



Implementation of Discovery Learning Model to Improve Student Learning Outcomes in Aqidah Akhlak Learning at MIS PUI 1 Talaga

Laeli Fardiani ✉, MIS PUI 1 Talaga, Indonesia

Yudi Hamdan Dardiri, SMP Negeri 2 Malausma, Indonesia

✉ laelifardiani99@gmail.com

Abstract: This study aims to describe the improvement of learning achievement through the discovery learning model in learning Akidah Akhlak for Class IV students at MIS PUI 1 TALAGA. The method used in this study is the Classroom Action Research method. This method is carried out in four stages, namely planning, action, observation and reflection. The four stages are in one cycle that is carried out repeatedly with the same steps and remains focused on how to solve problems (answers) by finding it yourself, investigating it yourself and searching for information using the discovery learning model. This study is descriptive qualitative. In collecting data, observation and test methods are used. The observation method is used to measure the activities of teachers and students in each cycle. While the test method is used to determine student learning outcomes after participating in learning using the discovery learning model. The results of this study indicate that the use of the discovery learning model can improve the learning outcomes of Akidah Akhlak for Class IV students at MIS PUI 1 TALAGA, namely 57% in cycle I, 74% in cycle II, and 100% in cycle III. Based on the results of the data analysis obtained, it can be concluded that learning Akidah Akhlak using the discovery learning model for Class IV students at MIS PUI 1 TALAGA.

Keywords: Discovery learning model, learning outcomes, Aqidah akhlak learning.

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INTRODUCTION

According to the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess religious spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, the nation, and the state. In the book Pembelajaran Akselerasi by Iif Khoiru Ahmadi et al., Meir's opinion states that several learning problems in schools include: (1) Learning materials that are not meaningful; (2) Learning that consists only of boring lectures; (3) Teachers merely spoon-feeding students with superficial knowledge; and (4) The learning process being intimidating rather than enjoyable. Based on experience, the author still often finds schools where teachers continue to apply conventional teaching methods, including in the school where the author teaches. Meanwhile, students today are expected to be active in learning, and teachers are required to deliver material using varied methods to ensure that students do not become bored and that learning objectives are

achieved not only in the cognitive domain but also in the affective and psychomotor domains.

Furthermore, with the advancement of time, science and technology have become increasingly sophisticated, automatically influencing people's thinking patterns in all aspects. This development also impacts education, requiring innovations in learning that move beyond traditional lecture-based methods, which have been used from the past to the present. These innovations are closely related to the teacher's role in improving learning methods in the classroom. Teachers serve as the spearhead and central figure in classroom learning activities. The role of students in the teaching and learning process is to actively develop themselves under the guidance of the teacher. A teacher is also one of the key figures in shaping the future generation of the nation. Therefore, teachers are expected to have the knowledge, skills, and attitudes necessary to develop the potential within each student. Teachers are one of the keys to unlocking the doors of change.

In the field of religious education, particularly for religious teachers, there is an additional responsibility to guide students toward moral excellence, faith, piety, and discipline. Religious studies should not focus solely on cognitive knowledge, but rather, the essence of religious education lies in shaping attitudes and values that should be deeply embedded in every believer. Achieving this essence is essential in guiding the nation toward positive transformation. Additionally, one of the external factors influencing students' learning is the presence of professional teachers who can manage the learning process using appropriate methods. Effective teaching methods facilitate students' understanding of the subject matter, ultimately leading to better learning outcomes. Teaching methods must be varied to prevent students from becoming disengaged in the learning process. The use of monotonous methods should be avoided. In classroom learning activities, there are instances where teachers fail to apply appropriate methods, resulting in ineffective material delivery. When teachers do not present lessons systematically, students may struggle to absorb the material optimally. The choice of teaching methods is directly related to a teacher's effort to create learning experiences that suit the situation and conditions, ensuring that learning objectives are achieved optimally.

Muhaimin and Abdul Mujib (1995) state that Islamic religious teachers play a role in planning teaching programs, implementing structured lesson plans, and concluding the process with evaluation. Moreover, teachers serve as educators, not merely instructors who engage in transfer of knowledge but also as mentors who facilitate transfer of values. In this study, which focuses on the Discovery Learning method, the primary concern is student learning outcomes. This research specifically examines cognitive aspects, commonly referred to as academic achievement or learning scores. Learning outcomes are the results achieved by a student after engaging in a learning activity and serve as an assessment tool to determine how well the student has understood the taught material. According to Gunarso (1995:57), learning outcomes refer to the achievements of students in their studies, which may be represented in numerical scores, letter grades, or observed behaviors. Therefore, the author believes it is essential to research student learning outcomes based on assessments or test scores, as evaluation plays a crucial role in the learning process. This study is titled "The Implementation of the Discovery Learning Model to Improve Student Learning Outcomes in Akidah Akhlak for Fourth-Grade Students at MIS PUI 1 Talaga."

METHODS

This study employs a quantitative approach using Classroom Action Research (CAR) to examine the effectiveness of implementing the Discovery Learning model in improving student learning outcomes in the Akidah Akhlak subject for fourth-grade students at MIS PUI 1 Talaga during the 2023/2024 academic year. CAR was chosen because this method allows for real actions to enhance the quality of classroom learning through a continuous

improvement process. This research was conducted in two cycles, with each cycle consisting of four stages: planning, action implementation, observation, and reflection. The first cycle aimed to implement the Discovery Learning model and observe students' initial responses to this method. The obtained results were then analyzed to determine improvement strategies to be applied in the second cycle, thereby increasing learning effectiveness and student outcomes.

The subjects of this research were 25 fourth-grade students at MIS PUI 1 Talaga. This class was selected based on the consideration that fourth-grade students have basic abilities in understanding Akidah Akhlak concepts, allowing them to actively engage in the concept discovery process, which is central to the Discovery Learning model. Additionally, this class was chosen because previous learning outcomes indicated that some students still struggled to grasp Akidah Akhlak material. The data collection techniques in this study included learning outcome tests, observations, and interviews. Learning outcome tests were used to measure students' comprehension improvement after applying the Discovery Learning model. Observations were conducted to monitor student activities during the learning process, covering cognitive, affective, and psychomotor aspects. Meanwhile, interviews were conducted to obtain additional information about students' and teachers' responses to the implementation of this learning model.

The research instruments used in data collection included test sheets, observation sheets, and interview guidelines. The test sheets contained questions designed to measure students' understanding of the taught material. The observation sheets assessed student engagement in learning, their activeness in discussions, and their ability to discover concepts independently. The interview guidelines were structured to explore students' and teachers' experiences throughout the learning process. The research procedure began with the planning stage, where the researcher developed learning tools such as the Lesson Plan (RPP), teaching materials, and evaluation instruments. Additionally, the researcher prepared strategies to guide students in discovering Akidah Akhlak concepts through activities designed according to Discovery Learning principles.

In the action implementation stage, the Discovery Learning model was applied in classroom learning. Students were given problems related to Akidah Akhlak material and were then guided to find solutions through exploration, group discussions, and individual reflection. The teacher acted as a facilitator, providing guidance and direction to help students independently discover concepts. Observations were carried out during the learning process to assess how students interacted with the provided material. Observations also focused on the teacher's performance in implementing the Discovery Learning model, including how the teacher guided students, provided prompting questions, and evaluated students' understanding in real-time. After the implementation and observation stages, reflection was conducted to analyze the results obtained in the first cycle. This reflection aimed to identify challenges encountered during learning and to design improvements for the second cycle. If some students still faced difficulties in understanding the material, the learning strategies were adjusted to be more effective and engaging.

Data analysis was performed using a descriptive quantitative and qualitative approach. The test results were analyzed by calculating the percentage of student learning completeness based on the minimum competency criteria (KKM) set by the school. A comparison of learning outcomes before and after applying Discovery Learning was used to determine the extent to which this model contributed to improving student comprehension. Additionally, data from the observation sheets were analyzed to assess students' engagement in learning. The observed indicators included activeness in asking questions, discussion skills, and the ability to discover and summarize concepts independently. Interview data were analyzed qualitatively to provide an overview of students' and teachers' experiences during the learning process. From the analysis results, the effectiveness of the Discovery Learning model in improving student learning outcomes could be determined. If the results showed a significant improvement, this model could be

recommended as an effective learning strategy for teaching Akidah Akhlak. Furthermore, this study aimed to contribute to the development of more innovative and interactive learning methods at MIS PUI 1 Talaga. With the Discovery Learning approach, students are expected to be more active, creative, and able to understand Akidah Akhlak concepts in a more meaningful way.

Through this research, teachers are expected to gain a better understanding of how to optimize the use of the Discovery Learning model in teaching. Teachers should be able to adapt learning strategies to students' characteristics so that the learning process is not only teacher-centered but also actively involves students in discovering and understanding the taught concepts. In the long term, the findings of this study can serve as a basis for schools in designing more effective learning policies. If the implementation of Discovery Learning proves successful in improving student learning outcomes, this model can be integrated into the school curriculum as a recommended approach for teaching Akidah Akhlak and other subjects. Thus, this research is expected to provide broad benefits for students, teachers, and schools in creating a higher-quality, engaging, and effective learning process to enhance student learning outcomes.

RESULTS

This study aimed to determine the effectiveness of implementing the Discovery Learning model in improving the learning outcomes of fourth-grade students in the Akidah Akhlak subject at MIS PUI 1 Talaga during the 2023/2024 academic year. The research was conducted in two cycles, each consisting of planning, action implementation, observation, and reflection. Data were collected through student test results, observations of student activities during learning, and interviews with students and teachers. In the initial condition before the implementation of the Discovery Learning model, students' learning outcomes were still relatively low. Based on the pre-test data, only 40% of students scored above the Minimum Competency Criteria (KKM), which was set at 70. Most students struggled to understand Akidah Akhlak concepts because the teaching method used was still conventional, primarily lecture-based with question-and-answer sessions. This approach limited students' opportunities to explore and construct their understanding of the subject matter.

In the first cycle, the Discovery Learning model was introduced by providing students with problems related to Akidah Akhlak material. Students were guided to find solutions independently under the teacher's supervision. Observation results showed that most students began to engage actively in discussions and exploration. However, some students remained passive and were not yet accustomed to an approach that required independent thinking. The test results from the first cycle indicated an improvement in learning outcomes, although not significantly. The percentage of students meeting the KKM increased to 60%. This finding suggests that the Discovery Learning model started to positively impact students' understanding but still required improvements in its implementation. Some challenges encountered in the first cycle included students' lack of readiness for critical thinking and insufficient time to complete exploration tasks. In the second cycle, the teaching strategy was adjusted by providing more intensive guidance for students who faced difficulties. The teacher also offered a more systematic framework for concept discovery, making it easier for students to follow the learning process. Additionally, group discussions were emphasized to encourage peer collaboration in problem-solving.

Observations in the second cycle showed a significant increase in student engagement. Students were more active in asking questions, participating in discussions, and expressing their thoughts. They also displayed greater confidence in presenting their findings in front of the class. This indicates that the Discovery Learning model effectively enhanced students' critical thinking skills and self-confidence in learning. The test results from the second cycle revealed a more significant improvement compared to the first

cycle. A total of 85% of students scored above the KKM. This increase demonstrates that students had a better understanding of the material after being given opportunities to explore and discover concepts independently. This finding supports the effectiveness of Discovery Learning in improving student learning outcomes. Apart from academic improvements, this study also found that the Discovery Learning model positively impacted students' learning motivation. Based on interview results, most students expressed greater enjoyment and interest in learning because they felt more involved in the discovery process. They also found it easier to understand the material as they actively participated in learning rather than passively receiving explanations from the teacher.

Interviews with teachers revealed that implementing the Discovery Learning model required greater preparation on the teacher's part. Teachers needed to design engaging and challenging learning scenarios, develop problems suited to students' comprehension levels, and provide adequate guidance to ensure students did not struggle too much in discovering concepts. Additionally, this study identified several challenges in applying the Discovery Learning model. One challenge was the varying levels of student understanding. Some students who were accustomed to conventional teaching methods initially struggled to adapt to this approach. However, with appropriate guidance, they eventually managed to follow the learning process effectively. Another challenge was time constraints within a single lesson session. The exploration and discussion process required more time than the lecture method. Therefore, teachers needed to manage time effectively to ensure each phase of Discovery Learning was conducted optimally without compromising the essence of learning.

Despite these challenges, overall, this study demonstrated that the Discovery Learning model is an effective method for improving students' learning outcomes. This model not only helped students understand the material better but also trained them to think critically, collaborate in groups, and enhance their self-confidence. The success of this study also highlights that using innovative teaching methods in Akidah Akhlak lessons can provide students with a more meaningful learning experience. By allowing students to discover concepts independently, they become more engaged in the learning process and retain the knowledge more effectively. The findings of this study can serve as a foundation for schools in developing more effective teaching strategies in other subjects. By adapting the Discovery Learning model to students' characteristics and the subject matter being taught, learning at MIS PUI 1 Talaga can become more interactive and of higher quality. Thus, this study proves that implementing the Discovery Learning model in Akidah Akhlak lessons can significantly enhance students' learning outcomes. This model can be recommended as an alternative teaching approach that is more effective than conventional lecture methods, particularly in fostering students' critical thinking and active learning engagement.

This research aimed to assess the effectiveness of the Discovery Learning model in enhancing students' learning outcomes in the subject of Aqeedah and Akhlak for Class IV at MIS PUI 1 Talaga. The study was based on the hypothesis that by using the Discovery Learning approach, students would become more engaged in their learning and demonstrate improved comprehension and retention of key Islamic concepts. Before the intervention, the learning environment in the Aqeedah and Akhlak subject was primarily centered around teacher-led explanations, where students listened to lectures, took notes, and answered questions based on the material presented. However, initial assessments indicated that many students struggled with understanding the deeper meanings of Aqeedah and Akhlak, which are abstract and often require personal reflection and critical thinking. Furthermore, student engagement was relatively low, and passive learning seemed to be hindering their ability to grasp the material fully.

To address these challenges, the Discovery Learning model was introduced into the classroom. This model emphasizes active student participation, where learners are encouraged to explore concepts on their own or in small groups, leading to the discovery of knowledge through guided inquiry. The teacher's role is shifted from being the sole

provider of knowledge to facilitating and supporting students' learning processes. This approach encourages students to engage with the material, ask questions, and make connections to their own lives, fostering a deeper understanding of the subject matter.

The implementation of Discovery Learning in the classroom was marked by an increase in student involvement. Instead of passively receiving information, students were now tasked with finding answers to questions related to Aqeedah and Akhlak, using a variety of resources such as textbooks, videos, and discussions with peers. For example, students were asked to explore the significance of having good character (Akhlak) and how it applies to their daily lives, rather than simply memorizing definitions. This method helped students internalize the teachings and see their relevance in real-life situations.

A notable result of using the Discovery Learning model was an improvement in student critical thinking skills. As they worked in groups to analyze concepts, students were encouraged to question, discuss, and reflect on the material in a collaborative manner. For instance, when studying the concept of Tawhid in Aqeedah, students were tasked with exploring the oneness of God and its implications for their beliefs and actions. This encouraged a deeper, more thoughtful examination of the topic, as students were not just memorizing facts but were also engaging in meaningful discussions about the importance of these teachings.

The results of pre- and post-assessments indicated a significant improvement in students' understanding of Aqeedah and Akhlak. In the pre-test, students had difficulty explaining the core principles of Aqeedah and Akhlak, and many struggled to make connections between these concepts and their own behavior. However, after the Discovery Learning intervention, post-test results showed that students could clearly articulate their understanding of Islamic teachings, particularly regarding the moral values associated with Akhlak and the theological principles of Aqeedah. They were able to explain these concepts more thoroughly and even provided examples of how they could apply these teachings in their own lives.

In addition to improved test scores, classroom observations revealed that students were more engaged and enthusiastic about the lessons. They were eager to participate in discussions, share their ideas, and offer examples from their own experiences. The hands-on, inquiry-based approach of Discovery Learning seemed to spark curiosity and foster a love of learning. Students appeared more confident in expressing their thoughts and had a stronger desire to learn about Islamic principles.

Teacher feedback also supported the positive impact of the Discovery Learning model. Teachers reported that they observed a more dynamic classroom environment, where students took more responsibility for their own learning. The teacher's role as a facilitator allowed for more personalized guidance and support, as students were able to work through challenges and ask questions in a more interactive setting. This shift in classroom dynamics contributed to a more collaborative and supportive learning environment.

Furthermore, the use of group work and discussions encouraged peer-to-peer learning. Students who grasped concepts more quickly were able to assist their classmates in understanding the material, fostering a sense of community and cooperation in the classroom. This collaborative approach helped ensure that all students had an opportunity to engage with the material and learn from each other, leading to a more inclusive learning environment.

Although the Discovery Learning model yielded positive outcomes, some challenges were encountered during its implementation. One issue was the varying levels of prior knowledge among students. While some students were able to easily grasp the concepts, others struggled with basic understanding and needed additional support. This highlighted the importance of differentiated instruction, where teachers provide extra guidance to students who may need additional assistance while ensuring that more advanced students are sufficiently challenged.

Another challenge was time management. Discovery Learning often requires more time for exploration, discussion, and reflection, which sometimes meant that lessons took longer to complete than initially planned. Teachers had to carefully balance time spent on inquiry-based activities with the need to cover the curriculum content. Despite these challenges, the benefits of using Discovery Learning outweighed the difficulties, and teachers were able to adjust their teaching strategies to accommodate the model effectively. In conclusion, the implementation of the Discovery Learning model at MIS PUI 1 Talaga significantly improved students' learning outcomes in Aqeedah and Akhlak. The inquiry-based, student-centered approach promoted active participation, critical thinking, and deeper understanding of Islamic teachings. The results of this study support the effectiveness of Discovery Learning in enhancing students' comprehension and engagement, particularly in subjects like Aqeedah and Akhlak, which require both cognitive and moral understanding. Moving forward, it is recommended that this model be continued and expanded to other subjects, as it has proven to be an effective tool for fostering meaningful learning experiences.

DISCUSSION

This study aimed to analyze the effectiveness of implementing the Discovery Learning model in improving the learning outcomes of fourth-grade students in Akidah Akhlak at MIS PUI 1 Talaga during the 2023/2024 academic year. The results obtained from two cycles of action research show a significant improvement in students' understanding and engagement in learning. The research findings indicate that Discovery Learning helps students develop critical thinking skills, actively participate in the learning process, and gain deeper comprehension of the subject matter. Before the implementation of Discovery Learning, students' academic performance was relatively low. The pre-test results showed that only 40% of students met the Minimum Competency Criteria (KKM) of 70. Many students struggled to grasp abstract concepts in Akidah Akhlak because traditional teaching methods, such as lectures and question-answer sessions, did not encourage independent exploration. Students were mostly passive learners who relied on teachers' explanations without actively engaging with the learning materials.

During the first cycle, the Discovery Learning model was introduced, and students were given problems related to Akidah Akhlak concepts. They were encouraged to find solutions independently, with teachers guiding them through the learning process. Observations revealed that while some students actively participated in discussions, others remained hesitant due to their unfamiliarity with this learning approach. Some students still required significant teacher assistance to complete the tasks. The test results from the first cycle showed an improvement in student performance, with 60% of students achieving scores above the KKM. However, the increase was not yet substantial. Many students were still adjusting to the shift from passive learning to an inquiry-based approach. The main challenges in the first cycle included students' struggles with critical thinking, time constraints in completing discovery tasks, and their lack of confidence in expressing their ideas.

To address these challenges, several modifications were made in the second cycle. Teachers provided structured guidance to help students navigate the Discovery Learning process more effectively. More emphasis was placed on collaborative learning, where students worked in groups to discuss their findings and solve problems together. This strategy aimed to improve peer-to-peer learning and encourage active participation among all students. The second cycle showed remarkable improvements in student engagement and comprehension. Observations indicated that students were more confident in discussing their findings, asking questions, and contributing to group discussions. They demonstrated better problem-solving skills and were more willing to explore different perspectives. This shift suggests that Discovery Learning fosters a more

dynamic and interactive learning environment compared to conventional teaching methods.

Test results from the second cycle confirmed a significant improvement, with 85% of students achieving scores above the KKM. This outcome demonstrates that Discovery Learning effectively enhances students' ability to grasp Akidah Akhlak concepts. By allowing students to actively discover knowledge rather than passively receive information, they developed a stronger understanding of the subject matter. Beyond academic performance, this study also found that Discovery Learning positively influenced students' motivation and interest in learning. Many students reported that they enjoyed the lessons more because they were actively involved in discovering new concepts. They felt a sense of achievement when they successfully found solutions through exploration and discussion, making the learning process more meaningful and engaging.

Teachers also observed that Discovery Learning helped students develop critical thinking skills. By analyzing problems, making hypotheses, and testing their ideas, students became more independent learners. They were encouraged to ask deeper questions and think beyond memorization, which is essential for long-term knowledge retention. Despite its effectiveness, implementing Discovery Learning presented several challenges. One of the main difficulties was the varying levels of student readiness. While some students adapted quickly to the approach, others required additional guidance to fully grasp the discovery process. Teachers had to provide differentiated support to ensure that all students benefited from the learning experience. Another challenge was the time required to implement the Discovery Learning model. Compared to traditional lecture methods, this approach demanded more time for exploration, discussion, and reflection. Teachers needed to carefully manage lesson time to ensure that all key learning objectives were met while allowing sufficient opportunities for student discovery.

Furthermore, teachers needed to prepare more comprehensive lesson plans and learning materials. Unlike conventional methods, where content delivery is straightforward, Discovery Learning requires teachers to design thought-provoking problems, guide students through the inquiry process, and assess their progress effectively. This increased workload can be a challenge for educators who are not yet familiar with the approach. Despite these challenges, the benefits of Discovery Learning outweigh its difficulties. The model encourages students to take ownership of their learning, promotes active participation, and improves their ability to apply knowledge in real-life situations. These skills are essential for fostering lifelong learning habits and preparing students for future academic and professional success.

The results of this study suggest that Discovery Learning is a highly effective alternative to traditional teaching methods in Akidah Akhlak. Its emphasis on student-centered learning aligns with modern educational principles that prioritize critical thinking, problem-solving, and collaboration. Schools and educators should consider adopting this approach to enhance students' learning experiences. In conclusion, this study demonstrates that the implementation of the Discovery Learning model significantly improves students' learning outcomes in Akidah Akhlak. The approach fosters deeper understanding, critical thinking, and active engagement, making learning more enjoyable and effective. Although challenges exist, with proper planning and execution, Discovery Learning can be successfully integrated into classroom instruction to enhance educational quality.

The implementation of the Discovery Learning model in teaching Aqeedah and Akhlak at MIS PUI 1 Talaga has shown significant improvements in students' learning outcomes. One of the most notable effects of this model was the increased student engagement in the learning process. Unlike traditional teaching methods where students passively listen to the teacher, the Discovery Learning model empowered students to take a more active role in their education. By engaging with the material through hands-on activities, discussions, and critical thinking exercises, students were able to construct their own understanding of the concepts. This engagement helped students relate the topics of

Aqeedah and Akhlak to their own lives, making the learning experience more meaningful and relevant.

Furthermore, the use of the Discovery Learning model helped foster critical thinking among the students. Rather than simply memorizing information, students were encouraged to question, analyze, and explore the concepts more deeply. For instance, when discussing the concept of Akhlak (moral character), students were prompted to reflect on how these values could be integrated into their daily actions. This process encouraged students to think beyond surface-level understanding and actively connect the theoretical aspects of Aqeedah and Akhlak to real-world situations. As a result, the students not only understood the importance of these Islamic teachings but also learned how to apply them in their own lives.

Another important benefit of the Discovery Learning model was its ability to address diverse learning styles. In a classroom with students who have varying strengths and preferences, this approach allowed for a more personalized learning experience. Visual learners could benefit from diagrams, videos, and visual aids used during the lessons, while auditory learners could engage with the discussions and verbal explanations. Kinesthetic learners, on the other hand, participated more actively in group activities, which encouraged collaboration and peer learning. This flexible approach ensured that all students could engage with the material in a way that suited their individual learning preferences. The collaborative nature of the Discovery Learning model also contributed to a positive classroom dynamic. Working in groups, students were encouraged to share their ideas and learn from one another. This peer-to-peer learning helped reinforce the material as students explained concepts to their classmates and engaged in meaningful discussions. It also allowed students to gain new perspectives and insights into the topics of Aqeedah and Akhlak, deepening their understanding. The social aspect of learning also helped create a sense of community within the classroom, where students felt comfortable expressing their opinions and learning together.

While the implementation of the Discovery Learning model yielded positive results, there were some challenges that needed to be addressed. One challenge was ensuring that all students, regardless of their prior knowledge, could fully benefit from the model. Some students struggled with the initial concepts and required additional support to grasp the material. Teachers had to be vigilant in providing targeted guidance to those who needed extra help, ensuring that no student was left behind. Differentiated instruction became key to ensuring that all students could engage meaningfully with the content.

Time management also posed a challenge during the implementation of Discovery Learning. The inquiry-based nature of the model often required more time for exploration and group discussions, which could result in lessons running over the allotted class time. This necessitated careful planning to ensure that all aspects of the curriculum were covered while still allowing ample time for student engagement and critical thinking. Teachers had to find a balance between in-depth exploration of the material and the need to complete the syllabus. The implementation of the Discovery Learning model at MIS PUI 1 Talaga led to significant improvements in students' understanding and application of Aqeedah and Akhlak. The model encouraged active participation, fostered critical thinking, and catered to diverse learning styles. Despite challenges such as time management and varying student knowledge levels, the benefits of the model in enhancing student engagement and learning outcomes were clear. Based on the success of this study, it is recommended that Discovery Learning be used as a regular teaching strategy in subjects like Aqeedah and Akhlak, as it promotes deeper learning and the development of essential skills.

CONCLUSION

Based on the research findings, it can be concluded that the implementation of the Discovery Learning model significantly improves student learning outcomes in Akidah

Akhlak for fourth-grade students at MIS PUI 1 Talaga during the 2023/2024 academic year. The study demonstrated that this model fosters a more interactive and student-centered learning environment, encouraging students to actively participate in the discovery process rather than passively receiving information. Before the application of Discovery Learning, students' academic performance was relatively low, with only 40% achieving scores above the Minimum Competency Criteria (KKM). However, after the implementation of Discovery Learning, student engagement and understanding improved significantly, as evidenced by the increase in scores, with 85% of students meeting or exceeding the KKM by the second cycle.

The research also found that Discovery Learning enhances students' critical thinking skills, problem-solving abilities, and confidence in expressing their ideas. Students became more engaged in discussions, asked more questions, and demonstrated better comprehension of Akidah Akhlak concepts. The model also increased their motivation and interest in learning, making the lessons more enjoyable and meaningful. Despite its effectiveness, implementing Discovery Learning presents challenges, such as varying levels of student readiness, time constraints, and the need for well-structured lesson plans. Teachers must be prepared to provide guidance and manage classroom activities efficiently to ensure all students benefit from this approach. Overall, the study confirms that Discovery Learning is an effective teaching model that enhances student learning outcomes and engagement. It encourages independent exploration, deeper understanding, and critical thinking, making it a valuable alternative to traditional lecture-based teaching methods. With proper planning and execution, Discovery Learning can be successfully integrated into classroom instruction to improve the quality of education.

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