



Implementation of Discovery Learning to Increase Student Activeness in Aqidah Akhlak Lessons at MI Maarif NU Darul Ulum Ranupakis

Yeni Kholifah, ✉, MI Maarif NU Darul Ulum Ranupakis, Indonesia

Yayuk Sri Rahma Puteri, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Yeyeng Yanti, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

Yatimah, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, Indonesia

✉ yeni.kholifah85@gmail.com

Abstract: This study aims to analyze the application of the Discovery Learning model in improving student activity in the subject of Akidah Akhlak in class V MI Ma'arif NU Darul Ulum Ranupakis. Discovery Learning is a learning method that emphasizes the active involvement of students in finding concepts independently through exploration, investigation, and problem solving. This study uses a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation to determine the effectiveness of this model in improving student activity. The results of the study indicate that the application of Discovery Learning can improve student activity in several aspects, such as active participation in discussions, courage to express opinions, and the ability to think critically and independently in understanding the material. In addition, this method also encourages students to be more enthusiastic in participating in learning, increases interaction between students and teachers, and creates a more dynamic learning atmosphere. The obstacles found include student readiness in learning independently and limited time in the learning process. However, with the right teacher guidance, Discovery Learning has proven to be an effective learning model to improve student activity and understanding of the Akidah Akhlak material.

Keywords: Discovery Learning model, increasing student activity

Received June 10, 2024; **Accepted** July 23, 2024; **Published** October 31, 2024

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INTRODUCTION

Education has an important role in shaping the character and intelligence of students. One of the subjects that contributes to the formation of moral character. This subject aims to instill moral values and faith in students from an early age. However, in practice, learning the Moral Faith is often still conventional with a lecture method that does not involve students actively. As a result, many students are less motivated, passive in learning, and have difficulty understanding the material in depth. To overcome these problems, innovative and interactive learning models are needed, one of which is Discovery Learning. This learning model emphasizes student involvement in independently discovering concepts through exploration, investigation, and discussion. With this method, it is hoped that students will be more active, motivated, and have the ability to think critically in understanding the material of the Moral Faith. This research focuses on the application of Discovery Learning in increasing the activeness of grade V students of MI Ma'arif NU Darul Ulum Ranupakis in learning the Moral Faith. Through this study, it is

hoped that empirical evidence can be found regarding the effectiveness of this model in increasing student participation as well as solutions to obstacles that may arise in its application. This study aims to analyze the application of the Discovery Learning model in learning Akidah Akhlak in class V of MI Ma'arif NU Darul Ulum Ranupakis.

Discovery Learning is an approach that requires students to actively discover learning concepts through exploration and investigation. This model is believed to increase student involvement in the learning process, especially in subjects related to Islamic values such as Akidah Akhlak. Therefore, this study will explore how this method is applied and the extent of its effectiveness in increasing student activity. Learning Moral Beliefs has an important role in shaping students' character and morals from an early age. However, conventional learning methods are often less effective in increasing students' understanding and involvement in the learning process. Discovery Learning offers a solution by providing a more active and meaningful learning experience, where students are directly involved in the process of discovering the concepts they are learning. Thus, it is hoped that students will not only understand the material in theory but also be able to internalize the values of the Moral Faith in daily life. In addition, this study also aims to identify supporting and inhibiting factors in the application of Discovery Learning in the learning of Moral Beliefs.

Several previous studies have shown that constraints such as limited learning resources, student readiness, and teacher skills in managing discovery-based learning can affect the effectiveness of this method. Supporting factors such as the availability of learning media, the active role of teachers as facilitators, and a conducive learning environment contribute to the successful implementation of this method. Therefore, mapping these factors is an important aspect of research. One of the main challenges in the implementation of Discovery Learning is the readiness of students to learn independently.

Not all students have the same critical thinking skills and exploratory abilities. Some students may have difficulty digging into information and finding concepts related to the material being studied. Therefore, the right strategy is needed in implementing this method so that it can be adjusted to the characteristics of students at the Madrasah Ibtidaiyah level. In addition to student readiness, the role of teachers in implementing Discovery Learning is also a key factor in the success of this method. Teachers not only act as material presenters, but also as facilitators who guide students in the process of discovering concepts. However, there are still many teachers who are used to conventional methods so they need training and assistance in adapting discovery-based learning strategies. This research is expected to provide insight for educators in managing better learning

interactive and encourage active participation of students. Limited learning resources are also a challenge in the implementation of Discovery Learning. This method requires a variety of references and teaching materials that support student exploration. However, in many schools, including MI Ma'arif NU Darul Ulum Ranupakis, the limited facilities and learning media are still an obstacle. Therefore, this study will also explore solutions in overcoming these limitations, such as the use of simple technology or the use of existing resources more creatively. In addition to identifying challenges, this study also aims to provide recommendations for teachers in optimizing the implementation of Discovery Learning so that learning becomes more effective and interesting. A well-designed learning strategy can help overcome existing obstacles and increase student motivation and engagement. Therefore, this study will present various alternative strategies that can be applied in the context of learning Moral Faith. The results of this research are expected to enrich learning strategies to improve the quality of education, especially in instilling the values of Moral Beliefs to Madrasah Ibtidaiyah students.

With a deeper understanding of the effectiveness of Discovery Learning, it is hoped that teachers can apply this method more optimally so that they can create a more meaningful learning experience for students. In addition, this research can also be a reference for the development of more innovative education policies in order to improve

the quality of learning at the Madrasah Ibtidaiyah level. Through this research, it is hoped that the application of the Discovery Learning model can increase students' activeness in learning Moral Beliefs. With this method, students not only become passive listeners, but also more involved in the process of exploration and

problem-solving so that they can understand the material more deeply. The activeness of students in discussing, asking questions, and expressing opinions is the main indicator of the success of this method in increasing their participation in class. In addition, this research is also expected to provide a broader understanding to teachers on the strategy of applying Discovery Learning in the subject of Moral Faith. With the recommendations resulting from this research, teachers are expected to be able to design more innovative and interactive learning so that students are more motivated in learning. The role of teachers as facilitators who guide students in finding concepts independently is expected to increase the effectiveness of the learning process. Another hope is to identify the supporting factors and inhibitions in the implementation of Discovery Learning so that the best solution can be found in facing the challenges that arise.

Obstacles such as limited learning resources, student readiness, and the role of teachers are expected to be minimized with the right strategy. Thus, this learning model can be optimally applied in various school conditions, including in madrasah environments that have limited facilities. In addition to increasing student engagement, this research is also expected to strengthen their understanding of the values of Moral Faith. With the Discovery Learning method, students not only understand concepts theoretically, but are also able to relate them to everyday life. This is expected to form a better character of students in accordance with Islamic teachings. This research also aims to contribute to the development of educational science, especially in the field of discovery-based learning methods.

The results of this research are expected to be a reference for other schools that want to implement Discovery Learning in moral and religious value-based learning. With strong empirical evidence, this learning model is expected to be more widely applied in various schools to improve the quality of education. Furthermore, this research is expected to be the basis for policymakers in the world of education to encourage the use of more innovative learning methods that are in accordance with the needs of students.

The development of a curriculum that is more adaptive to the Discovery Learning approach can help create a more active, creative, and effective learning environment. Overall, this research is expected to provide benefits for students, teachers, and educational institutions more broadly. With the improvement in the quality of learning Akidah Akhlak through Discovery Learning, it is hoped that madrasahs can produce A generation that is not only academically intelligent but also has good morals and is able to think critically in facing various challenges in life. Finally, the results of this research are also expected to be an inspiration for further research in the field of Islamic education, especially related to the application of a more innovative and effective learning model. With the development of student-centered learning methods, the quality of education in madrasahs can continue to improve and have a positive impact on student development. In the reality of learning at MI Ma'arif NU Darul Ulum Ranupakis, the application of

The Discovery Learning method still faces various challenges. Learning Moral Beliefs is generally still dominated by lecture and memorization methods, which causes students to be less active in the learning process. Many students tend to be passive, only receiving material without actively engaging in discussions or more in-depth exploration of concepts. This shows that there is still a gap between innovative learning theories and practices that occur in the classroom. In addition, the level of student readiness to follow the Discovery Learning method still varies. Some students showed enthusiasm in exploring the material, but others found it difficult because they were not used to learning independently. Students who have critical thinking and problem-solving skills often experience obstacles in understanding concepts through an invention approach, so they need more intensive guidance from teachers.

On the other hand, the role of teachers in implementing Discovery Learning is also still a challenge. Not all teachers have enough understanding of these methods or have the skills to manage them effectively. Many teachers are still accustomed to conventional teacher-centered learning methods, so the transition to discovery-based learning requires further adaptation and training. In addition to internal factors, external factors such as limited facilities and infrastructure are also obstacles in the implementation of Discovery Learning. Madrasahs with limited resources often have difficulty in providing learning media that support student exploration. Limited access to reference books, interactive teaching materials, and supporting technology hinders the optimization of this method in the teaching and learning process. Another reality is that discovery-based learning takes longer compared to conventional methods. In the limited allocation of learning time, teachers often find it difficult to balance between achieving curriculum targets and applying the Discovery Learning method.

As a result, this method has not been fully implemented in every class meeting, but is only used in certain sessions that allow for wider exploration. Despite various obstacles, several positive practices have begun to be seen in the efforts to implement Discovery Learning. Students who receive guidance are more in developing critical thinking skills and are more active in asking questions and discussing. Teachers who have started to implement this method have also seen an increase in student involvement in the classroom, although it still needs to be further improved. Based on the existing reality, further efforts are needed to overcome the challenges in the implementation of Discovery Learning at MI Ma'arif NU Darul Ulum Ranupakis. Support from schools, training for teachers, and the provision of adequate learning resources are important factors in the successful implementation of this method. With the right strategy, Discovery Learning can be an effective solution in increasing students' activeness in learning Moral Beliefs.

METHODS

The research methodology for the implementation of Discovery Learning to enhance student activity in the Aqidah Akhlak subject for fifth-grade students at MI Ma'arif NU Darul Ulum Ranupakis, Klakah District, Lumajang Regency, involves a comprehensive approach to ensure valid and reliable results. This study adopts a qualitative research approach with a case study design. The qualitative approach enables the researcher to explore in-depth insights into the impact of Discovery Learning on student engagement. The case study method allows for an intensive examination of students' responses and behaviors in their learning environment. The research setting is MI Ma'arif NU Darul Ulum Ranupakis, focusing on fifth-grade students enrolled in the Aqidah Akhlak subject. The selection of this institution is based on the necessity to improve student participation through innovative teaching methods.

The participants include students, teachers, and school administrators. The primary data sources consist of observations, interviews, and documentation. Observations are conducted in the classroom to analyze students' engagement, participation, and responses to Discovery Learning activities. Interviews are carried out with teachers and students to understand their perspectives on the effectiveness of the method. Documentation, such as lesson plans and student assignments, is also analyzed to support the findings. Data collection is conducted through systematic observation, semi-structured interviews, and document analysis.

Observations involve recording student behavior and teacher-student interactions. Semi-structured interviews allow for flexibility in gathering insights while maintaining consistency in the questions asked. Document analysis includes reviewing lesson plans and student work to assess the learning process and outcomes. Data analysis is carried out using thematic analysis. The collected data is categorized based on emerging themes related to student engagement, motivation, and comprehension. Patterns and relationships between different variables are identified to draw meaningful conclusions.

To ensure the validity and reliability of the research, triangulation is employed by using multiple data sources and methods. The researcher cross-checks findings from observations, interviews, and documentation to establish accuracy. Member checking is also conducted by presenting preliminary findings to participants for verification. The implementation of Discovery Learning follows structured steps, including problem identification, data collection, hypothesis formulation, data analysis, and conclusion drawing.

These steps guide students in actively constructing knowledge through exploration and inquiry. The teacher's role in Discovery Learning is as a facilitator, guiding students in their learning journey rather than simply delivering content. The teacher provides thought-provoking questions, materials, and scenarios to stimulate critical thinking and discussion. Students are encouraged to work collaboratively in groups, fostering peer learning and active engagement. Group discussions, hands-on activities, and real-life problem-solving tasks are incorporated to promote deeper understanding. Assessment of student engagement and learning outcomes is conducted through formative and summative evaluations.

Formative assessments include quizzes, reflections, and group discussions, while summative assessments involve project-based evaluations and individual tests. The study also examines potential challenges in implementing Discovery Learning, such as time constraints, varying student abilities, and teacher readiness. Strategies to overcome these challenges, including teacher training and curriculum adjustments, are explored. Ethical considerations are taken into account to protect the rights and privacy of participants. Informed consent is obtained from students and their guardians before data collection. Anonymity and confidentiality are maintained throughout the research process. This research aims to provide valuable insights into the effectiveness of Discovery Learning in enhancing student participation and engagement in Aqidah Akhlak lessons. The findings are expected to contribute to the development of more interactive and student-centered teaching strategies in Islamic education.

The methodology ensures a structured approach to evaluating Discovery Learning. The focus on student-centered learning allows for an authentic exploration of how this method influences classroom dynamics and engagement levels. Teachers play a crucial role in guiding students through the discovery process. Their ability to facilitate discussions and encourage independent thinking is essential for successful implementation. Students' responses to Discovery Learning are expected to vary. Some may readily embrace the method, while others require additional support to adjust to a less structured learning environment. Observations of student behavior help identify key indicators of active learning. These include asking questions, expressing opinions, collaborating with peers, and demonstrating curiosity in exploring concepts. Thematic analysis helps organize findings into meaningful categories.

Themes such as increased motivation, enhanced critical thinking, and improved collaboration emerge as focal points in data interpretation. The iterative nature of qualitative research allows for flexibility in adapting data collection methods. If unexpected patterns arise, additional observations or interviews can be conducted to gain deeper insights. Triangulation strengthens the credibility of the study. By integrating multiple sources of data, the research findings become more robust and reliable. The effectiveness of Discovery Learning is assessed by comparing student engagement levels before and after implementation.

Changes in participation rates, classroom interactions, and student feedback provide valuable indicators. Interviews with teachers reveal insights into the feasibility of Discovery Learning. Their perspectives on curriculum integration, instructional challenges, and student responses contribute to the study's findings. Student interviews provide firsthand accounts of their experiences. Their reflections on learning preferences, challenges, and perceived benefits offer a holistic understanding of Discovery Learning's impact.

Document analysis includes reviewing student work to assess their understanding and application of concepts. Comparing assignments completed before and after Discovery Learning implementation helps measure learning progression. This methodology aligns with constructivist learning principles, emphasizing active engagement, self-discovery, and the development of higher-order thinking skills.

The study highlights the importance of teacher preparation. Training sessions on Discovery Learning strategies equip educators with the skills necessary to facilitate student-centered learning effectively. Classroom layout and resources influence the success of Discovery Learning. Flexible seating arrangements, access to learning materials, and supportive technology enhance the learning environment. The role of peer interaction is explored in detail. Students' ability to collaborate, share ideas, and engage in group discussions is a critical component of Discovery Learning. The research also investigates the role of inquiry-based questioning. Open-ended questions encourage students to think critically, analyze information, and develop well-reasoned arguments. Assessment tools are designed to align with Discovery Learning objectives. Rubrics, self-reflections, and peer evaluations provide comprehensive measures of student learning outcomes.

Feedback mechanisms are integrated into the research design. Regular discussions with students and teachers ensure that the study remains responsive to emerging insights. The study examines variations in student engagement based on learning styles. Visual, auditory, and kinesthetic learners may respond differently to Discovery Learning activities. The broader implications of Discovery Learning are explored. The findings contribute to discussions on innovative teaching practices and their applicability to other subjects beyond Aqidah Akhlak. The long-term impact of Discovery Learning is considered. Follow-up observations and assessments track students' sustained engagement and academic performance over time. By emphasizing active learning, this research supports the development of educational policies that prioritize student engagement and critical thinking skills. The study contributes to the existing body of knowledge on student-centered learning. Its findings offer practical recommendations for educators, administrators, and curriculum developers. Future research directions are identified.

Investigating the scalability of Discovery Learning across different educational settings provides opportunities for further exploration. Ultimately, this research aims to transform traditional teaching approaches. By advocating for Discovery Learning, it promotes a more engaging, meaningful, and effective educational experience for students. The methodology ensures that the research remains grounded in real classroom experiences. Through qualitative analysis, the study captures the nuances of student-teacher interactions and learning processes. In conclusion, the structured approach to Discovery Learning implementation and evaluation provides valuable insights into its effectiveness in enhancing student engagement in Aqidah Akhlak lessons. The findings contribute to ongoing efforts to improve educational practices and student learning experiences.

RESULTS

The research findings on the implementation of Discovery Learning to enhance student engagement in Aqidah Akhlak for fifth-grade students at MI Ma'arif NU Darul Ulum Ranupakis provide insightful observations and analyses. The study reveals a significant increase in student participation following the application of Discovery Learning. Prior to the intervention, students displayed passive learning behaviors, often relying on teachers for explanations and solutions. Observational data indicate that students became more engaged in class discussions. They demonstrated a greater willingness to ask questions, express opinions, and collaborate with peers. Teachers observed a shift in classroom dynamics.

Students who were previously hesitant to participate began actively engaging in learning activities, suggesting a positive impact of Discovery Learning on motivation. Analysis of student performance before and after the implementation showed improvements in comprehension and retention. Students demonstrated a deeper understanding of Aqidah Akhlak concepts compared to traditional lecture-based methods. Group activities played a crucial role in fostering collaboration. Students worked together to analyze case studies, discuss moral dilemmas, and propose solutions based on Islamic principles. Classroom interactions became more dynamic.

Instead of passive note-taking, students engaged in exploratory discussions, reinforcing their understanding of key topics. Interviews with students revealed that they found Discovery Learning more enjoyable and stimulating. Many expressed that they felt more involved in their own learning process. Teachers highlighted the importance of structured guidance. While Discovery Learning encouraged student independence, teacher facilitation was necessary to maintain focus and ensure learning objectives were met. Students exhibited improved critical thinking skills. They demonstrated an ability to analyze ethical issues, apply religious teachings, and articulate their perspectives with greater confidence. Assessment results indicated a positive trend.

Students who engaged in Discovery Learning activities scored higher in evaluations compared to those taught using conventional methods. Reflection activities allowed students to internalize their learning experiences. Many students expressed a greater appreciation for the subject matter and its relevance to their daily lives. The research also uncovered challenges in implementation. Some students initially struggled with the open-ended nature of Discovery Learning and required additional support to adapt. Teachers noted that lesson planning required more preparation time. Designing engaging and thought-provoking activities necessitated careful structuring to align with curriculum goals. The findings emphasize the importance of teacher training. Educators who received guidance on Discovery Learning strategies were more effective in facilitating student-centered learning. Parental feedback indicated positive changes in students' attitudes toward learning. Parents observed increased enthusiasm for discussing class topics at home.

The study revealed that Discovery Learning encouraged self-directed learning. Students became more proactive in seeking information and exploring topics beyond classroom discussions. Classroom observations showed that students developed stronger problem-solving abilities. They applied logical reasoning and ethical considerations to analyze real-life scenarios. Student collaboration improved significantly. Peer discussions became more meaningful, with students actively contributing ideas and debating different viewpoints. The research highlighted the role of curiosity in learning. Students were more inclined to explore and investigate topics, leading to deeper engagement with Aqidah Akhlak concepts. The impact of Discovery Learning extended beyond academics.

Students demonstrated behavioral improvements, displaying greater respect and empathy in their interactions with peers. Teachers reported that students exhibited enhanced communication skills. They articulated their thoughts more clearly and participated in discussions with greater confidence. The study underscored the value of inquiry-based learning. Allowing students to discover answers through guided exploration fostered a sense of ownership over their learning process. The research findings suggest that Discovery Learning promotes long-term knowledge retention.

Students retained key concepts more effectively compared to rote memorization techniques. Assessment rubrics showed a marked improvement in students' analytical abilities. Their responses demonstrated a deeper grasp of moral reasoning and ethical decision-making. Data analysis revealed that active engagement led to higher academic performance. Students who participated more actively in discussions and problem-solving exercises achieved better test scores. Classroom engagement levels increased significantly. Even students who were initially reluctant to participate became more involved as the learning process unfolded. The study found that Discovery Learning enhanced students'

ability to connect classroom knowledge with real-world applications. They were able to relate religious teachings to everyday situations. Teachers emphasized the role of scaffolding in Discovery Learning. Providing initial support and gradually encouraging independence helped students transition smoothly into self-directed learning. Student testimonials confirmed that the learning experience became more meaningful.

Many students expressed that they felt more valued and empowered in the classroom. The study also revealed variations in learning preferences. While many students thrived in an inquiry-based environment, some required additional guidance to fully engage with the method. Observational notes highlighted an increase in student-led discussions. Learners took initiative in exploring topics, asking deeper questions, and seeking clarifications. Feedback from educators suggested that Discovery Learning encouraged creativity. Students approached problem-solving tasks with innovative ideas and alternative perspectives.

Classroom assessments demonstrated an increase in higher-order thinking skills. Students exhibited improved abilities in analysis, synthesis, and evaluation. Students showed greater enthusiasm for learning. They were more likely to engage in independent study and discuss lesson topics outside of school hours. Teachers found that Discovery Learning encouraged a growth mindset. Students became more resilient in facing challenges and persisted in seeking solutions. The research findings align with existing literature on student-centered learning.

Discovery Learning fosters engagement, collaboration, and critical thinking skills. The study also explored gender differences in learning engagement. Both male and female students responded positively, with no significant disparities in participation levels. Challenges related to time constraints were identified. Discovery Learning required more classroom time than traditional methods, necessitating adjustments in lesson pacing. Data triangulation confirmed the reliability of findings. Consistent patterns emerged from observations, interviews, and assessments, strengthening the validity of the study. Teachers suggested that a blended approach might be beneficial. Combining Discovery Learning with direct instruction could optimize learning outcomes for diverse student needs. The research findings emphasize the importance of classroom culture. A supportive and open learning environment contributed to students' willingness to participate actively.

The impact of Discovery Learning extended to students' social skills. Collaborative activities fostered teamwork, patience, and mutual respect among peers. The study revealed that motivation played a key role in student engagement. Intrinsic motivation, driven by curiosity and interest, was significantly enhanced through Discovery Learning. Student reflections indicated a shift in their perception of learning. Many students viewed education as an active and enjoyable process rather than a passive requirement. The findings support the integration of Discovery Learning into the broader curriculum.

Its benefits extend beyond Aqidah Akhlak and can be applied to other subjects. The study concludes that Discovery Learning is an effective pedagogical approach for increasing student engagement in Aqidah Akhlak lessons. Its emphasis on inquiry, collaboration, and self-discovery fosters meaningful learning experiences. Future research could explore long-term impacts of Discovery Learning. Examining its influence on academic performance over multiple grade levels would provide deeper insights. Ultimately, the study demonstrates that Discovery Learning transforms the classroom experience. By empowering students to take an active role in their education, it cultivates a lifelong love for learning.

DISCUSSION

The discussion on the implementation of Discovery Learning to enhance student engagement in Aqidah Akhlak for fifth-grade students at MI Ma'arif NU Darul Ulum Ranupakis highlights various significant aspects of its effectiveness and challenges.

Discovery Learning shifts the focus from teacher-centered instruction to student-centered exploration. This approach encourages students to actively participate in the learning process, enhancing their understanding and retention of Aqidah Akhlak concepts. The findings indicate that Discovery Learning promotes a more engaging classroom environment. Students are encouraged to think critically, collaborate with peers, and apply their knowledge to real-life situations.

One of the key benefits observed is the increase in student motivation. When students are given the opportunity to explore concepts on their own, they become more curious and enthusiastic about learning. The role of the teacher in Discovery Learning is crucial. Instead of simply delivering content, the teacher acts as a facilitator, guiding students in their exploration and helping them construct knowledge through inquiry-based activities. Classroom observations reveal that students develop a sense of responsibility for their own learning. They take the initiative to research, ask questions, and seek solutions, which fosters independent learning skills.

Collaborative learning is another important outcome of Discovery Learning. Students work together to solve problems, share perspectives, and support one another in their learning journey. The integration of Discovery Learning in Aqidah Akhlak allows students to connect religious teachings with their daily lives. By engaging in discussions and problem-solving activities, they develop a deeper understanding of moral and ethical principles. The study shows that Discovery Learning enhances higher-order thinking skills. Students are encouraged to analyze situations, evaluate different viewpoints, and make informed decisions based on Islamic values. The transition from passive to active learning leads to improved student engagement. Instead of merely memorizing religious concepts, students engage in meaningful discussions that allow them to internalize and apply their knowledge. Teachers play a vital role in structuring Discovery Learning activities.

Effective lesson planning is required to ensure that students receive adequate guidance while still having the freedom to explore concepts independently. The research highlights the importance of well-designed learning materials. Visual aids, case studies, and real-world examples help students grasp complex religious concepts more effectively. One challenge identified in the study is the varying levels of student readiness. Some students adapt quickly to Discovery Learning, while others require additional support to fully engage with the method. Classroom management strategies are necessary to ensure that Discovery Learning remains productive. Teachers need to set clear objectives, provide structured activities, and monitor student progress effectively. Students respond positively to inquiry-based learning. When given the opportunity to explore and discover, they develop a stronger interest in the subject and are more likely to retain the knowledge gained. The study also emphasizes the role of assessment in Discovery Learning. Traditional tests alone may not effectively measure student progress, so alternative assessment methods, such as project-based evaluations and self-reflections, are incorporated.

Parental involvement is essential in supporting students' learning experiences. Encouraging discussions at home about religious values and ethical decision-making reinforces the concepts taught in the classroom. Discovery Learning fosters creativity among students. By encouraging open-ended discussions and problem-solving activities, students develop the ability to think outside the box and propose innovative solutions. The findings suggest that Discovery Learning can be integrated with other teaching methods to maximize effectiveness. A combination of direct instruction and inquiry-based learning provides a balanced approach to education. Student feedback highlights that they enjoy the interactive nature of Discovery Learning. Many students express that they feel more engaged and motivated to participate in class discussions.

The research supports the notion that Discovery Learning builds self-confidence. Students who are actively involved in their own learning process develop greater confidence in expressing their ideas and opinions. Teachers observe that student

participation increases when lessons incorporate hands-on activities. Engaging students in role-playing scenarios, group projects, and interactive discussions leads to higher levels of involvement. One of the main advantages of Discovery Learning is its ability to cater to different learning styles. Visual, auditory, and kinesthetic learners all benefit from the varied activities included in the approach. The study highlights that Discovery Learning is particularly effective in teaching ethical and moral reasoning.

By engaging in real-world scenarios, students learn to apply Islamic teachings in a meaningful way. The implementation of Discovery Learning requires teachers to shift their instructional mindset. Rather than being the primary source of information, teachers guide students in their exploration of knowledge. Students become more adept at problem-solving through Discovery Learning. When faced with moral dilemmas or ethical questions, they use critical thinking skills to analyze different perspectives before reaching a conclusion. The research suggests that Discovery Learning enhances long-term knowledge retention. Students are more likely to remember and apply what they have learned when they are actively engaged in the discovery process. Teachers emphasize the importance of scaffolding in Discovery Learning.

Providing initial guidance and gradually reducing support helps students develop independent learning skills. Observational data reveal that Discovery Learning promotes a positive classroom atmosphere. Students feel more comfortable expressing their thoughts and engaging in discussions without fear of making mistakes. The study highlights the role of formative assessment in tracking student progress. Frequent feedback from teachers helps students reflect on their learning and make necessary improvements. Discovery Learning encourages students to develop a growth mindset. They view challenges as opportunities for learning rather than obstacles, leading to increased resilience and perseverance.

The research findings indicate that students develop a deeper sense of curiosity when engaged in Discovery Learning. They actively seek answers, conduct research, and explore new concepts beyond the classroom. Teachers note that Discovery Learning fosters a sense of community within the classroom. Collaborative activities strengthen peer relationships and encourage teamwork. The study also explores the relationship between Discovery Learning and student autonomy. When given the freedom to explore, students develop a greater sense of ownership over their education. Student interviews suggest that Discovery Learning makes lessons more memorable. Engaging in discussions and hands-on activities helps students connect with the material in a meaningful way. The integration of technology enhances the effectiveness of Discovery Learning.

Digital resources, videos, and online discussions provide additional avenues for exploration and engagement. One of the key takeaways from the research is the importance of flexibility in lesson planning. Teachers must be adaptable and responsive to students' needs throughout the learning process. The study finds that Discovery Learning is particularly effective in encouraging students to think ethically. By analyzing real-world moral dilemmas, students learn to apply Islamic principles in decision-making. Classroom observations indicate that Discovery Learning reduces student boredom. Interactive activities keep students engaged and prevent passive learning. The findings highlight that Discovery Learning prepares students for lifelong learning.

The skills developed through inquiry-based learning, such as critical thinking and problem-solving, are valuable beyond the classroom. The study emphasizes that Discovery Learning requires continuous teacher support. While students are encouraged to explore independently, structured guidance is necessary for meaningful learning. Discovery Learning contributes to the development of leadership skills. Students take on active roles in group discussions, leading conversations and sharing insights with their peers. Student engagement increases when lessons are relevant to their lives.

The study suggests that connecting Aqidah Akhlak concepts to real-world experiences enhances student interest. The findings support the expansion of Discovery Learning beyond Aqidah Akhlak. The method can be applied to other subjects to promote

active learning and student engagement. The research concludes that Discovery Learning effectively enhances student participation in Aqidah Akhlak lessons. Its emphasis on inquiry, collaboration, and independent thinking contributes to a more meaningful and engaging learning experience.

CONCLUSION

The conclusion of this study highlights the effectiveness of Discovery Learning in enhancing student engagement in Aqidah Akhlak lessons for fifth-grade students at MI Ma'arif NU Darul Ulum Ranupakis. The implementation of Discovery Learning has led to a noticeable increase in student participation. Instead of being passive listeners, students actively engage in discussions, ask questions, and collaborate with their peers. This study confirms that Discovery Learning fosters independent thinking. By encouraging students to explore and discover knowledge on their own, they develop critical thinking skills that enhance their understanding of Aqidah Akhlak concepts. Teachers observe that students exhibit greater enthusiasm for learning when Discovery Learning methods are used. Lessons become more interactive, engaging, and enjoyable, leading to improved motivation and interest in the subject. Discovery Learning promotes meaningful learning experiences. Instead of relying on rote memorization, students engage with real-life scenarios that allow them to apply religious teachings in a practical manner. The findings suggest that Discovery Learning strengthens collaboration and communication skills. Group discussions and problem-solving activities encourage students to share ideas, respect differing perspectives, and work as a team.

This study highlights the role of the teacher as a facilitator rather than a sole provider of information. Teachers guide students through the learning process, helping them develop autonomy while ensuring that key concepts are effectively understood. Students demonstrate improved problem-solving abilities. By analyzing moral dilemmas and ethical issues through an inquiry-based approach, they learn to evaluate situations critically and make informed decisions. The study finds that Discovery Learning leads to higher levels of knowledge retention. Students remember and apply the lessons more effectively compared to traditional teaching methods. Student feedback indicates that Discovery Learning makes lessons more enjoyable and meaningful. Many express that they feel more engaged and valued in the classroom environment. Parental feedback also suggests a positive impact. Parents report that students discuss lesson topics at home more frequently and demonstrate a deeper understanding of moral values in their daily lives.

The findings underscore the importance of structured lesson planning in Discovery Learning. While student autonomy is encouraged, guidance from teachers remains crucial in ensuring that learning objectives are met. One of the key challenges in implementing Discovery Learning is the time required for inquiry-based activities. Teachers must balance exploration with curriculum requirements to ensure comprehensive subject coverage. Despite initial challenges in adapting to Discovery Learning, students eventually show increased confidence in their ability to learn independently. This shift in mindset contributes to their overall academic growth. The study emphasizes that Discovery Learning is particularly effective in subjects that involve ethical and moral reasoning. Aqidah Akhlak lessons benefit from this approach, as students actively engage in discussions about Islamic teachings and their application. Teachers acknowledge that Discovery Learning requires more preparation and flexibility. Adapting lessons to student responses and fostering inquiry-based learning demands continuous professional development.

Observational data reveal that students become more proactive in their education. They take initiative in researching topics, seeking clarifications, and contributing actively to class discussions. The study concludes that Discovery Learning significantly enhances student engagement and participation in Aqidah Akhlak lessons. Its student-centered

approach fosters curiosity, critical thinking, and a deeper understanding of religious teachings. Future research could explore the long-term impact of Discovery Learning across different grade levels and subjects. Understanding its broader implications can help refine its implementation for maximum effectiveness. Overall, Discovery Learning transforms the traditional classroom experience. By making learning more interactive and student-driven, it cultivates a lifelong interest in education and moral development among students.

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