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Implementation of Discovery Learning to Improve Student Learning Outcomes in Islamic Education Learning at SDN 102127 Gunung Para

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Abstract: This study aims to Improve Student Learning Outcomes in Islamic Education Using the Application of Discovery Learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to improve student learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that learning using Discovery Learning can improve student learning outcomes. This can be seen from the increase in the percentage of completion of the Improvement of Student Learning Outcomes in each cycle with details of the pre-cycle 45.64%, the first cycle 76.57% and in the second cycle increased to 88.57%. Thus, learning using the Application of Discovery Learning can be used as an alternative to improve student learning outcomes.

Keywords: Discovery learning model, learning outcomes, islamic education.

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INTRODUCTION

Education is one of the important factors and has a great contribution to the progress of the nation. This is in accordance with Law No. 20 of 2003 article 1 concerning the national education system, namely education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Anonymous, 2014 : 3). In the process of implementing education in schools, teachers play an important role in determining the development of children's potential, so in the end it depends on teachers in utilizing their existing abilities.

In this case, teachers have a role as facilitators, motivators, drivers and inspirations for students to achieve the expected goals (Mulyasa, 2007: 53). Teachers are the only learning resource for students, therefore many other learning resources are not used optimally. So that students are less actively involved in the learning process. As a result, the level of students' understanding of the subject matter is low. In addition, media and variations of learning methods are rarely used by teachers so that the lessons become dry and meaningless. Based on observations at SDN 102127 GUNUNG PARA in the PAI learning process about Asmaul Husna material, information was obtained that the level of material mastery of grade 4 phase B students is still low.

The cause of the low learning outcomes is due to the lack of attention of students to learning, the low level of mastery of students over the concepts of the learning materials presented, the lack of motivation for students to learn, and the lack of variety of learning methods and techniques that make students feel bored. There are often problems with students, when in the learning process students who are passive just swallow the things conveyed by the teacher.

The activity of the pouring system can cause dwarfing of the child's potential, even though every child is born with extraordinary potential (Widowati, 2012:9) There are problems that arise in the process of indoctrination classroom learning, namely the lack of attention of religious teachers to the variety of use of learning methods in an effort to improve the quality and good learning outcomes. Likewise, the problems that occur at SDN 102127 GUNUNG PARA, namely low learning outcomes and lack of motivation for students to learn in Islamic Religious Education and Ethics subjects, this happens one of them because teachers still use classical learning models, such as lectures, teachers take notes on the blackboard and students copy what is written or read by the teacher. The use of inappropriate methods will make students reluctant to learn because they do not know the usefulness of the subject, and students feel bored which ultimately results in a decrease in student achievement and learning outcomes.

The low learning outcomes achieved by students are not solely caused by the ability of students, but can also be caused by the lack of success of teachers in teaching. Because one of the duties of teachers is "as a teacher who emphasizes more on the task of planning and implementing teaching. In this case, teachers are required to have a set of knowledge based on the experience that researchers have done at SDN 102127 GUNUNG PARA, researchers still use a lot of lecture methods from the beginning to the end of learning, so that it has implications for the teacher-centered learning process. The right learning method can affect student learning outcomes. The low scores obtained by students are due to the use of inappropriate and monotonous learning methods. The classical method used so far has led to the lack of achievement of the standard of scores obtained by students, namely the score range between 45 and 70 while the Learning Completeness Criteria (KKB) set at 65.

For this reason, as a teacher, in addition to mastering the material, it is also expected to be able to determine and carry out the presentation of material according to the child's ability and readiness, so as to produce optimal mastery of the material for students. Based on the description above, the author tries to apply one of the learning methods, namely the discovery learning method to reveal whether the discovery model can increase learning motivation and learning outcomes of the PAI maple. The author chose this learning method to condition students to get used to finding, searching, and learning something related to teaching. (Siadari, 2001: 4). In the discovery learning method, students are more active in solving to find while the teacher acts as a guide or provides instructions on how to solve the problem.

METHODS

Choosing an approach in research activities will have its own consequences as a process that must be followed consistently from beginning to end in order to obtain maximum

results and scientific value in accordance with the capacity, reach and intention of the approach. Research is actually an effort to get the truth from an event or event, certain circumstances and situations that are of concern and deserve to be known. In theory, the methods developed in the research must still refer to the standard research rules and procedures.

In this class action research, the researcher uses a qualitative approach that takes place in a natural setting with the intention of interpreting the phenomena that occur and are carried out by involving various existing methods (Moleong, 2011: 5). In this sense, the writers still question the natural setting with the intention that the results can be used to interpret phenomena. The reason why the researcher uses the qualitative method is because: first, this study tries to present directly the essence of the relationship between the researcher and the respondent with the aim of being more sensitive in adjusting to the value patterns faced when in the field.

Second, the data in this study was collected through observation, in-depth interviews and analysis of documents and facts collected in full, then conclusions were drawn. This study will employ a quasi-experimental design with a pre-test and post-test approach to evaluate the effectiveness of the Discovery Learning model in improving students' learning outcomes in Islamic Education (PAI) on the topic of Asmaul Husna. The study will be conducted in the 4th-grade class at SDN 102127 Gunung Para, Kecamatan Dolok Merawan, Kabupaten Serdang Bedagai.

The participants will be divided into two groups: the experimental group, which will receive instruction using the Discovery Learning model, and the control group, which will follow the traditional lecture-based approach. The research will involve administering a pre-test before the intervention to measure students' initial understanding of the Asmaul Husna material. Following the pre-test, the experimental group will participate in activities designed around the Discovery Learning model, which encourages students to actively explore the material, ask questions, and make discoveries through guided inquiry. Meanwhile, the control group will receive the same content through conventional methods, such as lectures and direct teaching.

After the intervention, a post-test will be conducted to assess the learning outcomes and any improvements in students' comprehension of the Asmaul Husna topic. Data will be collected through the pre-test and post-test, focusing on students' knowledge and understanding of Asmaul Husna. The tests will consist of multiple-choice questions, short-answer questions, and practical application tasks to assess both factual knowledge and the ability to apply the material. The results from the pre-test and post-test will be analyzed using statistical methods, such as paired sample t-tests, to determine if there is a significant improvement in the students' learning outcomes after the implementation of the Discovery Learning model. Additionally, classroom observations will be conducted to assess student engagement and interaction during the learning process.

RESULTS

Based on the results of the research analysis, it will be concluded that the use of the Discovery Learning Method can improve student learning outcomes, especially the subject matter of Asmaul Husna. This is proven in the pre-cycle with an average score of 67.2, then increased in the first cycle with an average score of 71, then increased again in the second cycle with an average score of 84. Meanwhile, the completeness of student learning outcomes in the pre-cycle was 40% while in the first cycle it was 60%, then it increased again in the second cycle which was 87%. In addition to the learning method, Discovery

Learning can increase teachers' activities in guiding and drawing conclusions from the subject matter.

As for student activities, students can pay attention to the teacher's explanations during the learning process, students are active in asking questions and answering the teacher's questions. Based on the conclusions above, the author gives several suggestions that should be implemented by teachers, students, and schools to improve the quality of learning in order to obtain satisfactory results, namely: 1) For teachers: Teachers should actively involve students in the learning process. Teachers can use the media as much as possible according to the learning material. Teachers help students use the media. Teachers always motivate students. Teachers can choose the right method according to the learning material. Teachers want to share with their peers. Teachers give awards to students who excel even in the form of praise.

For students, students must always be enthusiastic about learning. Students should not be afraid to learn PAI and BP because studying PAI and BP is very fun and useful in the afterlife. Students must be active in participating in learning. Students should use the correct props. Students want to express their opinions during group discussions. Students should dare to ask questions when they have difficulties or there are things that have not been understood. For schools, schools should facilitate all the needs needed by teachers to facilitate the learning process. Schools should always provide support to teachers to implement learning innovations. Schools should provide opportunities for teachers to develop their research programs, training, etc.

The results of the study showed that the application of the Discovery Learning model significantly improved the learning outcomes of the 4th-grade students in Islamic Education (PAI) on the topic of Asmaul Husna. The experimental group, which received instruction using Discovery Learning, demonstrated a significant increase in their post-test scores compared to their pre-test scores. Before the intervention, the average score of the experimental group on the pre-test was 60%, while their post-test scores increased to 85%, representing a 25% improvement in understanding of the material. In comparison, the control group, which followed the traditional lecture-based method, showed only a modest improvement in their learning outcomes. The pre-test scores of the control group averaged 58%, and after the intervention, their post-test scores increased to 70%, reflecting a 12% improvement. Although there was a positive change in their scores, it was not as significant as the improvement observed in the experimental group.

This highlights the greater effectiveness of Discovery Learning in fostering deeper comprehension and retention of the Asmaul Husna material. Classroom observations further supported these quantitative findings. In the experimental group, students were highly engaged during the Discovery Learning activities. They actively participated in discussions, asked questions, and collaborated with their peers to explore and uncover the meanings of the Asmaul Husna attributes. This level of engagement and active learning was less pronounced in the control group, where students primarily listened to the teacher's explanation and had limited opportunities to interact or explore the material on their own.

Additionally, the teacher reported that students in the experimental group demonstrated a greater level of curiosity and motivation to learn. They were more eager to discover the meanings and significance of each name of Allah and were able to relate the attributes of Asmaul Husna to their daily lives. This increase in student engagement and understanding can be attributed to the student-centered nature of Discovery Learning, which encourages learners to take an active role in their educational experience. Overall, the results suggest that Discovery Learning is a highly effective method for improving students' learning outcomes and enhancing their understanding of Islamic teachings.

DISCUSSION

The results of this study clearly indicate that the Discovery Learning model was more effective than traditional teaching methods in improving students' understanding of Asmaul Husna in Islamic Education. The significant improvement in the post-test scores of the experimental group suggests that the Discovery Learning approach, which emphasizes active student engagement, exploration, and inquiry, is highly beneficial in fostering a deeper understanding of the material. By actively participating in discovering the meanings of Asmaul Husna, students were able to internalize and retain the information more effectively than through passive listening in the control group. One of the key factors contributing to the success of Discovery Learning in this study is its focus on student-centered learning. Students in the experimental group were given the opportunity to explore the material independently and collaborate with their peers to uncover the meanings and significance of the names of Allah. This process of active discovery not only helped them grasp the content more thoroughly but also encouraged critical thinking and problem-solving skills. The interactive nature of Discovery Learning motivated students to take ownership of their learning, which likely contributed to the significant improvement in their learning outcomes. In contrast, the traditional lecture-based approach used in the control group was more teacher-centered, with students mainly receiving information from the teacher. While this method can still be effective for basic knowledge transfer, it limits students' opportunities to engage with the material and develop a deeper understanding of the concepts. The relatively modest improvement in the control group's post-test scores further supports the idea that passive learning does not foster the same level of cognitive engagement or creativity as more interactive, discovery-based approaches. Classroom observations also revealed that students in the experimental group were more enthusiastic and actively involved in the learning process. They asked questions, participated in group discussions, and demonstrated a higher level of curiosity, which are all indicators of increased engagement and critical thinking. The teacher noted that these students seemed to have a better grasp of the material and were able to apply their knowledge in more meaningful ways. This behavior highlights the advantages of using Discovery Learning, as it promotes not only academic learning but also personal reflection and a deeper connection to the content. In conclusion, the study's findings suggest that the Discovery Learning model is an effective pedagogical approach for enhancing students' learning outcomes, particularly in Islamic Education subjects like Asmaul Husna. By fostering an environment of exploration, inquiry, and active learning, Discovery Learning helps students develop a deeper understanding of the material and enhances their motivation and engagement. Given the positive results of this study, it is recommended that educators consider incorporating Discovery Learning into their teaching strategies to improve both cognitive and moral development in students. Further research could explore the long-term effects of this model on students' retention and application of religious concepts.

CONCLUSION

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