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EFFORT TO IMPROVE UNDERSTANDING OF FIQH REGARING THE PILLARS OF FAITH TROUGH THE DISCOVERY LEARNING METHOD

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Abstract: his study aims to examine efforts to improve the understanding of Fiqh regarding the Pillars of Faith through the Discovery Learning method in Grade II of SD Negeri 2 Jangka Buya. The research method used is Classroom Action Research (CAR) with a qualitative approach. The subjects of this study were 30 second-grade students. Data collection was conducted through observations, written tests, and interviews. The results showed that the application of the Discovery Learning method effectively improved students' understanding of the Pillars of Faith. Based on the findings, there was an increase in student engagement from Cycle I to Cycle II, with students becoming more active and enthusiastic in learning. It can be concluded that the Discovery Learning method is effective in enhancing students' understanding of the Pillars of Faith, making the learning process more engaging and interactive. Therefore, it is recommended that this method be consistently applied in Fiqh learning at the elementary school level.

Keywords: *Discovery Learning*, Interactive Learning, SD Negeri 2 Jangka Buya

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INTRODUCTION

The learning process in the classroom becomes highly engaging when a teacher effectively applies appropriate methods and teaching strategies, ensuring the development of a better educational outcome. One of the Islamic religious teachers at SD Negeri 2 Jangka Buya implements the Discovery Learning method in their teaching process. According to the teacher, Discovery Learning is particularly efficient and easy to understand for lower-grade students, as it encourages them to be actively involved in discovering and solving problems on their own. This method allows students to learn while playing.

The researcher attempted to teach the Pillars of Faith to Grade 2 students by providing pieces of paper labeled Pillar 1 to Pillar 6. The students were then tasked with arranging them in the correct order and presenting them to other groups. The Fiqh teacher explained that this method automatically engages students who are not yet proficient in reading, as they actively participate in arranging the words. The students showed great enthusiasm, were highly engaged, and even forgot to leave the classroom during break time due to their excitement.

The description above indicates that teaching methods play a crucial role in the learning process, especially in Fiqh education. Various methods can be used to deliver Fiqh lessons, as students naturally prefer fun and interactive learning through classroom activities.

METHODS

This study uses the Kemmis and Taggart model design, which is a reflective study approach. The research is conducted in several cycles, where each cycle consists of four stages: planning, action, observation, and reflection.

The study on Fiqh learning using the Discovery Learning method is a Classroom Action Research (CAR) aimed at improving the quality of learning. Through this Classroom Action Research, it is expected that the quality of learning will improve, leading to a better and more effective educational process.

RESULTS

In the initial pre-cycle condition, students' daily test scores showed the highest score of 75 and the lowest score of 30, with an average class score of only 55 and a learning mastery rate of 32.15%. At the end of Cycle I, there was an improvement, with the highest score increasing to 90 and the lowest score to 40. The average class score rose to 67.14, and the learning mastery rate improved to 53.57%. By the end of Cycle II, further progress was observed, with the highest score reaching 100, the lowest score increasing to 50, and the average class score rising to 79.28. The learning mastery rate successfully reached 85.71%.

DISCUSSION

Based on the research, the Discovery Learning method actively engages students in the learning process. They do not just listen to the teacher's explanation but are also encouraged to interact, discuss, and independently search for information. This makes students more interested and motivated to understand the material, in addition to improving their conceptual understanding. With this method, students find it easier to understand the concept of Rukun Iman because they learn through a discovery process. They do not merely listen to the teacher's explanation but also connect the material to their daily lives and seek real-world examples that support their understanding.

Besides improving their comprehension, the Discovery Learning method also helps students develop social skills, such as collaborating in groups and sharing ideas. This approach makes learning more enjoyable and engaging, preventing boredom. The role of the teacher in this method is as a facilitator, providing guidance and direction without directly giving answers. Instead, the teacher encourages students to think critically and creatively in developing their understanding.

CONCLUSION

The implementation of the Discovery Learning method has proven to be effective in enhancing the understanding of second-grade students at SD Negeri 2 Jangka Buya regarding rukun Iman. The learning process becomes more interactive, engaging, and enjoyable, helping students grasp Islamic concepts in a more profound way. Therefore, this method is highly recommended for use in Fikih learning at the elementary school level.

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