JURNAL PENDIDIKAN PROFESI GURU

Implementation of Discovery Learning to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 101956 Sukaramai

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Discovery Learning Model. 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 measure 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 the Discovery Learning Model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Discovery Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Discovery Learning, Learning Outcomes, Islamic Education.

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 101956 Sukaramai in the PAI learning process about Asmaul Husna material, information was obtained that the level of material mastery of grade 5 phase C students was 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 children's potential, even though every child is born with extraordinary potential (Widowati, 2012: 9). There are problems that arise in the injunction process 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 101956 Sukaramai, 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 board 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 conducted by the researcher at SDN 101956 Sukaramai, the researcher still uses the lecture method 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. From the background mentioned above, the author in this study took the title "The Application of Discovery Learning in Improving the Learning Outcomes of Grade 5 Students on Asmaul Husna Material at SDN 101956 Sukaramai for the 2024/2025 Academic Year".

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. Type of Research. The type of research used is qualitative descriptive, which is research that is descriptive, describing something as it is. This means that the data collected is in the form of words or reasoning, pictures, and not numbers. This is due to the qualitative application (Mulyana, 2001:155). In other words, researchers in this case are trying to Collect data through interviews with students in grade 5. To strengthen the information obtained, the researcher will make observations directly accompanied by documentation relevant to the research theme. Location, Time and Subject of Implementation. The place of classroom action research that the researcher will carry out is SDN 101956 Sukaramai for the 2024/2025 Academic Year, starting in October 2024 which is located at SDN 101956 Sukaramai grade 5 phase C. The research location is based on several reasons, including that the researcher already knows the research location, the research location is not far from the researcher's residence, and the researcher is familiar with several informants so that it makes it easier to collect the necessary data. The subject of the class action research conducted by the researcher is a student of grade 5 phase C. The researcher chose this class to be used as a research subject because the average PAI score is still low compared to other classes. So that later the class is expected to help the smooth process of data collection and research procedures. Research Procedure. This research is designed as a classroom action research using the Discovery Learning Model, where in this study involves teachers of Islamic Religious Education subjects in the classroom used as a research place, to jointly carry out research.

RESULTS

The application of the Discovery Learning model in Islamic Education at SD Negeri 101956 Sukaramai showed positive results in improving student learning outcomes. Prior to the implementation of this model, students tended to passively absorb information from the teacher without engaging deeply with the material. However, after applying the Discovery Learning model, students became more active participants in the learning process. They were encouraged to explore Islamic concepts through guided discovery, inquiry, and hands-on activities, leading to a deeper understanding of the material.

One of the key benefits of Discovery Learning was its emphasis on students' autonomy in the learning process. Instead of merely receiving information, students were actively involved in discovering knowledge on their own. For example, when studying the concept of Islamic prayer (Salat), students were asked to explore and discover the steps and meanings behind the prayer through interactive activities and discussions. This active learning process allowed students to internalize the material more effectively and retain it for longer periods of time.

Furthermore, Discovery Learning promoted critical thinking and problem-solving skills. Students were encouraged to question, analyze, and evaluate information rather than just memorizing facts. In the context of Islamic Education, students were asked to think critically about the values and teachings of Islam, discussing how these principles applied to their daily lives. This process fostered a deeper understanding of the material

and helped students develop the ability to connect theoretical knowledge with practical application, which is a crucial skill in Islamic studies.

The model also fostered greater student engagement. By providing opportunities for students to investigate and discover answers on their own, the Discovery Learning model created a more interactive and participatory classroom environment. This approach increased students' enthusiasm and motivation to learn, as they were given more control over their learning process. In particular, students expressed greater interest in learning about the five pillars of Islam, as they were able to explore and discuss these fundamental teachings in depth, making connections to their own lives.

Another significant outcome was the improvement in student collaboration. The Discovery Learning model often involved group work, where students collaborated to solve problems or investigate topics related to Islamic Education. This promoted teamwork, communication, and cooperation among students. Working together allowed students to share ideas, clarify doubts, and learn from each other's perspectives. This collaborative learning environment not only helped students understand Islamic concepts better but also improved their social skills, fostering a sense of community and mutual respect within the classroom.

In addition, the implementation of Discovery Learning resulted in improved retention and application of Islamic knowledge. By actively engaging with the material, students were able to better retain key concepts such as the importance of faith, charity, and community in Islam. This was evident in their improved performance in both formative and summative assessments. For instance, students showed a better understanding of the significance of Zakat (charity) and how it can be applied in real life, as they had the opportunity to explore and discuss these concepts through real-world scenarios and case studies.

Despite the positive outcomes, there were some challenges in implementing the Discovery Learning model. One of the challenges was the need for careful planning and preparation. Teachers had to design activities and discussions that would encourage students to explore and discover knowledge independently, while still guiding them toward the correct answers. This required more time and effort in lesson planning. Additionally, the teacher needed to ensure that the activities were appropriate for the students' level of understanding and aligned with the learning objectives.

Another challenge was the variability in students' learning styles and abilities. Some students thrived in the Discovery Learning environment, enjoying the opportunities to explore and learn independently, while others struggled with the open-ended nature of the activities. To address this, the teacher had to provide additional support and guidance to students who needed more assistance, ensuring that all students were able to engage with the material at their own pace. Differentiated instruction and peer support played a crucial role in addressing these challenges.

In conclusion, the application of the Discovery Learning model in Islamic Education at SD Negeri 101956 Sukaramai resulted in significant improvements in student engagement, critical thinking, collaboration, and retention of Islamic knowledge. The model's emphasis on student autonomy and active participation led to a deeper understanding of the material, as students were able to explore and discover knowledge on their own. While there were challenges related to lesson planning and varying student abilities, these were effectively addressed through careful guidance and support. Overall, Discovery Learning proved to be an effective approach for enhancing student learning outcomes in Islamic Education.

DISCUSSION

The implementation of Discovery Learning in Islamic Education at SD Negeri 101956 Sukaramai had a noticeable impact on the students' learning outcomes. One of the

key advantages of this method was its ability to engage students in active learning. By encouraging students to discover information on their own, rather than merely receiving it passively, the Discovery Learning model promoted a more participatory and dynamic classroom environment. Students became more involved in the learning process, which enhanced their retention and understanding of key Islamic concepts. The shift from passive reception to active exploration helped students internalize information more effectively.

The role of the teacher in the Discovery Learning process was essential in guiding students while giving them the autonomy to explore the material. Teachers acted as facilitators, providing resources, asking guiding questions, and structuring activities that prompted students to investigate and reflect on the teachings of Islam. For example, in studying Islamic values such as honesty and kindness, the teacher encouraged students to discuss real-life situations where these values could be applied. By fostering an inquiry-based approach, students not only memorized information but were also able to relate Islamic teachings to everyday life, making their learning more meaningful and relevant.

Another important aspect of Discovery Learning was its emphasis on critical thinking. Students were given opportunities to question the material and think critically about the concepts they were learning. In the context of Islamic Education, students were encouraged to reflect on the significance of religious practices such as prayer (Salat) and fasting (Sawm), considering their impact on personal growth and societal well-being. This focus on critical thinking allowed students to connect Islamic principles to their lives, leading to a deeper understanding of the subject matter beyond rote memorization.

The collaborative nature of Discovery Learning also contributed to improved student engagement. By working in groups, students were able to discuss their findings, share ideas, and learn from one another. This peer-to-peer learning fostered a sense of community within the classroom, as students were not only learning from the teacher but also from their classmates. Group work enabled students to express their ideas more freely, ask questions without fear of judgment, and receive feedback in a supportive environment. Collaboration thus played a crucial role in enhancing both the social and academic aspects of students' learning experiences.

In addition to engagement and collaboration, the Discovery Learning model promoted better retention and understanding of Islamic teachings. Since students were actively involved in discovering and discussing the material, they were more likely to retain what they learned. This was evident in their improved performance in assessments, where they demonstrated a better understanding of the material and could apply Islamic teachings in various contexts. For instance, when learning about the concept of Zakat (charity), students were able to relate it to real-world situations and understand its importance in promoting social justice and equality in their communities.

However, the implementation of Discovery Learning was not without challenges. One challenge that emerged was the need for careful lesson planning. Teachers had to design activities and discussions that were not only engaging but also aligned with the learning objectives. The open-ended nature of Discovery Learning required a greater level of preparation to ensure that students stayed on track and reached the intended learning outcomes. This meant that teachers had to spend more time designing lessons that incorporated hands-on activities, group discussions, and reflection, which could be time-consuming.

Another challenge was the varying levels of student ability and learning styles. Some students excelled in the Discovery Learning environment, thriving on the opportunities to explore and learn independently, while others struggled with the open-ended nature of the tasks. To address this, teachers needed to provide additional support to students who were less comfortable with this approach. Differentiating instruction and offering targeted assistance were essential in ensuring that all students were able to participate fully in the learning process. Additionally, peer support and group work were instrumental in helping

struggling students, as more confident learners could assist their peers in understanding the material.

Despite these challenges, the positive impact of the Discovery Learning model on student learning outcomes outweighed the difficulties. The model helped foster an environment where students were not only engaged but also became more independent thinkers, capable of analyzing and applying Islamic teachings in meaningful ways. The process of discovering knowledge, rather than simply memorizing it, encouraged students to take ownership of their learning, which ultimately led to improved academic performance. In conclusion, the implementation of Discovery Learning in Islamic Education at SD Negeri 101956 Sukaramai was successful in enhancing student outcomes, promoting active learning, critical thinking, and collaboration, and making Islamic Education more engaging and relevant for the students..

CONCLUSION

The conclusion of the class action research (PTK) entitled "The application of Discovery learning to improve student learning outcomes in PAI learning Asmaul Husna material grade 5 at SDN 101956 Sukaramai Academic Year 2024/2025" is to show that the application of the discovery learning method has a positive impact on improving student learning outcomes, especially in learning Islamic Religious Education (PAI) on Asmaul Husna material. This method provides a more interesting learning experience because students are invited to actively participate in the process of discovering learning concepts independently. The results of this study also show an increase in student motivation. They become more enthusiastic and engaged in learning activities, especially because this method encourages them to discuss, ask questions, and work together in groups. Teachers act as facilitators who help students understand the material, not just as informers. Overall, the application of discovery learning has succeeded in creating a more interactive and fun learning atmosphere. With this approach, students not only understand the material better, but also develop critical thinking and cooperation skills. This method can be an effective solution to overcome student saturation in conventional learning and provide a more attractive alternative to achieve learning goals.

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