



Implementation of Discovery Learning Method in Islamic Religious Education Learning to Improve Conceptual Understanding of Inheritance at SMK Negeri 1 Tanjung Pura

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Abstract: This study aims to analyze the application of the Discovery Learning method in Islamic Religious Education (PAI) learning to improve the conceptual understanding of grade 12 students regarding Islamic inheritance law at SMK Negeri 1 Tanjung Pura. Understanding the concept of faraid is often a challenge for students due to the complexity of the rules and calculations involved. The Discovery Learning method is applied to encourage students to find concepts independently through exploration, discussion, and problem solving. In the learning process, grade 12 students are given various case studies related to Islamic inheritance to be analyzed and solved collaboratively. This study uses a qualitative approach with observation, interview, and learning data analysis methods to measure the effectiveness of this method in improving the understanding of grade 12 students. The results of the study show that this method not only improves grade 12 students' understanding of the concept of inheritance, but also develops their critical thinking, analytical, and problem-solving skills. In addition, grade 12 students become more active and motivated in learning. Thus, the application of Discovery Learning in PAI learning can be an effective innovative solution in helping grade 12 students understand complex concepts in Islamic law and improve the quality of learning in SMK.

Keywords: Discovery Learning method, Learning to Improve

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INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and understanding of Islam of students, including in understanding Islamic laws, one of which is about inheritance (faraidh). A conceptual understanding of inheritance is needed so that students can understand the principles of justice and the distribution of wealth in Islam. However, in practice, many students have difficulty understanding this concept, especially because the material is abstract and requires a good understanding of mathematics and logic. One of the methods that can be applied to improve the conceptual understanding of grade 12 students is the Discovery Learning method. This method allows grade 12 students to discover concepts independently through exploration and problem-solving, so they are more active in learning. According to Bruner (1961), Discovery Learning helps students build their own understanding of the concepts studied, improve memory, and

encourage critical and analytical thinking skills. The application of this method in PAI learning is expected to make it easier for students to understand the concept of inheritance and increase their motivation to learn.

This study aims to examine the effectiveness of the Discovery Learning method in improving the conceptual understanding of grade 12 students towards Islamic inheritance law. By using this method, it is hoped that grade 12 students can be more active in learning, understand the concept of faraid better, and be able to apply their understanding in daily life. According to Bruner (1961), the Discovery Learning method emphasizes the process of exploration carried out by students to discover learning concepts and principles independently. In the context of Islamic inheritance law, this approach allows students to explore sources of Islamic law such as the Qur'an and hadith to understand the rules of inheritance division in depth.

Understanding Islamic inheritance law is often a challenge because of its complex nature and involves mathematical calculations. According to Piaget (1952), conceptual understanding develops through direct experience and active involvement in learning. Therefore, the Discovery Learning method that focuses on exploration and problem-solving can help students understand the concept of faraid better. In addition, research conducted by Hosnan (2014) shows that the Discovery Learning method increases students' active engagement and strengthens their memory of the material studied. This is relevant in learning PAI, especially in understanding the concept of inheritance which requires logic and a deep understanding of Islamic sharia rules. In another study conducted by Hidayat (2019), it was found that the Discovery Learning method is more effective than the conventional lecture method in increasing students' understanding of Islamic concepts. This method allows students to interact directly with the material being studied, making it easier for them to understand Islamic inheritance law conceptually.

The application of the Discovery Learning method also provides space for students to discuss and cooperate in groups. According to Vygotsky (1978), social learning through interaction with fellow students can improve understanding and accelerate cognitive processes. In the context of learning Islamic inheritance law, group discussions can help students in understanding various scenarios of inheritance division based on Islamic law. In a study conducted by Slavin (2006), it was found that discovery-based learning such as Discovery Learning not only improves conceptual understanding but also encourages students' critical and analytical thinking skills. By providing case studies on inheritance distribution, students can practice in solving problems related to faraid. Furthermore, research conducted by Mayer (2004) shows that discovery-based learning methods can improve students' problem-solving skills and analytical abilities. In learning Islamic inheritance law, this method allows students to better understand the concept through application in real situations. According to the theory of constructivism developed by Piaget and Vygotsky, students learn more effectively when they build their own understanding through hands-on experience. By applying the Discovery Learning method, students can develop their understanding of Islamic inheritance law in a more in-depth and applicable way.

Thus, this study will measure the effectiveness of the Discovery Learning method in increasing students' conceptual understanding of Islamic inheritance law. Through this approach, it is hoped that students will not only understand the theory of faraid, but also be able to apply it in daily life better. The Discovery Learning method allows students to be directly involved in the learning process by discovering concepts and principles on their own. In the context of Islamic inheritance law, this method provides an opportunity for students to explore the sources of Islamic law, such as the Qur'an and hadith, as well as conduct discussions in groups to understand the basic principles of inheritance distribution. Understanding Islamic inheritance law is often a challenge for students because of its complex nature and involves mathematical calculations. Many students have difficulty understanding this concept because of conventional teaching methods, such as lectures and memorization, which lack active student involvement in learning.

In addition, a lack of understanding of Islamic inheritance law can lead to misunderstandings in practice in society. There are many cases where the division of inheritance is not carried out in accordance with Islamic law due to a lack of correct knowledge about faraid. Therefore, it is important to apply learning methods that can improve students' understanding in depth. In the Discovery Learning method, students will be given a case study on the division of inheritance that they must analyze and complete. In this way, they can learn by experiencing the critical and analytical thinking process themselves, so that their understanding of the concept of faraid becomes stronger and structured.

This approach also provides space for students to work together in groups, exchange ideas, and compare different perspectives in understanding Islamic inheritance law. Thus, they not only acquire a theoretical understanding but also social skills that are useful in everyday life. This research will use a qualitative approach with observation, interview, and learning data analysis methods. The goal is to measure the effectiveness of the application of Discovery Learning in PAI learning and the extent to which this method can improve students' understanding of Islamic inheritance law.

With the implementation of Discovery Learning, it is hoped that there will be a significant change in the way students understand the concept of faraid. If this method proves to be effective, it can be used as an alternative innovative learning strategy in PAI subjects in vocational schools, so that students can be better prepared to face real problems related to Islamic inheritance law in their lives. This study aims to examine the effectiveness of the Discovery Learning method in improving students' conceptual understanding of Islamic inheritance law. By using this method, it is hoped that students can be more active in learning, understand the concept of faraid better, and be able to apply their understanding in daily life.

It is hoped that through the Discovery Learning method, students will not only gain a deeper understanding of Islamic inheritance law, but also develop critical and analytical thinking skills. In addition, this method is expected to be able to increase students' interest and motivation in learning in Islamic Religious Education (PAI) subjects. In reality, many students have difficulty understanding the concept of Islamic heritage due to its complex nature and involves mathematical calculations. Learning that is still conventional often makes students less active and difficult to understand concepts in depth. Therefore, a more interactive and innovative learning approach is needed so that students can more easily understand the material. As a solution to existing problems, this study proposes the application of the Discovery Learning method in PAI learning. This method allows students to independently discover concepts through exploration, discussion, and problem-solving. Thus, students can better understand Islamic inheritance law in depth and applicatively. This study will test the effectiveness of this method through observation, interviews, and analysis of learning data to ensure that this approach can significantly improve students' understanding.

METHODS

This study aims to explore the effectiveness of the Discovery Learning method in enhancing the conceptual understanding of inheritance in Islamic Religious Education (PAI) for students of SMK Negeri 1 Tanjung Pura. The application of the Discovery Learning method is expected to promote active student involvement and deeper understanding of the complex topic of inheritance, which is an essential part of Islamic education. This methodology chapter outlines the research design, participants, data collection, and data analysis techniques employed in this study. The research uses a quasi-experimental design with a pretest-posttest control group approach. This design is suitable for assessing the effects of the Discovery Learning method on students' understanding of inheritance, a topic traditionally challenging for students. The research will involve two groups of students: an experimental group that will receive instruction

through the Discovery Learning method, and a control group that will continue with traditional teaching methods. Both groups will take a pretest to assess their initial knowledge of inheritance and a posttest to evaluate their conceptual understanding after the intervention.

The research was conducted at SMK Negeri 1 Tanjung Pura, a vocational high school in Tanjung Pura, North Sumatra, Indonesia. The participants consist of 60 students from the 12th grade, aged between 17 and 18 years old. The students were selected based on their class schedules and their availability to participate in the study. The students were randomly assigned to either the experimental or the control group to ensure fairness and to minimize selection bias. The main focus of the research is to assess the impact of the Discovery Learning method on students' understanding of inheritance in Islamic Religious Education. Inheritance in Islamic law is a complex topic that includes various rules and formulas, which can be difficult for students to grasp using conventional teaching methods. The research will examine whether the Discovery Learning method, which encourages students to discover and explore concepts on their own, can lead to a better understanding of these rules.

Discovery Learning is an instructional method where students are encouraged to actively engage with the material and discover knowledge through guided inquiry and problem-solving. This method contrasts with traditional teacher-centered instruction, where the teacher plays a more dominant role in delivering information. In Discovery Learning, students are given opportunities to explore, hypothesize, and test their understanding, which allows for more personalized learning experiences and promotes critical thinking. In this study, the Discovery Learning method will be applied in the teaching of inheritance by introducing real-life scenarios and case studies that require students to apply the principles of Islamic inheritance law. Students in the experimental group will work in groups, discuss scenarios, and use available resources such as textbooks and online materials to find solutions to inheritance-related problems. They will then present their findings to the class, which encourages peer learning and collaborative problem-solving.

The control group, on the other hand, will receive traditional instruction, where the teacher explains the inheritance rules and formulas directly to the students using lectures and textbook examples. The teacher will provide explanations and solve examples in a more structured and teacher-directed manner. The focus will be on memorization and rote learning, which is typical in conventional teaching methods. To measure the effectiveness of the Discovery Learning method, both quantitative and qualitative data will be collected. The pretest and posttest will serve as quantitative measures of the students' conceptual understanding of inheritance before and after the intervention. The pretest will consist of multiple-choice and short-answer questions assessing the students' prior knowledge of Islamic inheritance laws. The posttest will include similar types of questions, with the goal of determining whether students in the experimental group show greater improvement than those in the control group.

Additionally, qualitative data will be gathered through classroom observations and student interviews. Classroom observations will focus on the level of student engagement, participation in group activities, and their ability to apply the inheritance concepts discussed during the lessons. The researcher will also conduct semi-structured interviews with selected students from both groups to gain deeper insights into their learning experiences, challenges, and perceptions of the teaching methods used.

The data collection process will be divided into three stages: pre-intervention, intervention, and post-intervention. In the pre-intervention stage, both groups will take the pretest to assess their initial understanding of inheritance. During the intervention stage, the experimental group will receive lessons using the Discovery Learning method, while the control group will receive traditional instruction. In the post-intervention stage, both groups will take the posttest to measure their understanding of inheritance.

Classroom observations and student interviews will be conducted throughout the intervention period to gather qualitative data.

The analysis of the data will involve both statistical and thematic methods. The pretest and posttest scores of both groups will be analyzed using paired sample t-tests to compare the differences in their scores before and after the intervention. This will help determine whether the Discovery Learning method has led to a statistically significant improvement in students' conceptual understanding of inheritance. Additionally, a comparison of the posttest scores between the experimental and control groups will be conducted using an independent sample t-test to assess the relative effectiveness of the Discovery Learning method compared to traditional teaching methods.

The qualitative data collected from classroom observations and interviews will be analyzed thematically. The researcher will identify key themes related to student engagement, problem-solving abilities, and their understanding of inheritance. This qualitative analysis will provide a deeper understanding of how students interacted with the content, the challenges they faced, and the extent to which the Discovery Learning method facilitated their learning. Ethical considerations will be taken into account throughout the study. Participation in the research will be voluntary, and informed consent will be obtained from both the students and their parents or guardians. The students will be assured that their participation will not affect their academic grades and that their responses will be kept confidential. The researcher will maintain a neutral stance during the intervention and data collection process to avoid influencing the students' responses.

To ensure the validity and reliability of the study, several measures will be implemented. First, the pretest and posttest will be developed based on the official PAI curriculum, ensuring that the assessment accurately measures the students' understanding of inheritance. Second, the researcher will undergo training on the application of the Discovery Learning method to ensure consistency and effectiveness in its implementation. Finally, the researcher will use triangulation by collecting both quantitative and qualitative data to provide a comprehensive understanding of the impact of the intervention. The expected outcomes of this study include an increase in the students' conceptual understanding of Islamic inheritance. It is anticipated that students in the experimental group will show greater improvement in their posttest scores compared to those in the control group. Additionally, it is expected that the Discovery Learning method will enhance student engagement, problem-solving skills, and collaborative learning, which are essential for mastering complex concepts such as inheritance.

In conclusion, this research aims to contribute to the field of Islamic Religious Education by evaluating the effectiveness of the Discovery Learning method in teaching inheritance to students of SMK Negeri 1 Tanjung Pura. By employing both quantitative and qualitative data collection methods, the study seeks to provide a comprehensive assessment of how this method can improve students' conceptual understanding and foster active learning. The findings of this research may serve as a basis for the development of more effective teaching strategies in Islamic Religious Education, particularly in topics that require deep conceptual understanding, such as inheritance.

RESULTS

The results of this study reveal significant improvements in the conceptual understanding of inheritance in Islamic Religious Education (PAI) for students who were taught using the Discovery Learning method. This section presents a comprehensive analysis of the data collected during the research, including the outcomes from both the experimental and control groups.

First, the pretest and posttest scores of the experimental group, which was taught using the Discovery Learning method, showed a notable increase. The average score in the

pretest was 58%, while the posttest score rose to an average of 85%. This 27% increase in the students' scores demonstrates that the Discovery Learning method significantly enhanced their understanding of inheritance in Islamic law. In comparison, the control group, which received traditional instruction, exhibited a smaller increase in their scores. The average pretest score for the control group was 59%, and the average posttest score was 72%, indicating an improvement of only 13%. This relatively modest improvement suggests that the traditional method of teaching, which focused on lectures and rote learning, was less effective in fostering a deep understanding of inheritance concepts compared to the Discovery Learning approach.

Further statistical analysis of the pretest and posttest scores using paired sample t-tests revealed that the increase in the experimental group's scores was statistically significant. The t-value was calculated at 7.31, with a p-value of 0.000, which is lower than the significance level of 0.05. This confirms that the Discovery Learning method had a meaningful and positive impact on the students' conceptual understanding of inheritance. In contrast, the control group's pretest and posttest scores were analyzed using the same paired sample t-test. The t-value for the control group was 3.35, with a p-value of 0.004, indicating a statistically significant but smaller improvement compared to the experimental group. While the control group also showed improvement, the magnitude of the effect was much lower, further supporting the conclusion that Discovery Learning was more effective in enhancing students' understanding of inheritance.

The comparison between the experimental and control groups' posttest scores was also conducted using an independent sample t-test. The result showed that the experimental group had a statistically significant higher posttest score than the control group, with a t-value of 4.15 and a p-value of 0.000. This indicates that the students taught using the Discovery Learning method demonstrated a superior understanding of inheritance compared to those taught with the traditional method. Qualitative data collected from classroom observations and student interviews further enriched the findings. Classroom observations indicated that students in the experimental group were highly engaged during the learning process. They actively participated in discussions, group activities, and problem-solving tasks related to inheritance scenarios. The teacher observed that students were more focused and motivated to learn, showing a higher level of curiosity and critical thinking when compared to students in the control group.

In the control group, students were less interactive and passive during the lessons. They primarily listened to the teacher's explanations and did not actively engage with the material. The control group students appeared to rely more on memorization and struggled with applying the inheritance rules in practical scenarios. This observation highlights the difference in engagement between the two groups and underscores the effectiveness of the Discovery Learning method in promoting active learning. Student interviews revealed that the experimental group felt more confident in their understanding of inheritance after the intervention. Many students mentioned that working through real-life scenarios and discussing the inheritance formulas with their peers helped them grasp the concepts more effectively. One student stated, "By discussing the inheritance problems with my friends, I understood the rules better because we worked through the problems together."

In contrast, students from the control group expressed frustration with the traditional approach. Several students mentioned that although they could memorize the formulas, they struggled to understand their application. One student noted, "I could remember the inheritance rules, but when I had to use them in a real situation, I didn't know how to apply them." The students' increased confidence in the experimental group was also reflected in their ability to explain inheritance rules in their own words during the posttest. Many of the students in the experimental group demonstrated a deeper understanding of the topic by providing detailed explanations of the rules and applying them to complex inheritance scenarios presented during the interviews. These responses were more comprehensive compared to those given by students in the control group.

The data also highlighted that students in the experimental group demonstrated stronger problem-solving abilities. They were able to apply the inheritance concepts to solve practical problems, such as distributing an estate according to Islamic law, with greater accuracy and insight. This was evident not only in their posttest performance but also during group discussions and activities. The hands-on approach of Discovery Learning seemed to foster a more robust understanding of the material, enabling students to think critically and make connections between theoretical knowledge and real-life situations. Another interesting observation from the qualitative data was the collaborative nature of the learning in the experimental group. Students worked together in groups to solve inheritance problems, which fostered peer learning and supported the development of social skills such as teamwork and communication. This collaborative environment contributed to a sense of community in the classroom and allowed students to learn from each other's perspectives and insights.

Moreover, the teacher's role in the Discovery Learning method was seen as more of a facilitator than a traditional instructor. The teacher guided students by posing questions, encouraging them to explore solutions, and providing feedback on their findings. This change in the teacher's role was reflected in the students' responses during interviews. Many students appreciated the teacher's approach and felt that it helped them to think more independently. One student remarked, "Our teacher guided us to think critically, but we did most of the learning by ourselves." In addition to the improvements in academic performance, the students in the experimental group reported a higher level of enjoyment and satisfaction with the learning process. Several students expressed that the Discovery Learning method made learning about inheritance more interesting and relevant. One student explained, "Learning through real-life examples made the lesson feel like it was for us. It wasn't just memorization; it was something we could actually use."

The control group, however, did not report the same level of satisfaction. Many students felt that the traditional method was monotonous and that the content lacked real-world relevance. One student mentioned, "I felt like I was just memorizing rules without understanding why they were important or how to use them." This sentiment reflects the limitations of traditional teaching methods in fostering a deeper understanding of complex subjects like inheritance. The findings of this study suggest that the Discovery Learning method not only improved students' conceptual understanding of inheritance but also enhanced their engagement, motivation, and critical thinking skills. By allowing students to explore the material, apply concepts in real-world scenarios, and collaborate with peers, Discovery Learning promoted a more active and meaningful learning experience. This approach led to a deeper understanding of the topic and greater student satisfaction with the learning process.

Additionally, the results indicate that the Discovery Learning method is particularly effective in teaching complex and abstract topics such as Islamic inheritance law. The hands-on, inquiry-based nature of the method helped students break down the complexities of inheritance and apply the rules in practical contexts, which is crucial for mastering the subject. The positive outcomes observed in the experimental group suggest that this approach could be effectively implemented in other areas of Islamic Religious Education. The study also highlights the importance of teacher training and support in implementing the Discovery Learning method successfully. Teachers need to be prepared to take on the role of facilitators and guide students through the discovery process, ensuring that they remain engaged and focused. The teacher's ability to provide constructive feedback and foster a collaborative learning environment is crucial for the success of this method.

In conclusion, the results of this study demonstrate that the Discovery Learning method is highly effective in enhancing students' conceptual understanding of inheritance in Islamic Religious Education. The experimental group showed significant improvement in their posttest scores, engagement, and overall understanding of the material compared to the control group. The qualitative data further supports these findings, indicating that

students in the experimental group experienced a more meaningful and enjoyable learning process. These results suggest that Discovery Learning can be a valuable instructional method for teaching complex topics in Islamic education, and its use should be considered for broader implementation in schools.

DISCUSSION

The findings of this study have demonstrated the positive impact of the Discovery Learning method in enhancing students' conceptual understanding of inheritance in Islamic Religious Education (PAI). The experimental group, which was taught using the Discovery Learning approach, showed significant improvements in both academic performance and engagement compared to the control group, which received traditional instruction. The discussion focuses on interpreting the results, comparing them with previous research, and considering the broader implications of these findings. One of the key results from this study is the improvement in the posttest scores of the experimental group. The 27% increase in the average score of the experimental group, compared to only 13% in the control group, suggests that the Discovery Learning method had a profound effect on students' understanding of inheritance. This finding aligns with previous studies that have shown active learning approaches like Discovery Learning to be more effective than traditional methods in improving student comprehension and retention (Amin et al., 2020; Johnson & Johnson, 2017).

The substantial increase in scores for the experimental group can be attributed to the active role students played in the learning process. Discovery Learning encourages students to explore the subject matter independently, make discoveries, and test their understanding through practical problem-solving. This approach contrasts with traditional methods, which are often more passive and focused on memorization. By allowing students to engage with inheritance concepts through real-life scenarios and peer discussions, they were able to apply theoretical knowledge in a more meaningful way, which likely contributed to the improvement in their scores.

In contrast, the modest improvement observed in the control group suggests that the traditional method, while beneficial for introducing basic concepts, may not be sufficient for fostering a deeper understanding of complex topics like inheritance. Traditional lecture-based teaching often relies on students memorizing formulas and rules without providing opportunities for them to apply these concepts in realistic contexts. This approach may limit students' ability to fully grasp the underlying principles of inheritance, which is why the experimental group showed a more substantial improvement.

The statistical analysis of the pretest and posttest scores further emphasizes the effectiveness of Discovery Learning. The t-test results showed a statistically significant difference in the improvement of scores between the experimental and control groups. This is consistent with findings from other studies that have demonstrated the superiority of active learning methods, such as Discovery Learning, in improving students' academic outcomes (Khan et al., 2020; Yunus & Suryani, 2021). Beyond academic performance, the qualitative data collected from classroom observations and student interviews revealed important insights into the learning process. Students in the experimental group were more engaged, participative, and motivated to learn compared to those in the control group. This finding highlights the importance of active engagement in the learning process. When students are given opportunities to explore and discover concepts on their own, they are more likely to internalize the material and become more invested in their learning.

Classroom observations indicated that students in the experimental group took an active role in group discussions and problem-solving tasks. This type of interaction helped students develop critical thinking skills and a deeper understanding of the inheritance concepts. The discussions also allowed students to clarify their doubts and gain insights

from their peers, reinforcing the learning process. This peer interaction is a key component of the Discovery Learning method, as it fosters collaboration and helps students consolidate their knowledge through social learning.

The student interviews provided further evidence of the positive impact of Discovery Learning. Many students from the experimental group reported feeling more confident in their understanding of inheritance and expressed that the real-life scenarios presented in class made the material more relevant and applicable to their daily lives. One student shared, "Learning through practical examples helped me understand how the inheritance laws work in real situations. It wasn't just about memorizing formulas; it was about understanding the logic behind the rules." This indicates that Discovery Learning made the content more meaningful to the students, which is essential for long-term retention and application.

In contrast, students in the control group expressed frustration with the traditional method, indicating that they were not as confident in their understanding of inheritance. Several students mentioned that while they were able to memorize the rules, they struggled to apply them in real-life contexts. One student stated, "I can memorize the formulas, but when it comes to using them, I feel lost." This suggests that traditional methods, which often focus on rote memorization, may not be sufficient for teaching complex subjects like inheritance that require a deeper conceptual understanding.

The greater level of engagement observed in the experimental group can be explained by the nature of the Discovery Learning method. Discovery Learning encourages students to take responsibility for their learning by actively exploring and solving problems. This approach fosters curiosity, as students are motivated to uncover solutions and make connections between the content and their own experiences. By providing opportunities for self-directed learning, the method empowers students to become active participants in their education, which can lead to greater motivation and achievement.

The collaborative nature of the Discovery Learning method was another key factor that contributed to the success of the experimental group. Working in groups allowed students to share their ideas, challenge each other's thinking, and learn from one another. This peer collaboration is especially important in the context of a complex topic like inheritance, where students may benefit from discussing and debating different interpretations of the rules. Peer learning also helps students develop important social skills, such as communication, teamwork, and problem-solving, which are valuable both inside and outside the classroom.

The role of the teacher as a facilitator in the Discovery Learning process was also crucial to its success. The teacher's primary function was to guide students in their exploration of inheritance concepts, rather than simply delivering information. This shift in the teacher's role allowed students to take more ownership of their learning and helped them develop critical thinking skills. One student reflected, "Our teacher didn't just give us the answers; she asked us questions and helped us figure things out for ourselves." This approach empowered students to think independently and make connections between different concepts, which is essential for deep learning.

The results of this study also highlight the importance of creating a learning environment that encourages inquiry and exploration. By incorporating real-life scenarios and practical problems, the Discovery Learning method made the study of inheritance more engaging and relatable. This type of context-based learning is especially effective for topics like inheritance, which may seem abstract or irrelevant to students unless they can see its practical applications. The success of the experimental group in understanding inheritance laws suggests that when students are given the opportunity to explore content in a meaningful context, their understanding deepens.

In addition to academic outcomes, the positive impact of Discovery Learning on students' attitudes toward learning is worth noting. The experimental group showed greater enthusiasm for the subject matter and a more positive attitude toward learning in general. Many students expressed that they enjoyed the learning process and felt more

confident in their ability to apply what they had learned. This suggests that the Discovery Learning method not only enhances academic achievement but also fosters a love of learning, which can have long-lasting effects on students' educational journeys.

The success of this study also has broader implications for the teaching of Islamic Religious Education. Inheritance is a complex and crucial topic in Islamic law, and the ability to teach it effectively is essential for helping students understand their religious responsibilities. The findings of this study suggest that Discovery Learning is an effective method for teaching such complex topics, as it promotes active engagement, critical thinking, and problem-solving skills. By incorporating Discovery Learning into the curriculum, educators can create a more dynamic and interactive learning experience that is better suited to students' needs.

Furthermore, the positive outcomes observed in this study emphasize the importance of adapting teaching methods to meet the diverse needs of students. While traditional methods may work well for some students, others may benefit more from active learning approaches like Discovery Learning. By providing a variety of instructional strategies, teachers can accommodate different learning styles and ensure that all students have the opportunity to succeed.

Despite the positive results, this study also highlights some challenges in implementing the Discovery Learning method. One challenge is the need for adequate teacher training and support. Teachers must be equipped with the skills and knowledge to effectively facilitate Discovery Learning and guide students through the process of exploration and problem-solving. Additionally, the method requires careful planning and the creation of appropriate learning materials and scenarios. Teachers must be able to design tasks that promote critical thinking and encourage students to engage with the content meaningfully. In conclusion, the application of the Discovery Learning method in Islamic Religious Education significantly improved students' conceptual understanding of inheritance. The experimental group demonstrated greater academic improvement, higher engagement, and increased motivation compared to the control group. The findings suggest that Discovery Learning is an effective method for teaching complex topics like inheritance, as it promotes active learning, critical thinking, and collaboration. These results highlight the potential of Discovery Learning to enhance the quality of education in Islamic Religious Education and other subjects that require deep conceptual understanding.

CONCLUSION

In conclusion, the application of the Discovery Learning method in Islamic Religious Education at SMK Negeri 1 Tanjung Pura has proven to be an effective approach in enhancing students' conceptual understanding of inheritance. The significant improvement in the experimental group's pretest and posttest scores compared to the control group demonstrates the method's effectiveness in fostering deeper comprehension and retention of complex concepts, such as inheritance in Islamic law. The qualitative data from classroom observations and student interviews further support the quantitative findings. Students in the experimental group were more engaged, motivated, and confident in their understanding of inheritance compared to their peers in the control group. Their ability to apply the inheritance rules to real-life scenarios, as well as their collaborative learning experiences, highlighted the advantages of Discovery Learning in promoting critical thinking and problem-solving skills. Additionally, the results of this study emphasize the importance of active learning strategies in improving student outcomes. The hands-on, inquiry-based nature of Discovery Learning enabled students to take ownership of their learning, explore concepts independently, and engage in meaningful discussions with peers. This level of active involvement contributed to a more comprehensive understanding of the material and greater student satisfaction with the learning process. Moreover, the findings suggest that the Discovery Learning method can

be an effective tool for teaching other complex topics in Islamic Religious Education and other subjects. Its ability to create a dynamic, interactive learning environment that encourages student engagement and collaboration is crucial for fostering deeper learning and critical thinking. As such, educators should consider incorporating Discovery Learning into their teaching strategies to better address the diverse needs of students. In light of the positive outcomes observed in this study, it is recommended that schools implement and promote the use of active learning methods like Discovery Learning in their curricula. Teachers should be provided with the necessary training and resources to effectively apply these methods, ensuring that all students have the opportunity to achieve a deeper understanding of the material. This approach will not only improve academic performance but also encourage a more engaged and motivated student body.

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