

# JURNAL PENDIDIKAN PROFESI GURU

Jurnal Pendidikan Profesi Guru

Volume 3 (1) 1 – 14 February 2025

The article is published with Open Access at: <https://journal.ar-raniry.ac.id/index.php/ppg/index>

## EFFORTS TO IMPROVE STUDENT ACHIEVEMENT THROUGH THE DISCOVERY LEARNING MODEL

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**Abstract:** The Effect of Discovery Learning on Student Achievement in Al-Qur'an Hadith Studies. This research addresses the following issues. Does the Discovery Learning model affect the learning outcomes of Grade VIII students in the subject of Al-Qur'an Hadith at MTs NU Nurul Huda. To what extent do students master the material on Mad Silah, Mad Badal, Mad Tamkin, and Mad Farqi after implementing the Discovery Learning model. To examine the impact of the Discovery Learning model on student achievement in Al-Qur'an Hadith studies, particularly in the rules of Mad reading at MTs NU Nurul Huda Kudus for the academic year 2022/2023. To analyze the extent of students' learning progress after applying the Discovery Learning model in Grade VIII at MTs NU Nurul Huda Kudus. his study used action research conducted in two cycles. Each cycle consisted of four stages, Planning, Implementation and Observation, Reflection, Revision. The research subjects were Grade VIII students, and data were collected through formative tests and classroom observation sheets. The results showed a significant improvement in student learning outcomes, Pre-cycle 14%, Cycle I 42%, Cycle II 83%. the study concludes that the Discovery Learning method has a positive effect on students' learning motivation and significantly enhances their achievement in Al-Qur'an Hadith studies. This model can be used as an alternative learning approach to improve student engagement and understanding in religious studies.

**Keywords:** Quran Hadist, MTs NU Nurul Huda, *Discovery Learning*

**Received ; Accepted ; Published**

**Citation:** Author, A. (2025). Efforts To Improve Achievement Throught The Discovery Learning Model In Grade VIII MTs Kudus. *Jurnal Pendidikan Profesi Guru*. 3(1). 1–14.



Published by Program Studi Pendidikan Profesi Guru Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh.

### INTRODUCTION

The Al-Qur'an Hadith subject in Madrasah Tsanawiyah (MTs) is one of the Islamic Religious Education (PAI) subjects that emphasize the ability to read and write the Al-Qur'an and Hadith correctly. It also includes the memorization of short surahs from the Al-Qur'an, the basic understanding of their meanings, and hadiths about noble character, which should be practiced in daily life through role modeling and habit formation. The objectives of Al-Qur'an Hadith learning, as stated in the Minister of Religious Affairs of the Republic of Indonesia Decree No. 183 of 2019 on the Graduate Competency Standards and the Content Standards for Islamic Religious Education and Arabic Language, include, Increasing students' love for the Al-Qur'an and Hadith, Providing students with Quranic and Hadith-based arguments as a guide in facing life's challenges, Enhancing devotion in

worship, especially prayer, by applying Tajweed rules and understanding the meanings of the surahs or verses they recite.

The Al-Qur'an Hadith subject in Madrasah Tsanawiyah (MTs) aims to, Provide students with fundamental skills in reading, writing, familiarizing, and developing an interest in reading Al-Qur'an Hadiths. Give understanding and appreciation of the content of Al-Qur'an Hadith through role modeling and habituation. Guide and shape students' behavior based on the teachings of Al-Qur'an Hadith. The learning process emphasizes applying the values contained in Al-Qur'an Hadith in daily life. Therefore, Al-Qur'an Hadith learning must involve active student participation. Teachers should implement a learning approach that encourages students to engage in process skills, including searching, discovering, concluding, and independently communicating knowledge, values, and experiences. This, Al-Qur'an Hadith learning should focus on simple investigations rather than rote memorization. With meaningful learning, students will be able to understand the Al-Qur'an Hadith subject holistically, beyond mere memorization of material.

However, this contrasts with the reality observed in the classroom. Based on past teaching experiences, the learning process is still teacher-centered, where the teacher dominates the explanation while students passively listen. The traditional teaching approach in Al-Qur'an Hadith lessons does not fully provide opportunities for students to develop their creativity and critical thinking skills. In the current classroom setting, students are mainly guided to memorize information rather than understand and connect it to real-life situations. They are required to retain large amounts of material without being encouraged to analyze or apply their knowledge. Additionally, the teaching process relies heavily on textbooks as the sole learning resource, limiting student engagement and enthusiasm. As a result, students lose interest in the subject, making learning less effective and meaningful.

From the explanation above, it is evident that students' low comprehension is closely related to the teaching methods used by educators. The models, techniques, and learning resources applied in Al-Qur'an Hadith lessons are often incompatible with the subject's nature, which requires more than just memorization. Therefore, teachers need to be more creative in selecting and implementing teaching models that align with the subject's characteristics. A good teacher should strive to create innovative and engaging learning experiences to foster a conducive learning environment. This ensures that learning objectives are effectively achieved. To address this issue, an alternative solution is to implement the Discovery Learning model. This approach can enhance student engagement and understanding in Al-Qur'an Hadith lessons, particularly in the study of Mad Silah, Mad Badal, Mad Tamkin, and Mad Farqi.

## **METHODS**

Classroom Action Research (CAR) can help develop teachers' competencies in problem-solving. CAR in learning includes content quality, efficiency, and learning effectiveness, as well as the process and student learning outcomes. Moreover, improving teaching skills through CAR will impact the enhancement of teachers' personal, social, and professional competencies.

This study is an experimental research, In this research, the researcher manipulates a stimulus, treatment, or experimental conditions, then observes and analyzes the effects caused by the treatment.

## **RESULTS**

## Pre Cycles

**Tabel 1.** Pre Cycle Observation Results

No	Name	L/P	Score	Explanation
1	Aisyah Muflihati Aruni	P	40	Not Completed
2	Amelia Renata	P	78	Completed
3	Ani Sugita Sari	P	48	Not Completed
4	Elsa Amelia	P	60	Not Completed
5	Ghaida Fathiya	P	56	Not Completed
6	Halimatus Sa'dyah	P	50	Not Completed
7	Khuma Ayu Rahmandani	P	40	Not Completed
8	Maria Ulfah	P	48	Not Completed
9	Marliya Ulfi Yani	P	54	Not Completed
10	Nasywa Charisatul Maula	P	40	Not Completed
11	Naya Febriani	P	76	Completed
12	Wiwik Juliana	P	60	Not Completed
Highest Score			78	
Lowest Score			40	
Total Score			650	
Class Average Score			54,17	
Number of Students Who Passed			2 (17%)	
Number of Students Who Have Not Passed			10 (83%)	

## Cycles I

**Tabel 2.** Student Observation Results Cycle I

No	Name	L/P	Score	Description
1	Aisyah Muflihati Aruni	P	60	Not Completed
2	Amelia Renata	P	84	Completed
3	Ani Sugita Sari	P	68	Not Completed
4	Elsa Amelia	P	78	Completed
5	Ghaida Fathiya	P	76	Completed
6	Halimatus Sa'dyah	P	70	Not Completed
7	Khuma Ayu Rahmandani	P	60	Not Completed
8	Maria Ulfah	P	68	Not Completed
9	Marliya Ulfi Yani	P	72	Not Completed
10	Nasywa Charisatul Maula	P	60	Not Completed
11	Naya Febriani	P	82	Completed

12	Wiwik Juliana	P	78	Completed
Highest Score			84	
Lowest Score			60	
Total Score			856	
Class Average Score			71,33	
Number of Students Who Passed			5 (42%)	
Number of Students Who Have Not Passed			7 (58%)	

Based on Table 3 above, it can be seen that the average score of the observation results in Cycle I reached 71.33, with the highest score being 84 and the lowest score being 60. The percentage of students who have completed the learning objectives is 5 students or 42%, while the percentage of students who have not yet completed them is 7 students or 58%.

## Cycles II

**Tabel 3.** Observation Results of Cycle II

No	Name	L/P	Score	Description
1	Aisyah Muflihathi Aruni	P	72	Not Completed
2	Amelia Renata	P	90	Completed
3	Ani Sugita Sari	P	80	Completed
4	Elsa Amelia	P	86	Completed
5	Ghaida Fathiya	P	80	Completed
6	Halimatus Sa'dyah	P	80	Completed
7	Khuma Ayu Rahmandani	P	72	Not Completed
8	Maria Ulfah	P	78	Completed
9	Marliya Ulfi Yani	P	78	Completed
10	Nasywa Charisatul Maula	P	76	Completed
11	Naya Febriani	P	88	Completed
12	Wiwik Juliana	P	86	Completed
Highest Score			90	
Lowest Score			72	
Total Score			966	
Nilai Rata-Rata Kelas			80,50	
Number of Students Who Passed			10 (83%)	
Number of Students Who Have Not Passed			2 (17%)	

**Tabel 4.** Recapitulation Data of Quran Hadith Learning Scores in Pre-Cycle, Cycle I, and Cycle II

No	Name	L/P	Achieved Scores		
			Pre Cycles	Cycles I	Cycles II
1	Aisyah Muflihathi Aruni	P	40	60	72
2	Amelia Renata	P	78	84	90

3	Ani Sugita Sari	P	48	68	80
4	Elsa Amelia	P	60	78	86
5	Ghaida Fathiya	P	56	76	80
6	Halimatus Sa'dyah	P	50	70	80
7	Khuma Ayu Rahmandani	P	40	60	72
8	Maria Ulfah	P	48	68	78
9	Marliya Ulfi Yani	P	54	72	78
10	Nasywa Charisatul Maula	P	40	60	76
11	Naya Febriani	P	76	82	88
12	Wiwik Juliana	P	60	78	86
Average Score			54,17	71,33	80,50
Highest Score			78	84	90
Lowest Score			40	60	72
Number of Students Who Passed			2 (17%)	5 (42%)	10 (83%)
Number of Students Who Not Passed			10 (83%)	7 (58%)	2 (17%)

Based on the recapitulatory data above, the researcher observed that the learning process showed a significant improvement. Observations in the pre-cycle stage involving 12 students of class VIII at MTs NU Nurul Huda Kudus showed an average score of 54.17, with the highest score of 78 and the lowest score of 40. The number of students who achieved mastery was only 2 students (17%), while 10 students (83%) had not yet achieved mastery. In Cycle I, the average score increased to 71.33, with the highest score of 84 and the lowest score of 60. The number of students who achieved mastery was 5 students (42%), while 7 students (58%) had not yet achieved mastery. In Cycle II, the average score further improved to 80.50, with the highest score of 90 and the lowest score of 72. The number of students who achieved mastery increased to 10 students (83%), while only 2 students (17%) had not yet achieved mastery.

## DISCUSSION

### Pre Cycles

Based on the data and facts that occurred during the implementation of the learning improvement research, as well as by reviewing Table 1 and Graph 1, the student learning outcomes from the pre-cycle stage in the subject of Qur'an Hadith showed a percentage of students who had not reached the target mastery level. The result showed that only 17% of students (2 out of 12 students) achieved mastery, while 83% (10 students) did not achieve mastery. This result indicates unsatisfactory student learning achievement for the educator. At the pre-cycle stage, based on observations from colleagues, it was noted that some students had not understood the rules of recitation for Mad Silah, Mad Badal, Mad Tamkin, and Mad Farqi. This led to the material being repeatedly delivered by the educator. Some students appeared enthusiastic during the question-and-answer sessions between the educator and the students, while others remained silent. This observation suggests that the students who were silent may not have fully understood the rules of recitation for Mad Silah, Mad Badal, Mad Tamkin, and Mad Farqi. The main cause of this situation was the educator's lack of knowledge regarding the application of various methods to explain the material. To address this, the educator discussed each learning reflection and the next model to be applied with colleagues, while also expanding knowledge on several teaching models suitable for the material, in addition to direct teaching methods, lectures, question-and-answer sessions, and practice exercises.

Another factor contributing to the low learning outcomes in the pre-cycle stage was that the educator explained the rules of recitation for Mad Silah, Mad Badal, Mad Tamkin, and Mad Farqi only through lecturing. Colleagues also noted that the notes on the blackboard were not engaging enough. The educator began seeking knowledge about various teaching methods and models for the Qur'an Hadith subject, focusing on the direct teaching model with lecture methods, question-and-answer sessions, and practice exercises. After discussing with colleagues, the educator was encouraged to explore other models for delivering the material, which would be implemented in the first cycle.

Another observation at the pre-cycle stage was that the educator only delivered the material according to the available textbook. This was considered less engaging for some students. Colleagues also suggested using concrete media that could help students solve problems related to the material. At the beginning of the research stage, it was also noted that the practice questions provided were all in the same format, even though the daily assessments would offer a variety of questions. The educator only took example questions from the textbook in one format. Therefore, in the next cycle, the educator created several varied questions and adapted their format to match the method used. During this pre-cycle phase, both the educator and colleagues also observed that the teaching activities took more time than planned. This was because the educator did not set a time limit when students were given practice exercises. Another observation was that the educator dominated the lesson, with little student involvement. As a result, students faced many challenges in completing the practice exercises, and some had difficulty understanding the material. In this case, the educator exchanged ideas with colleagues and other teachers to select a method that would make students more active in the learning process.

### **Cycles I**

The results of student learning in the first cycle of the Qur'an Hadith subject show an increase in the percentage of students who have reached the learning completion target. It was found that 42% of students (5 out of 12) achieved mastery, while 58% (7 out of 12) did not achieve mastery. In this first cycle, the teacher used the Discovery Learning model. This learning model began with instructions from the researcher to form groups of 4 students, resulting in 3 groups since there were 12 students. Within these 3 groups, pairs were created to discuss the problems presented. After the given time was up, the pairs returned to their groups to share the results of their discussions with other groups. This approach made students enthusiastic about discussing the issues presented by the researcher, particularly regarding the reading rules of Mad Silah, Mad Badal, Mad Tamkin, and Mad Farqi. However, in the peer observation, it was noted that some students were still passive during the group discussions. Only the students who understood the discussion content were enthusiastic in their group discussions, while others merely observed. The teacher was concerned and felt the need to add more activities to the Discovery Learning model so that all students would be engaged and interested in solving the problems related to this material.

In this first cycle, the researcher provided various types of story-based questions. However, during the presentation in front of the class, the classroom atmosphere was not well-managed, causing some students to still be confused in understanding the problems being discussed. Therefore, the researcher and colleagues exchanged ideas about this issue. As a result, in the next phase, students were given rewards to help motivate them further.

### **Cycles II**

The results of student learning in the second cycle of the Qur'an Hadith subject show an increase in the percentage of students achieving learning completion. The results indicate that 83% of students, or 10 out of 12, achieved learning completion, compared to 17%, or 2 students, who did not. In this second cycle, the educator chose the group discussion method that actively involved students, both those who understood and those who did

not, by discussing their answers within their groups to determine whether the answers were correct or still needed improvement. With this discussion method in the second cycle, it was observed that students made progress, as they became more focused during the discussions, and the classroom atmosphere became more conducive. The researcher set a time limit for the discussions and guided the students to solve the problems. As a result, the learning process, in terms of time allocation, was completed as scheduled.

Based on the overall actions of Cycle II, including planning, implementation, and observation, a reflection was carried out. The results of the reflection on the implementation of actions in Cycle II indicate that the teacher had carried out the learning process in accordance with the stages of the Discovery Learning model. The success indicator of this classroom action research is the changes made after the actions were implemented, where there was an improvement in learning outcomes, reaching the minimum threshold of 80%. If students can achieve the minimum threshold of 80% completion in learning outcomes, then the research can be considered successful. The results of the observation of student learning during the learning process were also better compared to the observations in Cycle I. Based on the reflection results from Cycle II, the success indicators of this research have been met, so the classroom action research is considered successful and was only conducted up to Cycle II. Based on the observations and reflections, the advantages of implementing the learning process in Cycle II using the Discovery Learning model are the improvement in student learning outcomes.

This can be seen from the number of students who achieved the completion score, which is 83% of all students. However, based on the observations in Cycle II, there are still 17% of students who have not yet met the minimum completion target, which is equivalent to 2 students. In this case, the researcher will provide special guidance to the 2 students who have not yet reached the minimum completion target.

## CONCLUSION

Based on the research results, which include the Pre-Cycle, Cycle I, Cycle II, and the analysis that has been conducted, it can be concluded that the application of the Discovery Learning model can improve student learning outcomes in the subject of Qur'an Hadith. Learning using the Discovery Learning model has a positive impact on improving students' academic achievement, as indicated by the increase in student completion rates in each cycle, which are Cycle I (42%) and Cycle II (83%).

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