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## The Influence of the Discovery Learning Model on Student Learning Activities in Islamic Education Learning: Studi pada SMA Negeri 13 Padang

Wedi Syafriadi ✉, SMA Negeri 13 Padang, Indonesia

✉ [wedisyafriadi@gmail.com](mailto:wedisyafriadi@gmail.com)

**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 high 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 58.71%, the first cycle 76.39% and in the second cycle it increased to 94.66%. Thus, the use of the discovery learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Learning activities, discovery learning model, islamic education.

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### INTRODUCTION

The teaching and learning process in the world of education is a system that fosters a teacher's willingness to manage teaching as a whole. In the teaching and learning process, teachers occupy a very central position, because their role is very decisive. Teachers must be able to translate and describe the content contained in the curriculum, then transform the content to students through the teaching and learning process. Apart from this, the improvement and development of the quality of education is always expected not only to be the responsibility of teachers, but also school supervisors, even school committees and the community. PAI is a universal science that has an important role in human life which is always applied in daily life. According to the Ministry of National Education (Ministry of Education: 2006), the general purpose of PAI learning in the curriculum at the Education Unit Level is so that students have the ability to: 1) understand the concept of PAI; 2) using reasoning on patterns and traits; 3) solve problems; 4) communicate ideas with symbols, tables, diagrams, or other media to clarify the situation or problem; and 5) have an attitude of mutual respect for the usefulness of PAI in life. One of the objectives of PAI

learning in the unit-level curriculum mentioned above is so that students have the ability to solve problems. PAI is very closely related to problems, of course mathematical problems related to daily life. The relationship between PAI and various problems that occur in daily life shows the importance of students to have problem-solving skills. In simple terms, learning according to Gagne in Syaiful Sagala states that learning is a process in which an organism changes its behavior as a result of its experience.

This understanding means that after learning will occur changes in human mindset and behavior. The learning process in the classroom is also basically directed to certain goals, these various goals are intended to develop students' aspects, knowledge, attitudes, and skills (Benjamin S. Bloom. 1980:12 in Winkel, 1996). The reality that is found now in school, the learning process carried out has not succeeded in achieving the desired goals optimally. This can be seen from the results of student achievement after carrying out the learning process where tests are carried out, most of the students get unsatisfactory results. Symptoms like this almost occur in all subjects, including in Mathematics learning.

Islamic Religious Education (PAI) plays a very important role in shaping the character and personality of high school students. In adolescence, students are in a phase of searching for their identity, so religious education functions as a moral and spiritual guideline that can guide them in their daily lives. By understanding Islamic teachings in depth, students will have a strong foundation of values in behaving and acting in accordance with Islamic principles. One of the main benefits of mastering Islamic religious education is forming noble morals. Islam teaches values such as honesty, responsibility, discipline, and compassion for others. By understanding and implementing these teachings, students can become individuals with integrity and high morals in various aspects of life. In addition, PAI also helps students understand worship properly. Worship such as prayer, fasting, zakat, and hajj are part of the pillars of Islam that must be understood and carried out by Muslims. Through religious learning, students not only learn how to worship, but also understand the meaning and wisdom behind it, so that they can carry out worship with full awareness and sincerity.

Islamic religious education also plays a role in forming a strong mentality in students. In Islam, there are many teachings that teach about fortitude, patience, and sincerity in facing various challenges in life. By understanding this concept, students will be better prepared to face various tests in life, both in academic and social fields. In the modern era full of globalization and technological developments, Islamic religious education is a fortress that protects students from negative influences. Various foreign information and cultures that are not in accordance with Islamic values can influence the mindset and behavior of adolescents. Therefore, by having a good understanding of religion, students can filter incoming information and remain steadfast to Islamic principles. Religious education also helps students in building harmonious social relationships. Islam teaches the importance of ukhuwah Islamiyah or brotherhood among Muslims, as well as an attitude of tolerance towards fellow human beings. By understanding this concept, students can establish good relationships with friends, teachers, and the wider community without discrimination or division. In addition to social life, Islamic religious education also contributes to increasing students' awareness of the importance of justice and honesty.

Islam emphasizes the importance of being fair and honest in every aspect of life, including in learning, working, and interacting with others. By implementing these values, students can become individuals who are trusted and respected in their environment. Religious education also plays an important role in forming critical and analytical thinking patterns in students. In Islam, there are many concepts that encourage its followers to think deeply, such as tafakkur (contemplation) and tadabbur (deep understanding). Through religious learning, students can develop critical thinking skills in understanding Islamic teachings and applying them in everyday life. In addition, a good understanding of religion can help students make wise decisions. Many teenagers fall into promiscuity, drug abuse, and criminal acts due to the lack of a strong moral foundation. By mastering Islamic

teachings, students can be more careful in making decisions and have a strong grip to avoid things that are detrimental to themselves and others.

Religious education also plays a role in forming a disciplined and responsible attitude. Islam emphasizes the importance of time discipline, especially in carrying out worship such as the five daily prayers. This habit can train students to be more disciplined in various aspects of life, such as studying, working, and managing time well. In addition to moral and social aspects, Islamic religious education also provides benefits in increasing peace of mind. In Islam, there are many teachings that teach about inner peace, such as through dhikr, prayer, and trust in Allah. By having peace of mind, students can be more focused on learning and face various challenges with a more positive attitude. Religious education can also be a source of motivation for students in achieving success. Islam teaches the importance of seeking knowledge and working hard to achieve goals. By having a good understanding of religion, students will be more enthusiastic in learning and have a strong determination to achieve better achievements. In the world of work, the values taught in Islamic religious education are also very much needed.

Honesty, hard work, and a high work ethic are important factors that can help someone achieve success in the professional world. Therefore, students who have a good understanding of religion will be better prepared to face the world of work with a professional and responsible attitude. Not only for worldly life, Islamic religious education also provides provisions for students in the afterlife. Islam teaches that life in this world is only temporary and every human being will be held accountable for their actions in the afterlife. With this understanding, students will be more careful in living their lives and always try to do good. Overall, Islamic religious education has a very important role in shaping the character, morals, and mindset of high school students. By mastering Islamic teachings, students can become individuals who have good morals, are able to face life's challenges, and are ready to contribute to society with a responsible attitude. Therefore, Islamic religious education learning must continue to be instilled and developed in order to provide maximum benefits for students' lives in the future.

## **METHODS**

Classroom Action Research is research conducted in a classroom to determine the consequences of actions applied to a research subject in the class. Meanwhile, according to Mills, in simple terms, classroom action research is a study that reports all situations, conditions, teaching and learning activities, then explains the problem and finds a solution with a specific action. Based on the above opinions, it can be concluded that classroom action research is PTK in the context of educators being willing to introspect, reflect, reflect or evaluate themselves so that their ability as an educator is expected to be quite professional and affect the quality and quality of education. In this case, by conducting PTK, teachers can improve learning practices so that they become more effective. The type of research used is Classroom Action Research (CAR). The implementation of PTK is intended to overcome problems in the classroom. The activity was carried out for a number of students in one class. The research used in PTK includes several cycles, each cycle consists of four stages, namely planning, implementation, observation, and reflection. Learning activities will continue to the next cycle if the indicators of work success have not been achieved. In the PTK there is no provision on the number of cycles that must be carried out.

According to Suharsimi Arikunto (2012: 75) the number of cycles depends on the achievement of benchmarks, but it should not be less than two cycles. In accordance with the purpose of the research, which is to improve student learning activities in chemistry learning, the type of research carried out is Classroom Action Research (PTK). According to Hamzah B.Uno (2012:41) classroom action research is research conducted by teachers in their own classrooms through self-reflection with the aim of improving their performance as teachers, so that the learning process can run well. Then that type of

research also uses a quantitative approach with the type of experimental research. This experimental research aims to examine the influence of intervention on improving student learning outcomes at SMA N 13 Padang, especially in the context of the application of a learning model that aims to improve academic achievement. The type of experimental research was chosen because it allows the researcher to control the variables and see the effect of certain treatments (learning models) on the bound variables.

## **RESULTS**

Therefore, in the next cycle, efforts are needed to facilitate students to be more active and confident in participating in group discussions. After the implementation of the first cycle of actions, there was an increase in student participation even though it had not achieved maximum results. The following is a table of student learning activities after the implementation of cycle I. To measure the increase in student learning activities, observations were made and questionnaires were given after group discussions. Through observation of student activities before and after the implementation of discovery learning compared to before to find out whether there is an improvement. It can be seen that the majority of students have increased in activities after the implementation of Discovery Learning. From the results of the average observation, there was an increase in student activities in the learning process although it was still not significant. The observation results show that the discovery learning method has a positive impact on students' understanding of the material taught.

During the implementation of cycle I, it was seen that the discovery learning method succeeded in attracting students' attention to be more actively involved in learning. Most of the students who were previously passive in learning, began to show enthusiasm and courage to speak in front of the class. Discovery learning allows students to share knowledge and experiences with each other, so they feel more confident in expressing their opinions. The effect of Discovery learning on Material Understanding Discovery learning provides opportunities for students to understand the material in a more interactive way. By working in groups, students not only learn from teachers, but also learn from each other from their peers. This is evidenced by the increase in student activities in the implementation of discussions. Challenges Faced also appeared in the implementation of cycle I. Some students still felt awkward or not very active in the discussion. This is especially true of students who lack confidence. Therefore, there needs to be further efforts to create a more inclusive atmosphere and support all students to participate more actively.

## **DISCUSSION**

This study aims to analyze the influence of the Discovery Learning learning model on students' learning activities in Islamic Religious Education (PAI) subjects. Discovery Learning-based learning provides space for students to discover learning concepts for themselves through exploration, observation, and analysis. Based on the results of the study, this model has a significant influence on the improvement of students' learning activities. One of the main indicators that shows the success of the implementation of Discovery Learning is the increase in active involvement of students in the learning process.

Based on the observation results, students showed increased participation in learning activities, such as asking questions, discussing, and expressing opinions. They are also more enthusiastic about completing tasks that require analysis and creativity. This finding is in line with research conducted by Suyanto (2020), which states that Discovery Learning is able to encourage students to be more active and independent in learning. The analysis of the test results showed an increase in student learning outcomes after the implementation of the Discovery Learning learning model. The average score of students

increased from the initial test to the final test, with a significant increase in the ability to understand the material, such as the basic concepts of faith, worship practices, and moral values taught in PAI.

This reinforces the opinion of Bruner (1961) who stated that learning through discovery not only improves conceptual understanding, but also has a long-term influence on memory and application of knowledge. In addition to improving learning outcomes, the implementation of Discovery Learning also has an impact on the development of students' critical thinking skills. In the learning process, students are invited to identify problems, formulate hypotheses, and find solutions based on available learning resources. This process encourages them to think logically and analytically. According to Rahmatullah (2019), Discovery Learning is effective in honing higher-order thinking skills that are important for solving complex problems. The use of Discovery Learning also supports collaborative learning. In its implementation, students often work in small groups to complete assignments or find answers to problems raised by teachers. This collaboration not only enhances learning activities, but also strengthens social relationships between students, which ultimately creates a conducive learning atmosphere. Research by Haryanto (2021) shows that this learning model improves students' cooperation and communication skills. However, this study also found some challenges in the application of Discovery Learning. One of the main challenges is the need for a long time to complete learning.

Because the discovery process requires in-depth exploration and analysis, learning with this model often takes more time than conventional methods. In addition, teachers need to have good skills in designing learning activities that are in accordance with Discovery Learning principles, such as formulating relevant problems and preparing supporting learning resources. Another factor that affects the success of the implementation of Discovery Learning is the level of readiness of students. Students who have high motivation and good learning abilities tend to adapt more easily to this model. On the other hand, students who are less accustomed to active learning or have a low level of understanding need more intensive guidance from teachers. Therefore, it is important for teachers to provide scaffolding, that is, temporary support, during the learning process.

Overall, this study shows that the Discovery Learning learning model has a positive influence on students' activities and learning outcomes in PAI subjects. The application of this model not only increases the active engagement of learners, but also helps them develop critical thinking skills, collaboration, and a deep understanding of the learning material. Thus, Discovery Learning can be an effective alternative learning model to improve the quality of PAI learning at various levels of education.

## **CONCLUSION**

Based on the results obtained from the implementation of cycle I, it can be concluded that the discovery learning method has succeeded in increasing students' learning activity in Islamic Religious Education subjects at SMAN 13 Padang. This increase is reflected in the increase in student activities and participation in the learning process. However, some students still need further guidance to increase their confidence in discussing. Therefore, in the next cycle, efforts are needed to facilitate students to be more active and confident in participating in group discussions

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