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IMPROVING STUDENTS' LEARNING OUTCOMES ON ASMAUL HUSNA MATERIAL THROUGH THE DISCOVERY LEARNING METHOD AT SMP NEGERI 2 WOYLA

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Abstract: Asma Ul-Husna is a good name of God for Muslims. By memorizing Asma Ul-Husna, a person can be expected to increase his/her faith and piety to God. Many students find it difficult to understand Asma Ul-Husna, this is certainly a problem that needs to be solved, to find out what problems are faced in Islamic Religious Education lessons, especially in the material of Asma Ul-Husna, it is necessary to conduct classroom action research. The purpose of this study was to determine the increase in student learning outcomes and the success of the Discovery Learning method in improving student learning achievement in the material of Asma Ul-Husna. This study uses action research, namely action research to solve learning problems in the classroom and is included in descriptive research. The results of the study showed that the Discovery Learning method can improve student learning outcomes, especially in the material of Asma Ul-Husna.

Keywords: Learning Outcomes, Discovery Learning Model, Islamic Education.

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INTRODUCTION

Aqidah is a science about divinity. How a person's process in achieving real and perfect faith and piety, then in this science it is found. While Akhlak is a behavior or behavior that a person has in carrying out worship or other activities, and akhlak is the path to achieving the aqidah itself. Likewise, Asma Al-Husna is the good name of God that Muslims must at least know about it. By memorizing Asma Al-Husna, a person is expected to be able to increase their faith and piety. Likewise, it is very necessary for students to be taught. So it is very necessary what method must be applied, and one of them is with a direct learning method if it is right in this Asma Al-Husna material. This Islamic Religious Education subject is a foundation that must be mastered by students in order to achieve monotheism and commendable behavior, so that the PAI Subject has been implemented at all levels of education. This subject is developed by schools to be the basis for the success or failure of learning because the output produced from this Subject is to produce students with commendable personalities. So the role of teachers here is very necessary, the good or bad of a lesson depends on the teacher who delivers the lesson.

A teacher must be more creative in choosing the media and methods that will be delivered to students. If the use of media and methods is in accordance with the lesson, it

is not impossible that the lesson delivered will be as expected and students will understand and be satisfied with what is delivered. If seen in the field, it turns out that many teachers are confused about what media or methods should be delivered. Not a few students do not understand the subject because of the teacher's mistakes in delivering the lesson. There are many students who find it difficult to understand a subject, especially Asma Al-Husna, this is certainly a problem that needs to be resolved properly. To find out what problems are faced in Islamic Religious Education lessons, especially Asma Al-Husna material, the researcher conducted a Class Action. Based on the background that has been presented, it is necessary to conduct research on improving student learning outcomes in Asmaul Husna material through the Discovery Learning method for class VII of SMP Negeri 2 Woyla in the 2024/2025 academic year.

METHODS

This research is an action research, because it is conducted to solve learning problems in the classroom, also this research is a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. This research is a reflective research by taking certain actions in order to improve and remember the quality of learning in the classroom aims to improve and enhance the quality of lessons. The implementation of PTK does not take much time because the research is carried out without leaving teaching activities in addition to the implementation of actions to solve problems.

RESULTS

This Classroom Action Research was conducted using the Discovery Learning method for Islamic Religious Education Material in class VII of SMP Negeri 2 Woyla. The subjects in this study were teachers and students of class VII of SMP Negeri 2 Woyla in the 2024/2025 academic year, totaling 15 students consisting of 10 boys and 5 girls. To achieve maximum results in accordance with learning objectives, of course, learning is needed that attracts interest and provides motivation for students to study Islamic Religious Education lessons, namely by implementing a Learning Model with the Discovery Learning method in class VII of SMP Negeri 2 Woyla. This Classroom Action Research was conducted in 2 cycles. The stages of the cycle include (1) action planning, Implementation of action, (3) Taking action.

Table 1. List of Pre-Cycle Results

No	Nama Siswa	KKM	Nilai Ulangan	Keterangan
1	Ahmad Sadikin	70	80	Tuntas
2	Ajrul Fahmi	70	60	Belum Tuntas
3	Fachrizal Annahar	70	40	Belum Tuntas
4	Fandi	70	70	Tuntas
5	Khairul Anwar	70	50	Belum tuntas
6	Khairul Azhar	70	90	Tuntas
7	Lista Andiyani	70	68	Tuntas
8	M. Tahrirul Aqwal	70	60	Belum Tuntas

9	Muhammad Saiful Azhar	70	60	Belum Tuntas
10	Muktar Walis	70	50	Belum Tuntas
11	Muzalifah	70	90	Tuntas
12	Putri	70	50	Belum Tuntas
13	Rafur	70	90	Tuntas
14	Rezky Aulia	70	60	Belum Tuntas
15	Zakia	70	90	Tuntas
Jumlah			1.008	
Rata-rata Kelas			67,2	
Nilai tertinggi			90	
Nilai terendah			40	

Based on the data above, it can be seen that the number of students is 15 children, the total score is 1008, the average student score is 67.2, the highest score is 90 and the lowest score is 40.

Table 2. Pre-Cycle Values

Kelompok	Nilai	Jumlah Siswa	Prosentase
A	86– 100	4	27%
B	70 – 85	2	13%
C	< 70	9	60%
Jumlah		15	100

From the table it is known that student learning outcomes are still low. So it needs to be improved again by seeing directly. The teacher explains the material directly in class with the lecture method, so it looks monotonous which causes students to become bored and less active.

Table 3. Daily Student Value Data for Cycle I

No	Nama Siswa	KKM	Nilai Ulangan	Keterangan
1	Ahmad Sadikin	70	80	Tuntas
2	Ajrul Fahmi	70	60	Belum Tuntas
3	Fachrizal Annahar	70	50	Belum Tuntas
4	Fandi	70	70	Tuntas
5	Khairul Anwar	70	50	Belum tuntas
6	Khairul Azhar	70	90	Tuntas
7	Lista Andiyani	70	80	Tuntas
8	M. Tahrirul Aqwal	70	70	Tuntas

9	Muhammad Saiful Azhar	70	80	Tuntas
10	Mukhtar Walis	70	50	Belum Tuntas
11	Muzalifah	70	90	Tuntas
12	Putri	70	50	Belum Tuntas
13	Rafur	70	90	Tuntas
14	Rezky Aulia	70	60	Belum Tuntas
15	Zakia	70	90	Tuntas
Jumlah		1.060		
Rata-rata Kelas		71		
Nilai tertinggi		90		
Nilai terendah		50		

Based on the data above, it can be seen that the number of students is 15 children, the total score is 1060, the average student score is 71, the highest score is 90 and the lowest score is 50.

Table 4. Asmaul Husana Subject Material Cycle Values Basic Competencies

Kelompok	Nilai	Jumlah Siswa	Prosentase
A	86– 100	4	27%
B	70 – 85	5	33%
C	< 70	6	40%
Jumlah		15	100

The number of students who scored above 70 was 9 children. So, the number of students who have completed the learning is 9 children (60%) while those who have not completed are 6 children (40%). The table above shows that the success rate has not been achieved, because it still reaches 60% of students getting above average scores.

Table 5. Cycle I Teacher Observation Sheet

Aspek yang diamati	Skor				
	1	2	3	4	5
Pra pembelajaran					
Menyiapkan ruangan sebagai tempat untuk melaksanakan kegiatan belajar mengajar, media/spidol, buku, dll.					✓
Mengkondisikan kelas dan memeriksa kesiapan siswa					✓
Menyiapkan materi pembelajaran				✓	
Pengolaan kelas					✓

Membuka pelajaran		
Membuka pelajaran dengan mengucapkan salam	✓	
Berdo'a dengan menyuruh ketua kelas memimpin do'a		✓
Mengecek kehadiran siswa dengan menggunakan daftar hadir.	✓	
Mengadakan kegiatan apersepsi yang memberi motivasi	✓	
Menyampaikan tujuan pembelajaran yang akan dicapai	✓	
Memberi penjelasan dan arahan yang berkaitan dengan pembelajaran	✓	
Kegiatan inti		
Membagi siswa beberapa kelompok		✓
Memberikan penjelasan yang berkaitan dengan materi pembelajaran	✓	
Melaksanakan kegiatan pembelajarn secara individul, klasikal dan kelompok		✓
Melaksanakan kegiatan pembelajaran dengan menggunakan model Discovery		✓
Menggunakan media pembelajaran sesuai dengan tujuan dan materi Pembelajaran		✓
Kegiatan penutup		
Memberikan kesempatan kepada siswa untuk bertanya tentang materi yang dipahami dan memberikan respon terhadap pertanyaan siswa		✓

Menyimpulkan materi pembelajaran

✓

Mengevaluasi tingkat penguasaan materi setelah menyanpaikan materi pembelajaran dengan menggunakan model Discovery

✓

Menutup pembelajaran

✓

Mencatat tingkat keberhasilan siswa sebelum dan sesudah menggunakan model Discovery

✓

Jumlah skor	72
Hasil rata-rata	4.5
Kategori	Memuaskan

Keterangan:

1=buruk

3=cukup

5=memuaskan

2=kurang

4=baik

From the description above, it can be seen that the discovery learning method in improving student learning outcomes in cycle I is still relatively good. There has been an increase in learning achievement, but it is still below the desired target of 80% of the number of students.

Table 6. Daily Test Score Data for Cycle II

No	Nama Siswa	KKM	Nilai Ulangan	Keterangan
1	Ahmad Sadikin	70	85	Tuntas
2	Ajrul Fahmi	70	90	Tuntas
3	Fachrizal Annahar	70	100	Tuntas
4	Fandi	70	80	Tuntas
5	Khairul Anwar	70	75	Tuntas
6	Khairul Azhar	70	80	Tuntas

7	Lista Andiyani	70	100	Tuntas
8	M. Tahrirul Aqwal	70	90	Tuntas
9	Muhammad Saiful Azhar	70	65	Belum Tuntas
10	Muktar Walis	70	85	Tuntas
11	Muzalifah	70	90	Tuntas
12	Putri	70	65	Belum Tuntas
13	Rafur	70	95	Tuntas
14	Rezky Aulia	70	80	Tuntas
15	Zakia	70	75	Tuntas
Jumlah		1.255		
Rata-rata Kelas		84		
Nilai tertinggi		100		
Nilai terendah		65		

Based on the data above, it can be seen that the number of students is 15 children, the total score is 1,270, the average student score is 85, the highest score is 100 and the lowest score is 65.

Table 7. Grouping of Cycle II Values

Kelompok	Nilai	Jumlah Siswa	Prosentase
A	86 – 100	6	40%
B	70 – 85	7	47%
C	< 70	2	13%
Jumlah		15	100%

Table 8. Results of Observations of Teacher Activities in Cycle II

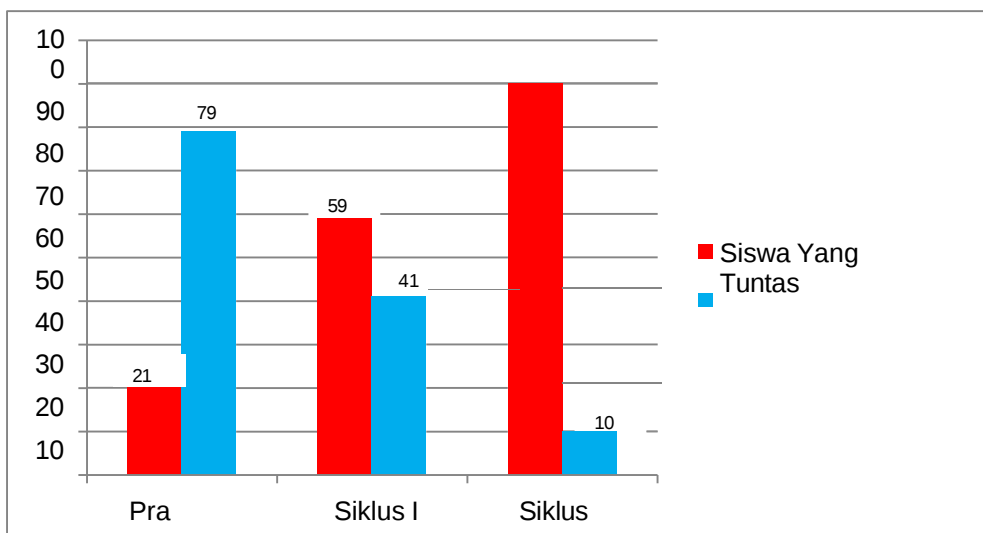
No.	Aspek yang diamati	Skor				
		1	2	3	4	5
1	Pra pembelajaran					
1	Menyiapkan ruangan sebagai tempat untuk melaksanakan kegiatan belajar mengajar				✓	
2	Mengkondisikan kelas dan memeriksa kesiapan siswa				✓	
3	Menyiapkan materi pembelajaran				✓	
4	Pengolaan kelas				✓	

II		Membuka pelajaran	
1	Membuka pelajaran dengan mengucapkan salam	✓	
2	Mengecek kehadiran siswa dengan menggunakan daftar hadir	✓	
3	Mengadakan pre test	✓	
4	Mengadakan kegiatan apersepsi yang memberi motivasi	✓	
5	Menyampaikan kompetensi yang akan Dicapai	✓	
6	Memberi penjelasan dan arahan yang berkaitan dengan pembelajaran cerita pendek anak	✓	
III		Kegiatan inti	
1	Membagi siswa beberapa kelompok	✓	
2	Memberikan penjelasan yang berkaitan dengan materi pembelajaran	✓	
3	Melaksanakan kegiatan pembelajarn secara individul, klasikal dan Kelompok	✓	
4	Melaksanakan kegiatan pembelajaran dengan menggunakan model Discovery	✓	
5	Menggunakan media pembelajaran sesuai dengan tujuan dan materi pembelajaran	✓	
IV		Kegiatan penutup	
1	Memberikan kesempatan kepada siswa untuk bertanya tentang materi yang dipahami dan memberikan respon terhadap pertanyaan siswa	✓	
2	Menyimpulkan materi pembelajaran	✓	
3	Mengevaluasi tingkat penguasaan materi setelah menyampaikan materi pembelajaran dengan menggunakan model Discovery	✓	
4	Menutup pembelajaran	✓	
5	Mencatat tingkat keberhasilan siswa sebelum dan sesudah menggunakan model Discovery	✓	
Jumlah skor		76	
Hasil rata-rata		4.75	
Kategori		Memuaskan	

The improvement of Asmaul Husna learning outcomes in the cycle I instrument test only reached 60% of students who were declared to have completed it, while in cycle II there was an increase of 87% of students who completed the KKM. This has exceeded the desired target of 85% of students achieving the KKM.

DISCUSSION

From the research that has been conducted which consists of two cycles, there is an increase in each learning process in succession from the first cycle and the second cycle as seen in the presentation of student learning outcomes. Based on the comparison of student learning outcome data in the pre-cycle, cycle I and cycle II, it can be concluded that the use of the Discovery model can improve student learning outcomes in the Asmaul Husna material for class VII students of SMP Negeri 2 Woyla. The comparison of student learning outcomes in the pre-cycle, cycle I and cycle II can be seen in the following graph.



The graph above shows that there is an increase in student learning outcomes in learning successively according to the comparison of learning outcome data from Pre-cycle, cycle I, cycle II. Pre-cycle is 40%, cycle I is 60% and cycle II is 80%. With the increase in student learning outcomes in learning, the application of the Discovery model is able to improve student learning outcomes, especially the Asma Ul-Husna material for class VII students of SMP Negeri 2 Woyla.

CONCLUSION

Based on the results of the research analysis obtained, 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 evident in the pre-cycle with an average value of 67.2 then increasing in cycle I with an average value of 71 then increasing again in cycle II with an average value of 84. While the completeness of student learning outcomes in the pre-cycle was 40% while in cycle I was 60% then increasing again in cycle II which was 87%. In addition, the Discovery Learning learning method can increase teacher activity in guiding and drawing conclusions from the subject matter. While student activities, students can pay attention to the teacher's explanation during the learning process, students are active in asking questions and answering teacher questions.

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