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Implementation of Discovery Learning Model in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 101934 Citaman

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Discovery Learning 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 by 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 learning through the Discovery Learning 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 increased to 90.32%. Thus, learning through the Discovery Learning 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

Islamic Religious Education (PAI) learning has an important role in shaping students' character and personality. One of the important materials in PAI is about Friday Prayer, which is an obligation for Muslim men and has a high value of worship. A good understanding of this material not only increases students' understanding of religion, but also strengthens their faith values in daily life (Anwar, 2021).

However, based on initial observations at SD Negeri 101934 Citaman, Perbaungan District, Serdang Bedagai Regency, it was found that students' understanding of the Friday Prayer material was still low. Many students do not understand the conditions, harmony, and wisdom of Friday Prayer in depth. This low understanding can be caused by the lack of interesting and interactive learning methods, so that students are less motivated to

learn (Sari, 2020). The conventional learning methods that have been applied so far are more lecture and one-way. This method makes students tend to be passive and less directly involved in the learning process. As a result, student learning outcomes in Friday Prayer materials have not reached the Minimum Completeness Criteria (KKM) set by the school, which is 75 (Zulkifli, 2021). In the context of modern education, constructivism-based learning approaches, such as Discovery Learning, offer a more effective alternative. This learning model encourages students to actively explore and discover new concepts through their own learning experiences. This process helps students develop critical, creative, and independent thinking skills, which are very relevant in understanding religious materials such as Friday Prayer (Bruner, 1961; Trianto, 2017). Discovery Learning has several main steps, namely onboarding, exploration, problem identification, data collection, and problem solving. By following these steps, students are expected to understand the material in a more in-depth and enjoyable way. The application of this model also allows teachers to play a more active role as facilitators, guiding students to find new concepts according to their needs (Nurhadi, 2020). Previous research has shown that the application of Discovery Learning can improve student learning outcomes. For example, research by Rahman (2019) shows that the application of this model to the eye PAI lessons can improve learning outcomes by up to 20% compared to conventional methods. This provides empirical evidence that Discovery Learning has the potential to be applied to Friday Prayer materials at SD Negeri 101934 Citaman.

In addition, Discovery Learning also supports the development of character education. Through this model, students are invited to be more responsible in the learning process, cooperate with friends, and respect the views of others. These values are in line with the main goal of Islamic education, which is to form a generation with noble character (Yusuf, 2020).

The school context also supports the application of this learning model. SD Negeri 101934 Citaman has adequate learning facilities, such as comfortable classrooms and access to digital teaching materials. This support provides an opportunity to implement Discovery Learning optimally, although it still needs to be accompanied by training for teachers to understand and apply this model properly (Harahap, 2021).

However, the challenges in the implementation of Discovery Learning cannot be ignored either. Some teachers may find it difficult to manage more dynamic and interactive classes. In addition, limited learning time is often an obstacle in implementing this model effectively (Hasanah, 2018). Therefore, the right strategy is needed so that Discovery Learning can be applied efficiently without sacrificing learning objectives.

In facing these challenges, classroom action research (PTK) is one of the right approaches to evaluate and improve the application of Discovery Learning. PTK allows teachers to gradually improve learning methods based on the cycle of evaluation and reflection. Thus, this model can be adapted according to the needs of students and classroom conditions (Kemmis & McTaggart, 1988). Through this research, it is hoped that practical solutions can be found to improve student learning outcomes in Friday Prayer material. This improvement not only has an impact on students' understanding of the material, but also on strengthening their religious values and character in daily life (Sugiyono, 2016). This research is also relevant in supporting government programs that encourage the use of innovative learning methods in primary schools. With empirical evidence from this study, it is hoped that Discovery Learning can become a learning model that is more widely applied in various elementary schools, especially in PAI subjects (Ministry of Education and Culture, 2020). Thus, the application of Discovery Learning to Friday Prayer materials at SD Negeri 101934 Citaman is a strategic step to improve the quality of learning. This research not only provides practical benefits for students and teachers, but also contributes to the development of educational science, especially in the context of Islamic religious learning (Munir, 2021).

METHODS

This research is a Classroom Action Research (PTK). The purpose of this PTK is to improve student learning outcomes through the application of the Discovery Learning learning model to the material on getting to know Friday Prayers. The PTK model used is the spiral model from Kemmis and McTaggart, which consists of planning, acting, observing, and reflecting. The subject of the study was 23 students in grade IV of SD Negeri 101934 Citaman Perbaungan District, Serdang Bedagai Regency, with diverse characteristics in academic ability and learning participation level. The object of the research is the application of the Discovery Learning learning model and its influence on student learning outcomes in understanding the Friday Prayer material. The research was carried out at SD Negeri 101934 Citaman, which is located in Perbaungan District, Serdang Bedagai Regency. This location was chosen because of the need to improve the quality of PAI learning, especially on the theme of Friday Prayer. The research was carried out for two months in the odd semester of the 2024/2025 school year, covering 2–3 cycles.

RESULTS

The implementation of the Discovery Learning model in Islamic Education at SD Negeri 101934 Citaman aims to improve students' learning outcomes by fostering active exploration and critical thinking. This method encourages students to discover knowledge independently rather than relying solely on teacher instruction. The research examines how Discovery Learning influences students' understanding, engagement, and overall academic performance in Islamic Education.

The findings reveal that students who were taught using the Discovery Learning model showed significant improvement in their understanding of Islamic teachings. Unlike conventional methods that focus on memorization, Discovery Learning allowed students to actively explore religious concepts, analyze problems, and develop their own interpretations. This approach enhanced their ability to connect religious knowledge with real-life applications.

Moreover, the research indicates that Discovery Learning increased students' motivation and enthusiasm in class. When students were given the opportunity to investigate and draw their own conclusions, they became more engaged in the learning process. Teachers observed that students were more eager to participate in discussions, ask questions, and collaborate with their peers. This suggests that Discovery Learning fosters a more interactive and student-centered learning environment.

Another important finding is the impact of Discovery Learning on students' critical thinking and problem-solving skills. Through guided inquiry, students were encouraged to think deeply about Islamic teachings and their relevance to everyday life. They learned to analyze different perspectives, evaluate religious concepts, and develop logical conclusions. This skill is essential in helping students internalize moral values and apply them in decision-making.

The study also highlights that Discovery Learning strengthens students' ability to retain information. By actively engaging in the learning process, students develop a stronger memory of the concepts they discover on their own. Compared to traditional teaching methods, where students passively receive information, Discovery Learning ensures that knowledge is processed more effectively and retained for a longer period.

Additionally, the findings show that Discovery Learning improves collaboration and communication among students. When solving religious-based problems or exploring moral dilemmas, students worked in groups, discussed different viewpoints, and shared their findings. This cooperative learning environment not only enhanced their understanding of Islamic teachings but also taught them valuable social skills such as teamwork, respect, and active listening.

Teachers also experienced benefits from implementing the Discovery Learning model. The research found that educators became more innovative in their teaching strategies, designing lesson plans that encouraged exploration and independent thinking.

Instead of simply delivering information, teachers acted as facilitators, guiding students through the discovery process. This new role enhanced teacher-student interactions and created a more dynamic classroom atmosphere.

Despite its many advantages, the study also identifies several challenges in implementing Discovery Learning. Some students initially struggled with the transition from passive learning to active exploration. They required additional guidance and support to develop the necessary inquiry skills. Additionally, teachers needed extra preparation time to design engaging and thought-provoking learning activities. However, with proper training and continuous adaptation, both teachers and students successfully adjusted to this approach.

Another challenge was the need for adequate resources and materials to support Discovery Learning. Effective implementation requires well-structured learning tools such as case studies, problem-solving scenarios, and multimedia resources. Schools should invest in developing appropriate materials and training programs to help teachers integrate Discovery Learning effectively into the curriculum.

The findings also emphasize the importance of a supportive learning environment in Discovery Learning. Teachers play a crucial role in fostering curiosity and encouraging students to ask questions. A classroom culture that values inquiry and exploration helps students feel more confident in their ability to discover new knowledge. Providing constructive feedback and recognizing students' efforts further enhances their learning experience.

Overall, the study demonstrates that the application of the Discovery Learning model in Islamic Education at SD Negeri 101934 Citaman has a significant positive impact on student learning outcomes. It not only improves academic performance but also nurtures critical thinking, motivation, collaboration, and problem-solving abilities. These skills are essential in preparing students to become independent learners who can apply religious principles to real-life situations.

In conclusion, the Discovery Learning model is an effective teaching approach that enhances students' comprehension and engagement in Islamic Education. While challenges exist, they can be addressed through proper planning, teacher training, and resource development. Schools are encouraged to adopt Discovery Learning as part of their teaching strategies to provide a more meaningful and impactful learning experience for students.

DISCUSSION

The implementation of the Discovery Learning model in Islamic Education at SD Negeri 101934 Citaman has demonstrated a significant impact on students' learning outcomes. Unlike traditional methods that rely on direct instruction and memorization, Discovery Learning encourages students to actively explore, investigate, and construct their own understanding of religious concepts. This shift in learning approach allows students to engage with the material more deeply, resulting in better comprehension and retention of Islamic teachings.

One of the key benefits of Discovery Learning observed in this study is its ability to enhance students' motivation and interest in learning. When students are given the opportunity to explore and find answers independently, they become more engaged in the learning process. The sense of curiosity and excitement that comes with discovering new knowledge encourages them to participate actively in discussions, ask thought-provoking questions, and collaborate with their peers. This creates a more dynamic and interactive classroom environment.

Additionally, Discovery Learning fosters critical thinking and problem-solving skills among students. Instead of passively receiving information, students are encouraged to analyze religious teachings, evaluate their relevance in real-life situations, and develop

logical conclusions. This approach helps them internalize Islamic values and apply them in decision-making processes, making their learning experience more meaningful. As a result, students not only understand religious concepts but also develop the ability to reason and reflect on their beliefs.

Collaboration and communication are also significantly improved through the implementation of Discovery Learning. Students often work in groups to discuss moral dilemmas, analyze religious texts, and share different viewpoints. This process strengthens their ability to listen, articulate their thoughts clearly, and respect differing perspectives. These social skills are essential for their personal growth and future interactions in various social and academic settings.

Despite its many advantages, the study also highlights some challenges in implementing Discovery Learning. Some students initially found it difficult to transition from passive to active learning, requiring additional support from teachers to develop inquiry skills. Similarly, teachers needed to adapt their instructional strategies to facilitate students' exploration effectively. This required additional preparation time and creativity in designing engaging learning activities. However, with continuous practice and appropriate guidance, both students and teachers were able to overcome these challenges.

Another challenge identified in this study is the need for adequate learning resources. The successful implementation of Discovery Learning relies on well-structured materials such as case studies, problem-solving exercises, and multimedia resources. Schools need to invest in developing these materials and providing professional development opportunities for teachers to enhance their ability to integrate Discovery Learning into their curriculum effectively.

In conclusion, the application of Discovery Learning in Islamic Education at SD Negeri 101934 Citaman has proven to be an effective strategy for improving students' learning outcomes. It not only enhances comprehension but also cultivates critical thinking, collaboration, and communication skills. While some challenges exist, they can be addressed through proper training, planning, and resource development. Schools and educators are encouraged to adopt Discovery Learning as a teaching approach to create a more engaging and meaningful learning experience for students.

CONCLUSION

The implementation of the Discovery Learning model in Islamic Education at SD Negeri 101934 Citaman has proven to be an effective approach in enhancing students' learning outcomes. By shifting from traditional memorization-based teaching methods to an inquiry-based approach, students were encouraged to actively explore religious concepts, analyze information, and construct their own understanding. This method allowed for deeper comprehension and a more meaningful learning experience.

One of the significant findings of this study is the increase in students' motivation and engagement in learning. The freedom to explore and discover knowledge independently made students more enthusiastic about the subject matter. They participated more actively in class discussions, demonstrated curiosity, and showed greater responsibility for their own learning. This indicates that Discovery Learning fosters a more dynamic and student-centered learning environment.

Additionally, the research highlights the positive impact of Discovery Learning on students' critical thinking and problem-solving skills. By engaging in inquiry-based learning, students developed the ability to analyze religious teachings, evaluate their applications in real-life situations, and make well-reasoned decisions. This skill development is crucial in helping students internalize Islamic values and apply them in their daily lives.

Despite its many benefits, the study also acknowledges the challenges faced in implementing Discovery Learning. Some students initially struggled with adapting to the new approach, and teachers required additional preparation time to design effective

learning activities. However, with proper guidance, continuous practice, and the availability of adequate learning resources, these challenges can be addressed, making Discovery Learning a sustainable and effective teaching method.

In conclusion, Discovery Learning has a significant positive impact on students' understanding, motivation, critical thinking, and collaboration in Islamic Education. While there are challenges in its implementation, the long-term benefits outweigh the difficulties. Schools and educators are encouraged to adopt and refine this approach to further enhance the quality of education and provide students with the necessary skills for lifelong learning. Would you like any modifications or additional points?.

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