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Enhancing Interpersonal Intelligence through the Implementation of a Discussion-Based Learning Model in the Aqidah Akhlak for Grade IX Students at Madrasah Tsanawiyah Negeri 2 Jambi

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Abstract
This study investigates the implementation of the Discussion-Based Learning (DBL) model to enhance students' interpersonal intelligence in the Aqidah Akhlak subject at Madrasah Tsanawiyah Negeri 2 Jambi City. The research was motivated by the low level of engagement and cooperation among Grade IX E students, which highlighted the need for a learning strategy that could optimize social interaction in the classroom. Employing Classroom Action Research (CAR) with the Kemmis and McTaggart model, the study involved three cycles, each consisting of two meetings. Data were collected through observation, interviews, tests, and documentation, and analyzed using both qualitative and quantitative approaches. The results revealed a steady improvement across the three cycles. Teacher activities increased from 73.43% in Cycle I to 87.5% in Cycle II, and 92.96% in Cycle III, while student activities rose from 72.65% to 85.15% and 92.18% respectively. Student test scores also improved, with averages of 73% in Cycle I, 77% in Cycle II, and 86% in Cycle III, meeting the expected success indicators. These findings suggest that the DBL model effectively enhances interpersonal intelligence, with students achieving a "good" category of 86%. In conclusion, the DBL model offers a practical and effective learning strategy to foster interpersonal intelligence, character development, and social skills among Madrasah Tsanawiyah students.

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1. INTRODUCTION

Islamic education at the madrasah level aims not only to enhance students' cognitive aspects but also to shape their character, attitudes, and social skills based on the teachings of Aqidah and Akhlak's. However, in practice, Aqidah Akhlak's learning in madrasahs often remains teacher-centered, relying heavily on lecture methods. As a result, students tend to be passive, less interactive, and have not yet fully developed their interpersonal intelligence. In fact, interpersonal intelligence is a crucial ability that includes skills in communication, collaboration, empathy, and effective conflict resolution. Gardner (1983), in his Multiple Intelligences theory, emphasizes that interpersonal intelligence plays a significant role in an individual's social and academic success. It refers to the ability to understand, communicate, and collaborate effectively with others. [1]. According to Gardner (2011), this intelligence includes the ability to recognize the emotions, intentions, and motivations of others, as well as to adjust one's behavior in order to build harmonious relationships [2]. In the context of education, developing interpersonal intelligence is highly

important, especially in the learning of Aqidah Akhlak, where students are not only expected to master the material but also to cultivate empathy, ethics, and social interaction.

At the madrasah adolescent level, the development of interpersonal intelligence greatly determines students' success in interacting with both peers and teachers. Students with a high level of interpersonal intelligence tend to be more active in discussions, able to respect differences of opinion, and skilled at resolving conflicts constructively [3]. Conversely, a low level of this ability often leads to passive attitudes, reluctance to participate, or even conflicts that may harm the learning climate. In Islamic education learning, it is explained that collaborative learning in the Aqidah Akhlak subject is effective in strengthening students' social skills, including communication, cooperation, and empathy. [4]. Another evaluation of the discussion method in Aqidah Akhlak learning found that a combination of lecture and discussion can lead to more effective learning, while also enhancing students' active participation and critical thinking [5]. Aqidah Akhlak's learning that is integrated with character development—particularly moral and spiritual—has shown positive effects on students' social interactions, providing a strong foundation for the development of interpersonal intelligence [6].

A review of the literature indicates that religious extracurricular activities in Islamic schools are effective in fostering students' interpersonal intelligence, such as empathy and social cooperation. [7]. A study by Nur'aini & Hamzah (2023) emphasized that well-managed Aqidah Akhlak learning, with a structured process consisting of introduction, competency development, and closing, plays an important role in shaping students' interpersonal intelligence, although it remains limited by facilities, infrastructure, and the overall learning climate [8].

Research conducted by Lailatul Hamidah Al-Maqi [9] explained that contextual learning improves understanding, participation, and the connection of Aqidah Akhlak material to students' real-life contexts. However, challenges still arise in ensuring equal involvement. Ginting et al. (2022) developed Transdisciplinary-Based Learning (TDBL) materials for Aqidah Akhlak that were proven feasible, practical, and effective in improving learning outcomes. Nevertheless, this study focused on material design rather than students' interpersonal intelligence [10].

Despite these contributions, most studies have emphasized academic outcomes or general aspects of collaboration, without specifically linking the Discussion-Based Learning (DBL) model to the improvement of interpersonal intelligence in the context of Aqidah Akhlak learning in state madrasahs. Therefore, this study focuses on the application of the DBL model. Discussion-Based Learning is an instructional model that encourages active participation, critical thinking, and communication skills. Research shows that teacher training in managing discussions enhances classroom interaction, learning outcomes, as well as social and collaborative skills, reinforcing the effectiveness of DBL in developing interpersonal engagement in face-to-face classrooms.

Research on discussion-based learning (including its relevance, since some DBL practices have been adapted into blended or online formats) has found that task structuring, rubric design, and targeted feedback improve the quality of student contributions and mutual respect, particularly in enhancing interpersonal intelligence. Proceedings and open-access studies demonstrate that online discussions designed with collaboration-oriented tasks can strengthen communication, cognitive empathy, and the ability to respond to others' perspectives [11].

The novelty of this research lies in the application of Discussion-Based Learning (DBL) in Aqidah Akhlak instruction, specifically aimed at improving the interpersonal intelligence of Madrasah Tsanawiyah students. To date, DBL has been predominantly applied in general subjects with a focus on cognitive learning outcomes, whereas this study

adapts it to build social-emotional skills such as communication, empathy, and cooperation. Furthermore, this study highlights the distinctive context of madrasahs, which are deeply rooted in religious values, thus producing a learning model that integrates content mastery with character formation—an area that has rarely been explored in previous studies.

This research offers a new contribution by integrating Discussion-Based Learning (DBL) into Aqidah Akhlak instruction, a subject that is rich in moral values within the madrasah environment. A systematic and structured approach to discussing religious values, combined with the explicit measurement of interpersonal intelligence (communication, empathy, cooperation, and participation), represents an innovation that has not been widely implemented. These findings may serve as a reference for the development of learning models in the context of religious education.

2. RESEARCH METHOD

The research method employed in this study is Classroom Action Research (CAR), using the Kemmis and McTaggart model. This model was chosen because it is suitable for improving classroom learning practices through reflective and continuous actions [12]. The study was conducted in three cycles (Cycle I, Cycle II, and Cycle III). Each cycle consisted of planning, implementation, observation, and reflection. The reflection at the end of each cycle was used to revise the plan for the subsequent cycle. This model is an extension of Kurt Lewin's framework and is commonly applied in classroom action research at schools and madrasahs [13]. The findings of the study focus on students' ability to answer assessment questions, thereby achieving academic success and completing their learning process. The research also applied a collaborative approach, in which teachers, peers, and students collectively expressed their concern for improving the learning situation based on more comprehensive information.

This study was conducted at Madrasah Tsanawiyah Negeri 2 Kota Jambi during the 2024/2025 academic year. The research subjects were 32 students of class IX E, consisting of 16 male and 16 female students. Data collection methods included observation, interviews, tests, and documentation. The data analysis methods used were both qualitative and quantitative [14]. Qualitative data analysis was carried out through data reduction, data presentation, and conclusion drawing [15], while simple quantitative analysis was conducted using percentages to measure the increase in achievement indicators. The success of the research was determined by the improvement of students' interpersonal intelligence, which was demonstrated through communication skills, cooperation, and empathy during discussions. The success criteria indicators were achieved when the results showed scores between 85%–100% according to the Learning Achievement Criteria across all students. If more than 85% was achieved, the action was considered successful

3. RESEARCH FINDINGS AND DISCUSSION

3.1. Research Findings

The pre-cycle implementation was carried out on January 7, 2025, in class IX E of MTs Negeri 2 Kota Jambi. The researcher, together with the Aqidah Akhlak teacher, conducted observations aimed at understanding the situation and conditions during the teaching and learning process at the madrasah before the implementation of the Classroom Action Research. Several interview questions were also posed to the teacher, including inquiries about students' character in the classroom, ways to identify students' level of understanding, and the quality of their relationships with the school environment, followed by a review of the students' learning outcomes in the class.

Based on the initial observations and interviews, it was found that during the learning process the teacher still relied on lecture methods. Some students were chatting

and playing in class, many appeared sleepy during lessons, and some tended to be self-centered and left their peers unattended. Consequently, the learning process was not conducive, became monotonous, and students' motivation and curiosity toward their environment were low. Furthermore, students' learning outcomes were still below the Minimum Mastery Criterion (Kriteria Ketuntasan Minimal / KKM). The KKM set by MTs Negeri 2 Kota Jambi for Aqidah Akhlak is 75.

During the pre-cycle stage, data collection was conducted by reviewing the odd semester examination scores in order to identify students' learning achievements. The following table presents the Aqidah Akhlak learning outcomes of students in the odd semester:

No	Nama	L/P	KKM	Nilai	Ket	
					T	TT
1	Alfi Tsaqib Albustomi	L	75	75	√	
2	Alya Putri Rahmadani	P	75	85	√	
3	Amelia Arsyifa	L	75	55		√
4	Amira Aprilia Hargie	L	75	85	√	
5	Atifah Maliihah Irawan	L	75	55		√
6	Ayumi Suci Rahmadani	L	75	80	√	
7	Dera Ghassany Fhaakirah	L	75	80	√	
8	Dino Novriansyah	P	75	60		√
9	Farras Nafis Anugrah W.	P	75	60		√
10	Hafid Rafi Rabbani	L	75	75	√	
11	Keisha Zara Alisha Hadi	P	75	80	√	
12	Keysha Maharani	P	75	80	√	
13	Livia Juni Azzahra	P	75	75	√	
14	Lutfia Zahra Talita	P	75	80	√	
15	M Rezky Adhitya A.F	L	75	65		√
16	M. Abyan Mubarak	L	75	80	√	
17	M. Evan Is'ad	L	75	80	√	
18	Muhammad Afif Hasyim	L	75	70		√
19	Muhammad Ikram	L	75	60		√
20	Muhammad Nasir A.H	L	75	75	√	
21	Muhammad Ovhilliano A.	L	75	75	√	
22	Nada Afifah Humairah	P	75	65		√
23	Nadya Anastasya Septiya	P	75	65		√
24	Naufal Zamri	P	75	65		√
25	Nesya Khairunnisa	P	75	65		√
26	Qalbiy Munira	P	75	75	√	
27	Rasya Tudha Lesmana	L	75	75	√	
28	Sadira Dea Rahmawati	P	75	80	√	
29	Sallly Widrisky Ananda	L	75	65		√
30	Shafirah Putri Ishwara	P	75	75	√	
31	Syifa Nur Fitriani	P	75	75	√	
32	Verliansyah Fahrel	L	75	70		√
Jumlah Nilai			2230			
Nilai Rata-Rata			69,68			
Jumlah Nilai Tuntas			20	62,5%		

Based on the pre-cycle observation data in the table above, it was found that 20 students achieved mastery learning, while 12 students did not. The percentage of students in class IX E who achieved mastery in Aqidah Akhlak's was only 62.5%, while 37.5% did not meet the standard. Therefore, the researcher conducted Classroom Action Research in order to stimulate students' individual intelligence and to prevent conflicts arising from the fact that some students had not yet achieved mastery learning. Consequently, the researcher proceeded to Cycle I by applying the Discussion-Based Learning (DBL) model with the learning material on Usman Ibn Affan and Ali Ibn Abi Talib in the Aqidah Akhlak's subject.

3.1.1 Cycle 1

a. Planning

In the planning stage, the researcher designed problem-solving steps to identify the level of interpersonal intelligence of each student by applying the Discussion-Based Learning (DBL) model. Several preparations were made, including:

1) Determining the lesson material "Usman ibn Affan and Ali ibn Abi Talib" in accordance with the lesson plan (Rencana Pelaksanaan Pembelajaran/RPP)
2) Preparing data collection instruments such as teacher and student observation sheets, as well as multiple-choice test sheets

3) Preparing learning tools, including student worksheets, a smart TV, mobile phones, pens, and markers.

The planning actions were carried out collaboratively by the teacher and the researcher, which included two discussion sessions on the material, each allocated for 2 × 45 minutes.

b. Implementation
   1) Problem Orientation
      The teacher presented real-life problems to the groups and guided collective discussions to capture students' attention in problem-solving.
   2) Collaborative Learning
      The teacher facilitated active interaction among students, requiring cooperation and teamwork within their groups.
   3) Independent Study
      The teacher motivated students to take initiative and become actively engaged in their own learning process.
   4) Knowledge Sharing
      The teacher trained students, both individually and in groups, to clearly share information through presentations and discussions.
   5) Solution Development and Presentation
      The teacher assisted students in finding solutions to problems, designing action plans, and delivering their solutions effectively to the audience in an engaging and easily understandable manner.

c. Observation
   1) Teacher Observation

      Based on the observation results of teacher activities during the learning process, it was found that in Cycle I the score reached 73.43%, which falls into the fair category. The teacher's performance was fairly good, but several shortcomings still need improvement. For example, in the Problem-Based Learning variable, under the indicator of collaborative learning, the teacher had not yet been able to guide students to think critically in solving problems and expressing opinions. In the knowledge sharing indicator, students were not sufficiently encouraged to engage in feedback activities. Likewise, in the interpersonal intelligence variable, indicators of social sensitivity and social intuition showed that students still lacked self-confidence and respect for differing opinions.
   2) Student Observation

      Based on the observation results of student activities during the learning process, it was found that in Cycle I the score reached 72.65%, which also falls into the fair category. Student performance was fairly good, yet several shortcomings during the learning process still need to be addressed. For instance, in the Discussion-Based Learning variable, the problem indicator as a focus of learning showed that students were less motivated to participate actively. In the interpersonal intelligence variable, indicators of social sensitivity and social intuition reflected that students lacked self-confidence in responding, were less active in learning, and under the health indicator, students did not yet understand the importance of maintaining good physical and mental conditions.

3) Test Results

Based on the test results, it was shown that in Cycle I the students' average score was 73%, which still did not meet the Minimum Mastery Criterion (KKM). A total of 21 students achieved mastery (72%), while the results of Meeting 1 and Meeting 2 recorded only 65.62%. There were 11 students who did not achieve mastery, with percentages ranging between 25%–34%. Therefore, the researcher decided to proceed to Cycle II to observe improvements in students' learning outcomes.

d. Reflection

At the reflection stage of Cycle I, based on teacher and student observation results using the Discussion-Based Learning model with the material Usman and Ali, the outcomes showed significant improvement compared to the pre-cycle stage. The following points summarize the researcher's reflections for improving learning in Cycle II:

1) Students were fairly motivated to learn, with an average score of 75%, compared to the pre-cycle average of 63%. In the next cycle, students need to be reminded to continuously motivate one another and to remain more focused on the core learning problems
2) Students' activities, particularly in the interpersonal intelligence variable, remained low. They had not yet been able to respect differences of opinion, develop self-confidence, or become aware of their own physical and mental conditions. Teachers need to apply better strategies to understand and develop each student's interpersonal intelligence in the following cycle.

3.1.2 Cycle II

a. Planning

In this planning stage, the researcher designed problem-solving steps to identify students' interpersonal intelligence using the Discussion-Based Learning (DBL) model. Several preparations were made, including:

1) Determining the lesson material *"Usman ibn Affan and Ali ibn Abi Talib"* in accordance with the Lesson Plan (*RPP*)
2) Preparing data collection instruments such as teacher and student observation sheets, and multiple-choice test sheets
3) Preparing learning tools including student worksheets, smart TV, mobile phones, pens, and markers.

b. Implementation

1) Problem Orientation

The teacher presented real-life problems to groups and facilitated collective discussions to engage students in problem solving

2) Collaborative Learning

The teacher encouraged active interaction among students, requiring cooperation and teamwork in groups.

3) Independent Study

The teacher motivated students to actively take initiative in the learning process.

4) Knowledge Sharing

The teacher trained students, both individually and in groups, to share information clearly through presentations or discussions.

5) Solution Development and Presentation

The teacher guided students in finding solutions to problems, designing plans, and presenting their solutions effectively in an engaging and comprehensible manner.

c. Observation

1) Teacher Observation

The observation of teacher activities showed that in Cycle II the score reached 87.5%, categorized as *very good*. This was an increase of 12% compared to Cycle I. The teacher's performance was already good but still had some shortcomings. For example, in the *Discussion-Based Learning* variable, under the small-group learning indicator, the teacher found it difficult to coordinate students' collaboration. In the *knowledge sharing* indicator, students were still reluctant to provide feedback. In the *interpersonal intelligence* variable, indicators of social sensitivity also showed difficulties in encouraging students to respect differences of opinion, and the teacher had not yet provided sufficient social-emotional support in managing emotions. More advanced teaching skills are needed to further improve the learning process.

2) Student Observation

The observation of student activities showed that in Cycle II the score reached 85.15%, categorized as *good*. This represented a 13% increase from Cycle I. Students performed better, but several shortcomings remained to be addressed. For example, in the *Discussion-Based Learning* variable, the focus on student-centered learning had not fully supported the development of critical thinking skills. Similarly, the self-training indicator revealed that students still struggled with time management when engaging with new material. In the collaborative learning indicator, students had difficulty expressing their opinions in problem-solving. In the independent study indicator, students still required teacher guidance in problem analysis and providing feedback. For future lessons, students are expected to practice more independently without full teacher guidance in order to achieve success.

3) Test Results

The test results indicated that in Cycle II the students' average score increased from 73% to 77% across the two meetings. A total of 23 students achieved mastery in Meeting 1 (71.87%), and 24 students achieved mastery in Meeting 2 (75%). However, approximately 8–9 students still did not achieve mastery. Therefore, the researcher decided to proceed to Cycle III in order to further improve students' knowledge in accordance with the success criteria.

d. Reflection

The reflection on Cycle II, based on teacher and student observations using the Discussion-Based Learning model with the material Usman and Ali, showed improvements compared to Cycle I. However, several shortcomings were noted, including:

1) Students were not yet accustomed to this model, as they were already comfortable with the teacher's previous lecture-based methods. As a result, the teacher needs to enhance teaching skills to make lessons more dynamic and less monotonous

2) In assigning group roles, only some groups were able to actively participate, while others felt afraid of making mistakes during presentations. Greater cooperation within groups or peer support is needed to encourage fuller participation
3) When conflicts arose due to differences of opinion, many students tended to respond emotionally rather than discussing with the teacher how to resolve the issues. Students require stronger guidance in empathy and clear communication from the teacher for future meetings.

3.1.3 Cycle III

In this planning stage, the researcher designed problem-solving steps to identify students' interpersonal intelligence using the Discussion-Based Learning (DBL) model with several preparations, including:

1) Determining the lesson material "Usman ibn Affan and Ali ibn Abi Talib" in accordance with the Lesson Plan (RPP).
2) Preparing data collection instruments such as teacher and student observation sheets, and multiple-choice test sheets
3) Preparing learning devices including student worksheets, smart TV, mobile phones, pens, and markers.

a. Implementation

The implementation of this cycle included the following: 1) The teacher presented real-life problems to groups and facilitated collective discussions to engage students in problem-solving. 2) The teacher encouraged active interaction among students, requiring cooperation and teamwork within groups. 3) The teacher motivated students to actively take initiative in the learning process. 4) The teacher trained students, both individually and in groups, to share information clearly through presentations and discussions. 5) The teacher guided students in developing solutions, creating plans, and presenting their solutions effectively in an engaging and comprehensible manner.

b. Observation

1) Teacher Observation

Based on the observation of teacher activities during the learning process, it was found that the implementation was in accordance with the expected Lesson Plan. However, some adjustments were still necessary. The observation sheet indicated that in Cycle III, the application of the Discussion Based Learning model in Class IX E showed significant improvement with a score of 92.96%.

2) Student Observation

The observation of student activities in Cycle III showed that the percentage of student mastery reached 92.18%, categorized as very good. Nevertheless, there were still a few students who did not achieve mastery due to health issues and personal life circumstances.

3) Test Results

Based on the average test results in Cycle III, 26 students in Meeting 1 achieved mastery with a percentage of 85.93%. In Meeting 2, the number increased to 27 students, with a percentage of 86.25%. However, 5–6 students did not achieve mastery, scoring around 70, which was attributed to health conditions and personal circumstances affecting their learning progress. Overall, the results of Cycle III showed

the highest achievement with 86.25%, in line with the researcher's expectations.

d. Reflection

The reflection of Cycle III, based on teacher and student observations using the Discussion-Based Learning model on the material of Usman and Ali, revealed more satisfactory outcomes compared to previous cycles. The findings are summarized as follows 1) Students were able to carry out the learning process through active group discussions. Overall, the achievement in Cycle II was 75%, which increased to 100% in Cycle III, categorized as very good. 2) Student activities reached a percentage of 92.18%, indicating strong collaboration and high motivation in sharing knowledge, categorized as good. 3)Teacher performance was more effective and aligned with the learning steps, thereby enhancing students' interpersonal intelligence, which reached an average of 100%, compared to only 70–85% in Cycle I and II. Based on these indicators, the action hypothesis proposed in this study The Implementation of the Discussion-Based Learning Model to Improve Students' Interpersonal Intelligence in Aqidah Akhlak Subject at Class IX E MTs Negeri 2 Kota Jambi is accepted.

3.2. Discussion

This study was systematically designed and implemented through Classroom Action Research (CAR) using several stages within the Discussion-Based Learning (DBL) model. The primary objective was to examine the improvement of students' interpersonal intelligence in Class IX E MTs Negeri 2 Kota Jambi through a series of processes: planning, implementation, observation, and reflection. The application of the Discussion-Based Learning model in Aqidah Akhlak learning activities demonstrated more optimal results compared to the initial condition before the intervention, in which the learning process relied heavily on the lecture method. As highlighted in the background of the problem, students were previously passive, focused only on their individual achievements, and reluctant to assist peers who experienced difficulties. Through the DBL model, students' critical thinking and collaborative abilities showed significant improvement, thus directing their interpersonal intelligence in a more positive and structured manner.

Based on the findings obtained from MTs Negeri 2 Kota Jambi, it can be concluded that the implementation of the Discussion-Based Learning model was able to enhance students' interpersonal intelligence in accordance with the criteria of learning success. The average percentage of students' achievement ranged from 85% to 90%, categorized as very good. This conclusion was supported by data collected from teacher activity observation sheets, student activity documents, and students' test results. A clearer description of these improvements will be presented in the following section.

3.2.1 Teacher's Activity Analysis

Based on the observations conducted on the teacher's activities during the learning process using the Discussion-Based Learning (DBL) model, there was a significant improvement from cycle to cycle:

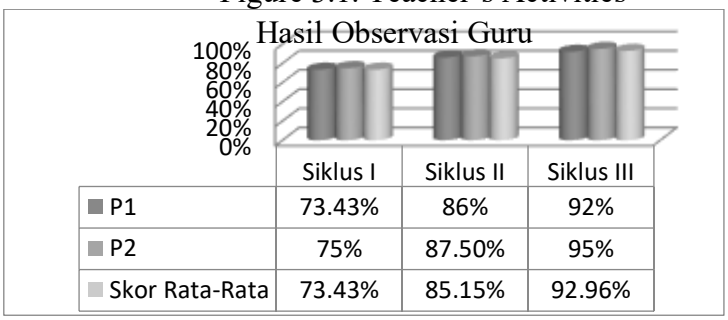
Table 3.1.

Data Analysis of Teacher's Activities

Kegiatan	P1	P2	Skor Rata-Rata
Siklus I	73,4%	75%	73,43
Siklus II	86%	88%	85,15
Siklus III	92%	95%	92,96

The comparison of the teacher's activities in Cycle I, Cycle II, and Cycle III is presented in the following diagram:

Figure 3.1. Teacher's Activities



The diagram shows that in Cycle I, the teacher's average score was 73.43%, categorized as fair. In Cycle II, there was an improvement to 85.15%, categorized as good. Finally, in Cycle III, the teacher's activity increased to 92.96%, which falls into the very good category. This indicates that the teacher's performance in implementing the DBL model became increasingly effective and aligned with the planned instructional steps.

3.2.2 Students' Activity Analysis

The results of student activity observation also indicate an improvement across all cycles.

Table 3.2
Data Analysis of Students' Activities

Kegiatan	P1	P2	Skor Rata-Rata
Siklus I	73,43%	75%	73,43%
Siklus II	85,9%	86%	85,15%
Siklus III	90,6%	94%	92,19%

The comparison of students' activities in Cycle I, Cycle II, and Cycle III is illustrated in the following diagram:

Figure 3.2. Students' Activities

Based on the diagram, the average student activity in Cycle I was 73%, categorized as fair. In Cycle II, it increased to 85.15%, categorized as good. In Cycle III, student activity reached 92.19%, categorized as very good. This finding demonstrates that the implementation of the DBL model successfully enhanced students' activeness, cooperation, and interpersonal skills in a significant manner.

3.2.3 Students' Test Result Analysis

Apart from teacher and student activities, students' learning outcomes also showed improvement through the tests administered in each cycle.

Table 3.3
Comparative Analysis of Students' Test Results

Komponen Analisis	Pra Siklus	Siklus I		Siklus II		Siklus III	
		P1	P2	P1	P2	P1	P2
Ketuntasan	62,5%	65,62 %	65,62 %	71,8 7%	75%	81,2 5%	84,37 %
Ketidak Tuntasan	37,5%	34,37 %	34,37 %	28,1 2%	25%	18,7 %	15,62 %
Rata-Rata Nilai Keseluruhan	69,68 %	70.46 %	73,28 %	73,9 0%	77,34 %	86%	86,25 %

The comparison of students' test results across the three cycles is presented in the following diagram:

Figure 3.3. Students' Test Results

Based on the list of figures and tables of students' test results, it can be seen that there was a significant improvement in students' interpersonal intelligence through the use of the Discussion-Based Learning (DBL) model in class IX E of MTs Negeri 2 Kota Jambi in each cycle. This was evidenced by the increase from the pre-cycle to Cycle I, with a difference of 3%, where the number of students achieving mastery rose to 21 students, compared to only 20 students previously. In Cycle II, further improvement was observed, categorized as *good*, with an average overall score of 77%. The percentage of students achieving mastery reached 71.87% in Meeting 1 (23 students), and 75% in Meeting 2 (24 students).

In Cycle III, a higher percentage of improvement was achieved, averaging 86% across both meetings. In Meeting 1, mastery learning reached 81.25% with 26 students passing and 6 students not passing. Meanwhile, in Meeting 2, the percentage increased to 84.37%, with 27 students passing and 5 students not passing, or about 15.62%. Thus, based on the findings described above, it can be concluded that the implementation of the Discussion-Based Learning (DBL) model was proven to enhance the interpersonal intelligence of students in class IX E at MTs Negeri 2 Kota Jambi, reaching the category of *very good*.

4. CONCLUSION

Based on the results of this classroom action research, it can be concluded that the implementation of the Discussion-Based Learning (DBL) model in Aqidah Akhlak learning for class IX E at MTsN 2 Kota Jambi has been proven to enhance students' interpersonal intelligence. Indicators such as the ability to collaborate, communicate, show empathy, and resolve conflicts experienced a significant improvement from Cycle I to Cycle III. The results of the Classroom Action Research (CAR) from Cycle I to Cycle III show a consistent increase. In Cycle I, teacher activity reached 73.43%, while student activity was 72.65%. In Cycle II, teacher activity improved to 87.5%, and student activity to 85.15%. In Cycle III, the results were much better, with 92.96% for teacher activity and 92.18% for

student activity. Students' test results also demonstrated progress, with an average of 73% in Cycle I, 77% in Cycle II, and reaching the expected success indicator of 86% in Cycle III. Therefore, it can be summarized that the Discussion-Based Learning (DBL) model effectively improves the interpersonal intelligence of students in class IX E of MTsN 2 Kota Jambi, categorized as very good with a score of 86%.

In addition, this study has potential for further development in terms of instructional design, for example, by integrating Discussion-Based Learning with role-playing or project-based learning to broaden students' social interaction opportunities. The future application of this model can also be directed toward other classes, different subjects, or higher levels of education, so that this model not only contributes to the enhancement of interpersonal intelligence but also helps to build a collaborative and participatory learning culture in schools and madrasahs.

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