen in the table showing that the students' posttest scores were higher, with an average of 65.5, while the pretest scores showed a lower average of 57.5. Based on these data and explanations, it can be concluded that there was a significant improvement in the learning activities after the implementation of the Whole Group Discussion method.[24]

B. Test Data Analysis

1. Validity Test

On May 8, 2024, the researcher conducted a questionnaire trial involving 24 seventh-grade students at MTs Negeri 1 Palembang to test the validity of the questionnaire, determining whether it was suitable to be used as an instrument for this study. The validity of the questionnaire was assessed by comparing the *r* calculated (r_{hitung}) value with the *r* table (r_{tabel}) value, using the assistance of the SPSS Statistics 25 application to determine whether the validity test results were valid or not. [25] Below are the results of the validity test on students' learning interest at MTs Negeri 1 Palembang:

Tabel 1.3 Validity Test of the Learning Interest Questionnaire

Statement	R_{hitung}	R_{tabel} (Sig.0,05)	Description
P1	0,582	0,374	Valid
P2	0,598	0,374	Valid
P3	0,745	0,374	Valid
P4	0,743	0,374	Valid
P5	0,757	0,374	Valid
P6	0,582	0,374	Valid
P7	0,745	0,374	Valid
P8	0,425	0,374	Valid
P9	0,745	0,374	Valid
P10	0,598	0,374	Valid
P11	0,598	0,374	Valid
P12	0,381	0,374	Valid
P13	0,415	0,374	Valid
P14	0,757	0,374	Valid
P15	0,745	0,374	Valid
P16	0,743	0,374	Valid
P17	0,743	0,374	Valid
P18	0,404	0,374	Valid
P19	0,437	0,374	Valid
P20	0,743	0,374	Valid

Table 4.7 above shows that the *r* table value obtained from the 5% significance level is 0.374. Therefore, the 20 questions related to students' learning interest can be declared valid, as the *r* calculated (r_{hitung}) value is greater than the *r* table (r_{tabel}) value at the 0.05 significance level.

2. Reliability Test

To measure how consistent a study remains even when conducted repeatedly, the researcher carried out a reliability test so that the questionnaire items could be recognized as reliable.[26] In this study, the reliability test was conducted using Cronbach's Alpha with

[24] C M Chen dan C H Wu, "Effects of different video lecture types on sustained attention, emotion, cognitive load, and learning performance," *Computers & Education* 80 (2015): 108–21, doi:10.1016/j.compedu.2014.08.015.

[25] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D* (Bandung: CV alfa beta, 2016). 23.

[26] Aeniyatul, "Bab III metoda penelitian," *Jurnal Akuntansi dan Keuangan* 3 (2019): 1–9.

the assistance of the SPSS Statistics 25 application. The decision-making criteria for the reliability test are as follows: if the Cronbach's Alpha value is greater than 0.60, the questionnaire is considered reliable or consistent. Meanwhile, if the Cronbach's Alpha value is less than 0.60, the questionnaire is deemed unreliable or inconsistent. The results of the reliability test for the questionnaire consisting of 20 questions on learning interest are as follows:

Tabel 1.4 Results of the Reliability Test of the Students' Learning Interest Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,908	20

The Cronbach's Alpha value of the 20 questionnaire items in the table above is 0.908 > 0.60. Therefore, these items indicate a high level of reliability.

3. Descriptive Statistical Analysis

Based on the results of the learning interest questionnaire for seventh-grade students at MTs Negeri 1 Palembang in the posttest and pretest, data on students' learning interest were obtained and presented in the following frequency distribution table:

Tabel 1.5 Descriptive frekuansi *pretest* dan *postest*

Pretest		Posttest	
Rentang skor	frekuensi	Rentang skor	frekuensi
43-46	1	51-55	7
47-50	2	56-60	2
51-54	1	61-65	7
55-58	11	66-70	4
59-62	2	71-75	3
63-66	6	76-80	1
67-70	1		

The information presented in the table above is used as a reference in the descriptive analysis process. The results of this descriptive analysis can be seen in the table below:

Tabel 1.6 Students' Learning Interest Data: Pretest and Posttest

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	24	43	67	57,50	5,332	28,435
Postest	24	51	78	65,58	9,820	96,428
Valid N (listwise)	24					

Based on the information obtained from the descriptive analysis, students' learning interest after the posttest is classified as successful, as there is a difference between the pretest and posttest results, which can be seen in Table 1.7 below:

Tabel 1.7 Score Range and Frequency

Rentang skor		Frekuensi		Description
pretest	posttest	pretest	posttest	
X<50	X<55	4	0	Very Low
50<X≤55	51<X≤58	10	8	Low
55<X≤60	58<X≤66	2	9	Moderate
60<X≤65	66<X≤74	7	5	High
X>=67	X>=74	1	2	Very High

Based on Table 1.7, it can be concluded that after the treatment, students' learning interest scores were grouped according to their frequency distribution. There were 8 students in the low category, 9 students in the moderate category, 5 students in the high category, and 2 students in the very high category.

4. Normality Test

The normality test was conducted to ensure whether the data were normally distributed or not.[27] This test was carried out using the Shapiro-Wilk method with a significance level of 0.05 and the SPSS Statistics 25 application. The following are the results of the normality test for students' learning interest data:

Tabel 1.8 Normality Test of the Students' Learning Interest Questionnaire

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,181	24	,041	,942	24	,180
Postest	,122	24	,200*	,948	24	,245

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The posttest values in the table above show a significance value of 0.245 > 0.05, indicating that the posttest data are normally distributed. Meanwhile, the pretest significance value obtained is 0.180, which is also greater than 0.05 (0.180 > 0.05). Therefore, it can be concluded that students' learning interest in the pretest is also normally distributed.

5. Hypothesis Testing

The data obtained will be evaluated using a t-test for hypothesis testing with the paired sample test method. Since the Paired Sample Test is a parametric statistical method, the sample used in this study must follow a normal distribution.[28] Based on the previous normality test, it can be concluded that the data in this study are normally distributed, allowing the hypothesis test to be conducted. This hypothesis test aims to determine the effect of the Whole Group Discussion method on students' learning interest at MTs Negeri 1 Palembang. The criterion for testing is as follows: if the Sig. (2-tailed) value > 0.05, there is no significant difference in students' learning interest before and after the implementation of the Whole Group Discussion method, and thus Ho is accepted. The hypothesis test calculations using SPSS Statistics 25 are as follows:[29]

[27] Mitha Christina Ginting dan Ivo Maelina Silitonga, "Pengaruh Pendanaan Dari Luar Perusahaan Dan Modal Sendiri Terhadap Tingkat Profitabilitas pada Perusahaan Property And Real Estate Yang Terdaftar di Bursa Efek Indonesia," *Jurnal Manajemen* 5, no. 2 (2019): 195–204.

[28] Sugiyono Hipo, "Ragam Dan Prosedur Tindakan Penelitian," *Ragam Dan Prosedur Tindakan Penelitian*, 2015, 49–56.

[29] *Tabel Uji Hipotesis.*

Tabel 1.9 Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Postest	-8,083	11,076	2,261	-12,761	-3,406	-3,575	23	,002

Based on the SPSS Statistics 25 output analysis, it can be concluded that the Sig. (2-tailed) value is 0.02 < 0.05. Since the Sig. (2-tailed) value is less than 0.05 (0.02 < 0.05), Ha is accepted, indicating that there is a significant difference in students' learning interest before and after the implementation of the Whole Group Discussion method.

C. Discussion

1. Students' Learning Interest Before Using the Whole Group Discussion Learning Method in Fiqh Lessons

To understand the learning interest of seventh-grade students (Class VII A) in Fiqh lessons before the implementation of the Whole Group Discussion learning method, the researcher conducted a pretest with 24 respondents using a questionnaire consisting of 20 questions, each scored from 1 to 5. Based on the study conducted on Class VII A students at MTs Negeri 1 Palembang during the 2023/2024 academic year, the researcher obtained the students' learning interest scores before implementing the Whole Group Discussion method. The results of the initial pretest on students' learning interest before using the Whole Group Discussion learning method are as follows:

Tabel 1.10 Pretest Results of Students' Learning Interest

No	Student Name	Pretest Score
1.	Adnan Murtadha	57
2.	Al Faris Pratama	56
3.	Alya Syifa Salsabila	61
4.	Aqillah Khairun Niswah	58
5.	Athallah Fadlan	63
6.	Aurelia	50
7.	Berry Fathiyyah	56
8.	Diarra Ayundaru Puri	43
9.	Farhan Nafiis R	56
10.	Fathiah Putri	56
11.	Hisana Dwina Sarita	67
12.	M, Keanu AlFarizi	56
13.	M. Abid Siraj	57
14.	M. Al fatih Adkafa	63
15.	M. Fathurrahman	64
16.	M. Rafif	52
17.	M. Revan Surya	50
18.	M. Reza Kurniawan	56
19.	Qanitah Noya Puandri	56
20.	Rafael Apriansyah	56
21.	Raisya Kamila Putri	61

22.	Rosik Bintang S.	50
23.	Zahir Arifin	56
24.	Zahira Silvana	64
	Total	1.380

Based on the observations conducted by the researcher using the questionnaire above, it was revealed that before the implementation of the Whole Group Discussion learning method, the learning interest of Class VII A students in Fiqh lessons was still relatively low. From the data, it can be seen that the highest score obtained was 67, while the lowest score was 43.

From the results of the evaluation of students' learning interest mentioned above, it can be seen that the average learning interest of Class VII A students is as follows:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{1,380}{2,400} \times 100$$

$$= \frac{138,000}{2,400}$$

$$= 57,5\%$$

Therefore, it can be concluded that based on the pretest results, the average students' learning interest is 57.5%, which falls into the low category. This indicates that the majority of students' interest in participating in learning activities is still minimal and requires further improvement.

2. Students' Learning Interest After Using the Whole Group Discussion Learning Method in Fiqh Lessons

Before implementing the Whole Group Discussion learning method, the researcher conducted a posttest with 24 respondents using a questionnaire consisting of 20 questions to determine students' learning interest after using the Whole Group Discussion method. Each question was scored between 1 and 5. Based on the findings obtained from Class VII A students at MTs Negeri 1 Palembang during the 2023/2024 academic year, the researcher obtained the results of students' learning interest scores after the implementation of the Whole Group Discussion learning method.

Tabel 1.11 Posttest Results of Students' Learning Interest

No	**Student Name**	***Pretest Score***
1.	Adnan Murtadha	78
2.	Al Faris Pratama	78
3.	Alya Syifa Salsabila	71
4.	Aqillah Khairun Niswah	74
5.	Athallah Fadlan	69
6.	Aurelia	78
7.	Berry Fathiyyah	64
8.	Diarra Ayundaru Puri	67
9.	Farhan Nafiis R	65
10.	Fathiah Putri	78
11.	Hisana Dwina Sarita	64
12.	M, Keanu AlFarizi	52
13.	M. Abid Siraj	51
14.	M. Al fatih Adkafa	54
15.	M. Fathurrahman	65

16.	M. Rafif	60
17.	M. Revan Surya	78
18.	M. Reza Kurniawan	62
19.	Qanitah Noya Puandri	51
20.	Rafael Apriansyah	78
21.	Raisya Kamila Putri	72
22.	Rosik Bintang S.	53
23.	Zahir Arifin	55
24.	Zahira Silvana	57
	Total	1.574

Based on the data presented, after the implementation of the Whole Group Discussion learning method, the highest score obtained was 78, while the lowest score was 51. From the evaluation of students' learning interest mentioned above, the average learning interest of students in Class VII A is as follows:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{1,574}{2,700} \times 100$$

$$= \frac{157,400}{2,400}$$

$$= 65,5\%$$

The posttest results reveal that the average students' learning interest reached 65.5%, which falls into the active category. This indicates a significant increase in students' learning interest during the learning process.

3. The Effect of the Whole Group Discussion Learning Method on Students' Learning Interest in Fiqh Lessons

Based on the descriptive analysis, the posttest results showed a highest score of 78 and a lowest score of 51, with an average of 65.58. The standard deviation was 9.820, and the variance reached 96.428. In terms of learning interest categories, 9 students fell into the moderate category, 5 students into the high category, and 2 students into the very high category.[30]

For the pretest, the highest learning interest score was 67, while the lowest was 43, with an average of 57.5. The standard deviation was 5.332, and the variance was 28.435. Based on learning interest categories, 4 students were in the very low category, 10 in the low category, and 2 in the moderate category. Meanwhile, 7 students were in the high category, and 1 student was in the very high category.

From this descriptive analysis, it can be concluded that there is a significant difference in students' learning interest between the pretest and posttest after applying the Whole Group Discussion learning method. This finding is further supported by the paired sample t-test, which showed a significance value of 0.02, indicating a meaningful improvement in students' learning interest.

CONCLUSION

Based on the results of the study, the implementation of the Whole Group Discussion method has been proven to increase students' learning interest in Fiqh lessons. Before the treatment, the average students' learning interest score was only 57.5%, which falls into the low category. After the implementation of this method, the average score increased to 65.5%, which falls into the active

[30] Lukas Mundelsee dan Susanne Jurkowski, "Think and pair before share: Effects of collaboration on students' in-class participation," *Differences, Learning and Individual* Vol 88 (2021): 7--9.

category.[31] Thus, the findings of this study indicate an 8% increase in learning interest after the Whole Group Discussion method was applied.

The statistical test using the paired sample t-test reinforces these findings, with a significance value of 0.02 < 0.05, indicating a significant difference between the pretest and posttest scores. This confirms that the increase in learning interest did not occur by chance but is a direct effect of implementing the Whole Group Discussion method. These findings demonstrate that the Whole Group Discussion method can be used as an alternative strategy to enhance students' learning interest in Fiqh lessons.

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