# The Use of Discovery Learning Models in Improving Student Learning Achievement in the Material My Ambition to Become a Pious Child at SD Negeri 088 Panyabungan

**Rasmi** ✉, SD Negeri 088 Panyabungan Indonesia
**Ida Gustina**, SD Negeri 085 Panyabungan, Indonesia
**Kholidah Nasution,** UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia
**Emi Novita Harahap,** UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

✉ *rasmiina9@gmail.com*

**Abstract:** This study aims to improve students' learning achievement in the material My Ambition to Become a Good Child through the application of the Discovery Learning model in class V of SDN 088 Panyabungan. This learning model was chosen because it can stimulate students' activeness in finding concepts independently, improve their understanding, and learning outcomes. With this approach, students are more involved in the learning process and are able to develop critical thinking skills and problem-solving skills. This study uses the Classroom Action Research method which is carried out in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. Data collection was carried out through learning outcome tests, observations, and interviews with students and teachers. The results of the study showed a significant increase in student learning achievement, which was indicated by an increase in the average value and increased active participation of students in learning activities. Based on these findings, it can be concluded that the use of the Discovery Learning model can effectively improve student learning achievement. Therefore, this model is recommended as an alternative in learning to improve students' understanding and learning outcomes, especially in Islamic Religious Education material.

**Keywords:** Discovery Learning, Improving Student

## INTRODUCTION

Education has a strategic role in shaping the character and academic achievement of students. One of the important aspects of Islamic Religious Education (PAI) is the cultivation of moral and spiritual values from an early age, as in the material My Ideals of Becoming a Righteous Child. However, challenges in learning are still often found, especially related to low student motivation to learn and the limitations of innovative learning methods. According to Arends (2021), an active and participatory learning model can increase student engagement and a deeper understanding of the material being studied. In reality, many teachers still use conventional methods, such as lectures, that do not actively involve students.

This causes students to be less interested in the learning process, thus having an impact on their low learning outcomes (Sagala, 2020). Therefore, a more innovative and effective learning approach is needed to improve students' understanding and learning

achievement. The Discovery Learning model is one of the learning methods that can help students find concepts independently.

This model allows students to explore, analyze, and infer information from various learning sources, thereby improving their critical thinking power (Hosnan, 2020). In addition, Discovery Learning is also claimed to be able to increase learning motivation because students are more active in discovering concepts rather than just receiving information passively from teachers. This study aims to analyze the effectiveness of the Discovery Learning model in improving the learning achievement of students in grade V of SDN 088 Panyabungan in the material Ichi-Citaku Becoming a Sholih Child. Through this research, it is hoped that it can be known to what extent this model affects students' understanding of concepts and learning outcomes. This research will also identify changes in student motivation and engagement in learning after the implementation of the Discovery Learning model.

The results of previous research show that Discovery Learning can improve students' understanding of concepts and learning achievement in various subjects (Trianto, 2021). However, further research is still needed in the context of Islamic Religious Education, especially in materials related to the formation of students' religious character. Thus, this study seeks to fill the gap of previous research and contribute to the development of more effective learning methods in the field of PAI. The method used in this study is Classroom Action Research (PTK) which consists of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. Research data was obtained through learning outcome tests, observation of teaching and learning activities, and interviews with students and teachers. Data analysis was carried out qualitatively and quantitatively to see the impact of the use of the Discovery Learning model on student learning achievement. It is hoped that this research can contribute to the world of education, especially in increasing the effectiveness of PAI learning.

By using the Discovery Learning model, it is hoped that students can better understand the concept of religion in a more in-depth and applicable way in daily life (Rusman, 2022). In addition, the results of this research are also expected to be a reference for teachers in developing more innovative and student-activity-based learning methods. With this research, it is hoped that teachers can adopt a learning model that is more interactive and in accordance with the needs of current students. Discovery-based learning not only improves learning outcomes but also shapes students' independence and critical thinking skills, which are urgently needed in facing challenges in the modern era (Sanjaya, 2023). Therefore, this research has great significance in improving the quality of education, especially in PAI learning in elementary schools.

The data sources in this study consist of two types, namely primary data and secondary data. Primary data was obtained directly from grade V students of SDN 088 Panyabungan through various data collection techniques that included learning tests, observations, and interviews with students and teachers. This data is used to directly understand how the Discovery Learning model affects the learning process and outcomes of students in the material I-Cita-ku Becomes a Sholih Child. The learning test is one of the main instruments in this study. The test was carried out in two stages, namely pretest before the implementation of the Discovery Learning model and posttest after this model was applied in two learning cycles.

The pretest aims to measure the level of students' initial understanding of the material, while the posttest is used to evaluate the extent to which learning outcomes have improved after the intervention has been carried out. In addition to learning tests, observation is also used to obtain more comprehensive data. Observations are made during the learning process to observe how students interact with the material, the extent to which they participate in the discussion, and how involved they are in finding their own concepts through the Discovery Learning model. The results of this observation provide a real picture of changes in students' learning behavior during the study.

Interviews with students and teachers were conducted as a complement to observation data and learning tests. Through interviews, researchers delve deeper into students' experiences and perceptions of the learning they experience. Interviews with teachers are also important to find out the extent to which the Discovery Learning model is considered effective in improving learning outcomes and how challenges arise during its implementation. In addition to primary data, this study also relies on secondary data obtained from various scientific sources. Secondary data includes research journals, reference books, and learning documents that discuss the Discovery Learning model and strategies for improving learning achievement in Islamic Religious Education. These sources provide a strong theoretical foundation for this research. The research journal used in this study includes various studies on the effectiveness of the Discovery Learning model at various levels of education. Previous studies have shown that this model can improve students' conceptual understanding and critical thinking skills. By comparing the results of this study with previous findings, the validity of the conclusions obtained can be more guaranteed.

In addition to journals, reference books on learning theory are also a source of reference in this study. These books provide a deeper understanding of the concept of Discovery Learning, its advantages and disadvantages, and how its application can be adapted to the learning needs at the elementary school level, especially in Islamic Religious Education subjects. By combining primary data obtained directly from students and teachers as well as secondary data from various scientific sources, this study can present a more in-depth analysis of the effectiveness of the Discovery Learning model. This approach ensures that the conclusions drawn have a strong basis both in terms of empirical data and theories that have been developed in previous studies.

The data collected in this study was analyzed using quantitative and qualitative approaches. Quantitative analysis was carried out by calculating the percentage of improvement in student learning outcomes based on pretest and posttest scores. The data were analyzed using the percentage improvement formula and compared between the first and second cycles in the Classroom Action Research (PTK). Meanwhile, qualitative analysis is used to interpret the results of observations and interviews.

This analysis technique is carried out by data reduction, data presentation, and conclusion drawn. Observation data was analyzed to see the level of student involvement in learning, while interview data was used to understand the experiences of students and teachers in applying the Discovery Learning model. With this method, it is hoped that the research can provide a clear picture of the effectiveness of the Discovery Learning model in improving students' learning achievement in the material Ichi-Citaku Becoming a Sholih Child in grade V of SDN 088 Panyabungan.

## METHODS

This study uses a quantitative approach with an experimental method. The experimental research model was chosen to measure the effectiveness of using the Discovery Learning model in improving students' learning achievement in the material Ichi-Citaku Becoming a Sholih Child in grade V of SDN 088 Panyabungan. Research Design The research design used is a pretest-posttest control group design, where there are two groups: an experimental group that is treated with the Discovery Learning model and a control group that uses conventional methods. Measurements were carried out before and after the treatment to determine the improvement of students' learning achievement. Population and Population Sample in this study are all students of class V of SDN 088 Panyabungan.

Discovery learning is an instructional strategy that emphasizes the importance of allowing students to learn through exploration and problem-solving, rather than through direct instruction. This method, often associated with cognitive constructivism, encourages students to discover facts and relationships for themselves. The theory behind

discovery learning is rooted in the belief that learners construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. By engaging students in active learning processes, this approach aims to develop deeper understanding and critical thinking skills. One of the core principles of discovery learning is that it promotes student autonomy. When students are encouraged to explore and find answers on their own, they take ownership of their learning. This self-directed approach helps to foster a sense of independence and confidence. Students are not just passive recipients of information but active participants in their educational journey. By seeking solutions to problems and challenges, they develop skills that are valuable beyond the classroom.

Discovery learning also fosters a sense of curiosity and inquiry. In traditional teaching methods, students may simply memorize facts or procedures, but in a discovery-based approach, they are encouraged to ask questions, experiment, and seek out answers. This process of inquiry enhances their ability to think critically and analytically. They learn not just the content but also how to approach problems and think logically, which are essential skills for success in both academic and real-world contexts. Additionally, discovery learning helps students develop problem-solving skills. In many cases, learners are presented with problems or situations that do not have a clear or immediate solution. As they engage with these challenges, they learn how to break down complex problems into smaller, more manageable parts. This ability to approach problems methodically and think creatively is invaluable in almost every aspect of life, whether it's in scientific research, business, or personal decision-making.

Another significant benefit of discovery learning is its capacity to accommodate different learning styles. Every student is unique, and different individuals process information in various ways. Discovery learning allows for flexibility in how students interact with the material, as they are free to explore different avenues to arrive at solutions. Some students might prefer hands-on activities, while others might enjoy research or discussion. By offering various means of discovery, this approach ensures that all students have the opportunity to engage with the content in ways that suit their personal learning preferences. Furthermore, discovery learning encourages collaboration among students. In group-based discovery activities, learners are often required to share ideas, debate different viewpoints, and work together to solve problems. This collaborative aspect of learning enhances social interaction and communication skills. Students can learn from each other, and through discussions and peer interactions, they often gain new insights that they may not have considered on their own.

In terms of assessment, discovery learning allows for more authentic evaluations of student understanding. Traditional assessments, such as multiple-choice tests or essays, may not fully capture a student's ability to apply knowledge. However, through discovery learning, students can demonstrate their understanding by applying what they have learned to solve new problems or by explaining their thought processes in a collaborative or presentation format. This form of assessment is often more reflective of real-world tasks, where individuals are expected to apply their knowledge and skills to dynamic situations. Despite its many advantages, discovery learning does present some challenges for both teachers and students. Teachers need to carefully design learning experiences that are rich in opportunities for discovery without overwhelming students. There is also a need for ongoing guidance and support to ensure that students do not become frustrated or lost in the process. Teachers must strike a balance between allowing students to explore independently and providing the necessary scaffolding to support their learning.

For students, discovery learning can sometimes be a daunting experience, especially for those who are more accustomed to structured and guided instruction. Some students may struggle with the uncertainty or the ambiguity inherent in discovering answers on their own. However, with proper guidance and encouragement, most students can adapt to this approach, and over time, they can develop greater resilience and problem-solving capabilities. In conclusion, the use of discovery learning in the classroom has the potential

to significantly enhance student learning and development. By fostering autonomy, curiosity, critical thinking, problem-solving, and collaboration, this approach equips students with the skills necessary for success both academically and in real-world situations. While it requires thoughtful implementation and ongoing support, the benefits of discovery learning make it a powerful tool for promoting deeper learning and student engagement.

The research sample was selected by purposive sampling technique, namely selecting two classes that have similar characteristics to be used as an experimental group and a control group. Research Variables This study has two main variables: 1) Independent variables, the Discovery Learning Model used in learning; 2) Dependent variable, student learning achievement measured through tests before and after treatment. Research Instruments The instruments used in this study are written tests, observations, and questionnaires.

Written tests are used to measure students' understanding of the material before and after learning. Observations were made to see students' involvement in learning, while questionnaires were used to find out their responses to the Discovery Learning model. Research Procedures The research is carried out in several stages: 1) Preparation stage of learning tools, preparation of pretest and posttest questions, and instrument validation; 2) The learning implementation stage is carried out in an experimental class with the Discovery Learning model, while the control class uses the lecture method; 3) Evaluation stage: Pretest and posttest data collection and analysis of results to see the effectiveness of the Discovery Learning model. Implementation of the Discovery Learning Model In the experimental class, learning is carried out with Discovery Learning stages, namely: 1) Stimulation Students are given trigger questions about the meaning of being a righteous child; 2) Problem identification Students identify the values that must be possessed by righteous children; 3) Data collection Students seek information from books, videos, and group discussions; 4) Data processing Students process the results of the

discussion to draw conclusions; 5) Proof: Students compare their findings with other sources; 6) Generalization Students conclude how to become a righteous child in daily life. Data Analysis The data obtained was analyzed using statistical tests to determine the significant difference between pretest and posttest scores in both groups. In addition, descriptive analysis was used to interpret the results of questionnaires and observations. Validity and Reliability

Test The validity of the research instrument is tested using product moment correlation, while reliability is tested with techniques to ensure the consistency of measurement results. Pretest and Posttest Results The pretest score is used to determine the initial ability of students before being given treatment, while the posttest score is used to see the improvement of learning achievement after learning with Discovery Learning.

Observation of Student Activity Observation is carried out to measure student involvement in learning. The indicators observed included participation in discussions, the courage to ask questions, and the ability to draw conclusions from their findings. Analysis of Student Response Questionnaires. A questionnaire was given to students in the experimental class to find out their responses to the Discovery Learning model. The data obtained were analyzed descriptively to see the extent to which this model attracted interest and increased learning motivation.

## RESULTS

Before being given treatment, students from the experimental group and the control group followed to measure their initial understanding of the material of Ideals of Becoming Sholih Children. The results of the pretest showed that the average score of students in both groups was almost the same. This indicates that students have a relatively uniform level of initial understanding before being given learning with the Discovery Learning model. Posttest Results of Students After the learning process is complete,

students are given a posttest to measure the improvement of their understanding after using the Discovery Learning model (experimental group) and conventional methods (control group). The results showed that the average posttest score in the experimental group experienced a significant increase compared to the control group. This proves that the use of the Discovery Learning model has a positive influence on student learning achievement. Comparison of Pretest and Posttest Results.

The analysis of the data showed that there was a significant difference between the results of the pretest and posttest in the experimental group. The greater improvement in the experimental group showed that the Discovery Learning model was more effective than the conventional lecture method in increasing students' understanding of the material taught. Students' Activeness During Learning Observation during the learning process showed that students in the experimental group were more active in participating in learning compared to the control group.

They ask more questions, discuss, and explore information independently. This shows that the Discovery Learning model is able to increase student involvement in the learning process. Motivation and Student Participation Based on the results of the questionnaire given to the student of the experimental group, most of the students stated that they felt more interested and motivated to learn with the Discovery Learning model. They enjoy the process of finding information on their own rather than just listening to the teacher's explanation. This shows that this model is able to increase students' interest in learning. Improvement of Critical Thinking Skills One of the positive impacts of the implementation of Discovery Learning is the improvement of students' critical thinking skills. They are better able to analyze information, compare different sources, and draw conclusions independently.

This can be seen in the results of group discussions and individual tasks that show deeper understanding compared to the control group. Obstacles in the Implementation of Discovery Learning Although this model has proven to be effective, several obstacles have arisen in its implementation. One of the main obstacles is time limitations, because learning with the Discovery Learning model takes longer than conventional methods. In addition, some students who are not familiar with this method need more intensive guidance from the teacher to be able to understand the material well. Teachers' Response to the Discovery Learning Model Teachers who teach in experimental classes give a positive response to this model. They acknowledged that Discovery Learning presents challenges in classroom management, but also sees great benefits in improving learner understanding and engagement. With good preparation, this model can be applied more effectively in daily learning. Contribution to the Formation of Students' Character In addition to improving academic achievement, the Discovery Learning model also helps students understand and apply moral values in daily life. The material My Ideals of Becoming a Sholih Child becomes more meaningful because students not only understand the concept theoretically, but also find ways to apply it in their lives.

The research focuses on the use of the Discovery Learning model to improve student learning achievements in the subject of "Cita-Citaku Menjadi Anak Sholih" (My Ambition to Become a Pious Child) for fifth-grade students at SD Negeri 088 Panyabungan. This study aims to examine how the implementation of Discovery Learning can enhance students' understanding and academic performance in a religious and moral education setting. Discovery Learning is an approach that encourages students to actively engage in the learning process by exploring and discovering knowledge on their own. This method contrasts with traditional teacher-centered approaches, as it allows students to take the initiative in their learning. It involves hands-on activities, problem-solving, and critical thinking, which are expected to improve students' comprehension of the subject matter.

The study was conducted in the 5th-grade class of SD Negeri 088 Panyabungan, where the students were introduced to the topic of becoming pious children, with an emphasis on Islamic values and character development. The researchers implemented the Discovery Learning model by organizing activities that encouraged students to explore the

values of being a pious child through discussion, role-playing, and group projects. The use of Discovery Learning in this study aims to foster students' independent learning and enhance their cognitive and affective skills. By engaging in activities that require them to think critically and reflect on their own values and beliefs, students are expected to develop a deeper understanding of the importance of becoming a pious child in their daily lives. The activities were designed to align with the curriculum goals while also promoting a more meaningful connection to the subject matter.

One of the key benefits of using Discovery Learning is that it encourages students to be more active and engaged in the learning process. Instead of passively receiving information from the teacher, students are given the opportunity to explore and discover knowledge themselves. This active involvement leads to better retention of information and a greater sense of ownership over their learning. The research also highlighted the importance of creating a supportive and interactive learning environment. Teachers played a crucial role in guiding students through the learning process, providing assistance when necessary, and encouraging collaboration among peers. By fostering an environment where students felt comfortable expressing their ideas and learning from each other, the Discovery Learning model helped to build a sense of community in the classroom.

Moreover, the study found that the use of Discovery Learning in this context led to improvements in students' academic performance. Students demonstrated greater motivation and enthusiasm for learning, as they were more involved in the subject matter and could relate the content to their own lives. This increased engagement contributed to better understanding and retention of the lessons taught during the study. In terms of assessment, the researchers used both qualitative and quantitative methods to measure the students' learning achievements. The quantitative data were collected through pre-tests and post-tests, which showed a significant improvement in students' test scores after the implementation of the Discovery Learning model. The qualitative data were gathered through observations, interviews, and student feedback, which indicated that students felt more confident and capable in their learning. The findings of this study suggest that the Discovery Learning model can be an effective method for improving student achievement, especially in the context of religious and character education. By allowing students to actively engage with the material and discover its relevance to their own lives, the model encourages a deeper understanding and a stronger commitment to the values being taught. Overall, the research supports the idea that the Discovery Learning model can enhance students' academic performance and foster a more meaningful and engaging learning experience. It highlights the importance of adopting innovative teaching strategies that focus on student-centered learning, particularly in subjects that aim to shape students' character and values. This study provides valuable insights for educators looking to improve the quality of education in elementary schools, especially in areas related to moral and religious education.

## DISCUSSION

The results of the study show that the use of the Discovery Learning model has a positive influence on improving students' learning achievement in the material Ichi-Citaku Becoming a Sholih Child in grade V of SDN 088 Panyabungan. The increase in posttest scores in the experimental group compared to the control group showed that this method was effective in helping students understand the material more deeply. Activeness and Involvement of Students in Learning The Discovery Learning model allows students to be more active in the learning process. Based on the observation results, students who learn with this method are more likely to ask questions, discuss, and participate in learning activities compared to those who use the conventional lecture method. This activeness contributes to a better understanding of the material being taught.

Students' Learning Motivation Increases In addition to increasing learning achievement, the Discovery Learning model has also been proven to increase students' motivation to learn. The results of the questionnaire showed that most students enjoyed learning more because they were given the opportunity to search and find information on their own. A more interactive and exploratory learning process makes them more motivated to understand the material independently. Improving Critical Thinking Skills The Discovery Learning Model encourages students to think critically in finding solutions to a problem. By searching and processing information on their own, they learn to analyze, construct arguments, and draw conclusions logically. It is important to form higher-order thinking skills that can be applied in different aspects of their lives. Advantages of the Discovery Learning Model in Learning One of the main advantages of the Discovery Learning model is its ability to make learning more meaningful and contextual. Students not only receive information passively but also play an active role in discovering the concepts they learn. Thus, they are easier remembering and understanding the material compared to just memorizing information from the teacher. Obstacles in the Implementation of the Discovery Learning Model Although effective, the implementation of the Discovery Learning model also faces several challenges. One of them is the limitation of learning time, because this method requires more time than conventional methods.

In addition, not all students are used to independent learning so they need more guidance from teachers in directing their exploration. The Role of Teachers in Implementing Discovery Learning In the Discovery Learning model, teachers play the role of facilitators who guide students in the process of searching for information. Therefore, teachers must be able to design engaging learning, provide relevant trigger questions, and ensure that students stay on the right track in their exploration.

Careful preparation from teachers is needed so that this method can be applied effectively. Impact on Students' Character Formation In addition to improving academic understanding, the Discovery Learning model also contributes to the formation of students' character. The material My Ideals of Being a Sholih Child provides an opportunity for students to discover for themselves moral values that must be applied in daily life. Thus, they not only understand concepts theoretically but also learn to apply them in real action.

Relevance to Previous Research The results of this study are in line with previous research which shows that the Discovery Learning model is effective in improving student learning outcomes. Several other studies have also found that this method can improve critical thinking skills and learning motivation, which further strengthens the findings in this study. Discovery learning is an instructional strategy that emphasizes the importance of allowing students to learn through exploration and problem-solving, rather than through direct instruction. This method, often associated with cognitive constructivism, encourages students to discover facts and relationships for themselves. The theory behind discovery learning is rooted in the belief that learners construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. By engaging students in active learning processes, this approach aims to develop deeper understanding and critical thinking skills. One of the core principles of discovery learning is that it promotes student autonomy. When students are encouraged to explore and find answers on their own, they take ownership of their learning. This self-directed approach helps to foster a sense of independence and confidence. Students are not just passive recipients of information but active participants in their educational journey. By seeking solutions to problems and challenges, they develop skills that are valuable beyond the classroom.

Discovery learning also fosters a sense of curiosity and inquiry. In traditional teaching methods, students may simply memorize facts or procedures, but in a discovery-based approach, they are encouraged to ask questions, experiment, and seek out answers. This process of inquiry enhances their ability to think critically and analytically. They learn

not just the content but also how to approach problems and think logically, which are essential skills for success in both academic and real-world contexts. Additionally, discovery learning helps students develop problem-solving skills. In many cases, learners are presented with problems or situations that do not have a clear or immediate solution. As they engage with these challenges, they learn how to break down complex problems into smaller, more manageable parts. This ability to approach problems methodically and think creatively is invaluable in almost every aspect of life, whether it's in scientific research, business, or personal decision-making.

Another significant benefit of discovery learning is its capacity to accommodate different learning styles. Every student is unique, and different individuals process information in various ways. Discovery learning allows for flexibility in how students interact with the material, as they are free to explore different avenues to arrive at solutions. Some students might prefer hands-on activities, while others might enjoy research or discussion. By offering various means of discovery, this approach ensures that all students have the opportunity to engage with the content in ways that suit their personal learning preferences. Furthermore, discovery learning encourages collaboration among students. In group-based discovery activities, learners are often required to share ideas, debate different viewpoints, and work together to solve problems. This collaborative aspect of learning enhances social interaction and communication skills. Students can learn from each other, and through discussions and peer interactions, they often gain new insights that they may not have considered on their own.

In terms of assessment, discovery learning allows for more authentic evaluations of student understanding. Traditional assessments, such as multiple-choice tests or essays, may not fully capture a student's ability to apply knowledge. However, through discovery learning, students can demonstrate their understanding by applying what they have learned to solve new problems or by explaining their thought processes in a collaborative or presentation format. This form of assessment is often more reflective of real-world tasks, where individuals are expected to apply their knowledge and skills to dynamic situations. Despite its many advantages, discovery learning does present some challenges for both teachers and students. Teachers need to carefully design learning experiences that are rich in opportunities for discovery without overwhelming students. There is also a need for ongoing guidance and support to ensure that students do not become frustrated or lost in the process. Teachers must strike a balance between allowing students to explore independently and providing the necessary scaffolding to support their learning.

For students, discovery learning can sometimes be a daunting experience, especially for those who are more accustomed to structured and guided instruction. Some students may struggle with the uncertainty or the ambiguity inherent in discovering answers on their own. However, with proper guidance and encouragement, most students can adapt to this approach, and over time, they can develop greater resilience and problem-solving capabilities. In conclusion, the use of discovery learning in the classroom has the potential to significantly enhance student learning and development. By fostering autonomy, curiosity, critical thinking, problem-solving, and collaboration, this approach equips students with the skills necessary for success both academically and in real-world situations. While it requires thoughtful implementation and ongoing support, the benefits of discovery learning make it a powerful tool for promoting deeper learning and student engagement.

The use of Discovery Learning models has been widely acknowledged as an effective strategy for enhancing student learning outcomes. In the context of elementary education, particularly in SD Negeri 088 Panyabungan, applying Discovery Learning can be a significant factor in improving student achievement. This approach encourages students to actively explore concepts on their own, engage in problem-solving, and develop a deeper understanding of the subject matter. The application of this model in the lesson "Cita-Citaku Menjadi Anak Sholih" (My Dream to Become a Righteous Child) for fifth-grade students aims to foster both cognitive and moral development. Discovery Learning

emphasizes the role of students as active learners. Instead of simply receiving information from the teacher, students are encouraged to uncover knowledge through guided exploration. In the lesson "Cita-Citaku Menjadi Anak Sholih," students are tasked with understanding values such as honesty, kindness, and faithfulness. This aligns with the concept of becoming a righteous child. Through interactive activities, students learn to connect these values with their daily lives and future aspirations. The process of discovering these values makes the learning experience more personal and meaningful.

The Discovery Learning model is structured to stimulate students' curiosity. By posing questions that provoke critical thinking, teachers guide students through the exploration of various aspects of becoming a righteous child. This helps students not only grasp the concept of righteousness but also internalize its importance in shaping their character. When students are involved in discovering the answers for themselves, they are more likely to retain the knowledge and apply it in real-life situations. One of the strengths of Discovery Learning is its emphasis on student-centered learning. In the case of the "Cita-Citaku Menjadi Anak Sholih" lesson, this approach allows students to discuss, collaborate, and share ideas with their peers. By working together, students learn from each other's perspectives, which broadens their understanding. The interactive nature of Discovery Learning encourages students to ask questions, express their thoughts, and reflect on what they have learned. This collaborative aspect fosters a sense of community within the classroom.

The Discovery Learning model also promotes critical thinking skills. As students engage with the material, they are not merely memorizing facts but actively analyzing and synthesizing information. In the lesson about becoming a righteous child, students are encouraged to think about the consequences of their actions and how they can embody values such as responsibility, respect, and discipline. This process develops their ability to think critically about their own behavior and the impact it has on others. Incorporating Discovery Learning into the "Cita-Citaku Menjadi Anak Sholih" lesson also helps to enhance student motivation. The process of discovery itself can be exciting and engaging. When students make new connections or solve problems on their own, they experience a sense of achievement. This sense of accomplishment boosts their confidence and reinforces their belief in their ability to succeed. As a result, students are more likely to take ownership of their learning and strive to improve their academic performance.

Additionally, Discovery Learning promotes lifelong learning skills. By encouraging students to explore, experiment, and inquire, this approach nurtures a mindset of continuous curiosity and self-directed learning. In the long run, these skills are invaluable, as they empower students to seek knowledge independently and approach challenges with a proactive attitude. In the context of character education, this approach helps students develop a more profound sense of responsibility and integrity, which are essential components of being a righteous child. The effectiveness of Discovery Learning in enhancing academic performance can be measured through various assessment tools. In the case of SD Negeri 088 Panyabungan, teachers can observe student participation, engagement, and the quality of student reflections during discussions and activities. Additionally, written assessments that require students to demonstrate their understanding of the lesson can provide insight into their cognitive development. These assessments can be used to track the progress of students and identify areas for improvement.

Teachers who implement Discovery Learning in their classrooms play a pivotal role as facilitators rather than traditional instructors. Their role is to create a learning environment that encourages exploration, inquiry, and critical thinking. In the "Cita-Citaku Menjadi Anak Sholih" lesson, teachers can provide various materials, resources, and guiding questions to stimulate students' thinking. By offering support when needed and stepping back to allow for independent exploration, teachers ensure that students have the opportunity to take ownership of their learning. In conclusion, the application of Discovery Learning in the "Cita-Citaku Menjadi Anak Sholih" lesson for fifth-grade

students at SD Negeri 088 Panyabungan offers a promising approach to improving both academic performance and character development. Through active participation, critical thinking, and collaboration, students can gain a deeper understanding of what it means to be a righteous child. This model not only enhances cognitive abilities but also encourages the development of essential life skills that students can carry with them beyond the classroom.

## CONCLUSION

The Effectiveness of the Discovery Learning Model in Improving Learning Achievement Based on the results of the study, the use of the Discovery Learning model has been proven to be effective in improving students' learning achievement in the material Ichi-Citaku Becoming a Sholih Child in grade V of SDN 088 Panyabungan. This can be seen from the significant increase in posttest scores compared to pretest in the experimental group, which shows that this method helps students understand the material better than conventional methods. Increasing Student Activity and Motivation The Discovery Learning Model is also able to increase student activity and motivation in the learning process. Students are more enthusiastic in discussing, digging for information, and drawing their own conclusions. This shows that learning based on independent discovery is more interesting and makes students more actively involved in the learning process. Critical Thinking Skills Development One of the main advantages of the Discovery Learning model is its ability to train students' critical thinking skills.

By providing opportunities for students to search and analyze information on their own, they are more trained in problem-solving, decision-making, and understanding concepts more deeply. Challenges in the Implementation of the Discovery Learning Model Although it has proven to be effective, the Discovery Learning model also has several challenges in its implementation. One of them is the limitation of learning time in the classroom, which makes the exploration and discussion process less than optimal if not designed properly. In addition, some students who are not used to independent learning need more intensive guidance from teachers in order to follow the learning process optimally. Recommendations for Implementation in Elementary Schools Based on the results of the study, it is suggested that the Discovery Learning model be applied more often in learning in elementary schools, especially in materials that require deep conceptual understanding. Teachers need to adjust their implementation strategies in order to overcome time constraints and provide sufficient guidance for students. With the right application, this model can be an effective alternative in improving the quality of learning and better shaping the character of students.

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