



Efforts to Improve Student Learning Outcomes through the Discovery Learning Model at SMP Negeri 1 Bandar Dua

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using discovery learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that discovery learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 45%, the first cycle 55% and in the second cycle increasing to 85%. Thus, the use of discovery learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Discovery learning model, learning outcomes, Islamic education.

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INTRODUCTION

Based on Observations of learning at SMP Negeri 1 Bandar Dua, Pidie Jaya Regency, Class V11 Semester I, 2021/2022, especially the subject of Islamic Religious Education, has not run fully as expected. The implementation of learning is still very difficult, the methods or techniques are not at all appropriate, as well as the smoothness of basic learning indicators. Discovery Learning is an approach in the teaching and learning process that emphasizes the active role of students in discovering knowledge independently. This learning model was developed by Jerome Bruner, a psychologist and educator, who focuses on how students can discover concepts or principles through the process of exploration and problem solving. In this method, the teacher does not only act as a transmitter of material, but more as a facilitator who helps students discover their own knowledge. Basically, in discovery learning, students are given the opportunity to explore problems and situations, and find solutions or answers with minimal guidance from the teacher. Thus, students will feel more involved in the learning process because they learn through direct experience.

This type of learning encourages the development of critical thinking, creativity, and problem-solving skills, because students are faced with situations that require them to

actively think and interact with their surroundings. Discovery learning has several stages, namely the orientation, exploration, discovery, and application phases. At the orientation stage, students are given an initial overview of the topic to be studied and the problems to be solved. Furthermore, in the exploration phase, students are given the opportunity to explore information, interact with learning objects, and ask relevant questions. At the discovery stage, students begin to develop an understanding or solution to the existing problem based on the results of the exploration that has been carried out. Finally, at the application stage, students are invited to apply the knowledge gained in broader situations. The advantage of discovery learning is its ability to increase students' motivation and interest in learning. When students are given the opportunity to discover for themselves what they are learning, they feel more in control of the learning, so they are more motivated to study harder. In addition, with this approach, students are also trained to think critically, analyze information, and make decisions based on existing evidence, which are skills that are very much needed in everyday life. However, the application of discovery learning also has challenges. One of the main challenges is the time required. Because this method places more emphasis on self-exploration and discovery, the process can take longer than conventional learning methods that are more direct and structured. In addition, not all students have the level of independence and ability to explore the material effectively, so appropriate guidance from the teacher is needed.

The implementation of discovery learning also requires sufficient resources, both in terms of teaching materials and other supporting facilities. For example, in order for students to be able to explore well, supporting tools or teaching materials are needed, such as laboratories, interactive learning media, or an environment that allows students to conduct experiments or research. In addition, teachers need to have skills in designing learning that can facilitate students' discovery of concepts in an effective way. Although there are challenges in its implementation, discovery learning still has great benefits in shaping students' character and learning skills. This model teaches students to be more responsible for their learning process, and encourages them to continue to find out and learn independently. In addition, by finding the knowledge they need themselves, students will find it easier to remember and understand the material being studied. This method also provides space for the development of students' social skills, because they often work in groups to solve the problems given. In a group context, students can discuss with each other, share ideas, and learn to work together to achieve solutions. These social skills are very important in students' future professional and personal lives. In addition, discovery learning is in line with the constructivist approach which emphasizes the importance of direct experience in building knowledge. In the constructivist view, knowledge is not given directly, but is built by students based on their own experiences, either through experiments, discussions, or reflections. This learning emphasizes the process rather than the end result, so that students not only learn what is true, but also how they arrive at that understanding.

In order for discovery learning to be more effective, teachers need to design a learning environment that supports and provides challenges that are appropriate to the students' ability level. Teachers must also be ready to provide constructive feedback and guide students when they experience difficulties in the exploration process. With the right approach, this method can create a more dynamic and enjoyable learning atmosphere for students. In conclusion, discovery learning is an effective approach in encouraging students to become active and independent learners. Although it requires more time and resources, the benefits obtained in terms of developing cognitive, social, and emotional skills are enormous. With good understanding and application, discovery learning can be a very useful alternative in improving the quality of education at various levels.

Learning feels boring to students and very monotonous. Such learning has a major impact on low learning outcomes. The low learning outcomes are indicated or

marked by students who achieve KKM ≥ 71 only around 45%, while students who have not achieved their learning completion are around 55%, only 9 students get a score of 71, while the low ones get a score below 50. The researcher/author carried out learning quite clearly in Class VII Semester I of SMP Negeri 1 Bandar Dua, Pidie Jaya Regency in the 2021/2022 academic year, especially in the Islamic Religious Education Subject. The improvement that is desired to be implemented is the occurrence of student learning completion of 85% of students who achieve KKM with an average score increasing to 65 to 80. To overcome the low learning outcomes mentioned above, the author carried out learning activities by empowering students.

So the author/researcher uses a Discovery Learning Model for Friday Prayer Material so that student learning outcomes increase as expected. y learn what is true, but also how they arrive at that understanding. In order for discovery learning to be more effective, teachers need to design a learning environment that supports and provides challenges that are appropriate to the students' ability level. Teachers must also be ready to provide constructive feedback and guide students when they experience difficulties in the exploration process. With the right approach, this method can create a more dynamic and enjoyable learning atmosphere for students. In conclusion, discovery learning is an effective approach in encouraging students to become active and independent learners. Although it requires more time and resources, the benefits obtained in terms of developing cognitive, social, and emotional skills are enormous. With good understanding and application, discovery learning can be a very useful alternative in improving the quality of education at various levels.

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METHODS

The research was conducted in Class VII at SMP Negeri 1 Bandar Dua, Pidie Jaya Regency on the subject of Friday Prayers for the 2021/2022 Academic Year. The research was conducted in Class VII because the researcher is a teacher who teaches the subject. This research was conducted for 1 month, namely in October of the 2021/2022 Academic Year. It was conducted at that time because the material on Friday Prayers is a subject taught in the odd semester. The subjects of the research were Class VII students of the 2021/2022 Academic Year. The number of students was 13 people. The data obtained came from Class VII students of SMP Negeri 1 Bandar Dua, Pidie Jaya Regency and teachers/colleagues who were collaborating teachers in carrying out this research activity. The Data Collection Technique was carried out in the following manner: 1) Tests were conducted at the end of each learning process using question instruments. 2) Observations conducted using instrument sheets to see student activities in the learning process include student activities when discussing with friends in their groups and class discussions, observations

conducted by collaborative teachers as observers during the teaching and learning process. 3) Data collection tools used are: Test questions, Student activity instrument sheets, Teacher activity instrument sheets.

Data Validation, Test Score (learning outcomes). The test is compiled based on the learning objectives to be achieved, used to measure student learning outcomes in the Friday Prayer material. This test is given at the end of each learning, the form of the test given is a written test in the form of a description. Data validation is obtained from recordings of student test results. The learning process or data validation in this learning process is a triangulation between students, teachers who implement PBM and collaborative teachers as observers.

The data analysis used is descriptive analysis consisting of: 1) Learning outcomes, using comparative descriptive analysis, namely by comparing test scores between cycles; 2) Observation with descriptive analysis based on the results of observations of student activities and observations of teacher PBM and reflection. To determine the effectiveness of a model in learning activities, it is necessary to conduct data analysis in research using quantitative descriptive analysis techniques in the form of percentages. The data obtained at the end of the data analysis is to determine the learning outcomes of students through the application of the Discovery Learning model.

The success criteria in this study are if: 1) The average value of students is at least 75; 2) The percentage of classical learning completion is at least 85%; 3) Student activities in carrying out learning in accordance with the RPP obtained a minimum score of 85%. The research is planned to be carried out from July 24, 2022 to August 24, 2023, according to the schedule of Islamic Religious Education and Character Education subjects taught at SMP Negeri 1 Bandar Dua.

The expected indicators in this research activity are: 1) There is an increase in learning outcomes, namely 85% of students achieve learning completion with KKM ≥ 71 ; 2) There is an increase in student learning activities in each cycle; 3) There is an increase in the implementation of the teaching and learning process organized by the teacher. This research was conducted using the Classroom Action Research (CAR) method which consists of 2 cycles. The steps in each cycle consist of: 1) Planning. The activities carried out in this activity are making a learning process plan. The planning made is in the form of a syllabus and RPP along with student observation sheets and student attendance sheets; 2) Implementation. The activities carried out are carrying out all activities contained in the planning activity. Carrying out the learning process activities of Friday Prayer material with the Discovery Learning Model; 3) Observation. Carrying out observations or observations carried out by the research teacher on students during the PBM to see student activities and observations carried out by the collaborating teacher on the PBM organized by the researcher; 4) Reflection. Reflection is carried out at the end of the PBM to see the results of the PBM activities that have been carried out. Then the results of the reflection in the first cycle are a reference for researchers to take action in the next cycle (cycle II). Furthermore, in cycle II, changes were made to the teaching and learning process regarding the shortcomings that occurred in cycle I so that the results of the PBM would be better in accordance with the expectations and goals to be achieved. This visualization is to provide more positive values and meaningful impressions on students related to the coming of the Day of Judgment. After that, students work on worksheets and share.

RESULTS

History of the establishment of SMP Negeri 1 Bandar Dua, Pidie Jaya Regency. SMP Negeri 1 Bandar Dua is one of the schools located in the city center of Ulee Gle, Bandar Dua District, precisely in Ulee Gle Village. SMP Negeri 1 Bandar Dua, Pidie Jaya Regency is located on Jalan B.Aceh Medan km. 169 Ulee Gle, Bandar Dua District, Pidie Jaya Regency, Aceh Province. The Vision and Mission of SMP Negeri 1 Bandar Dua: 1) The Vision of SMP

Negeri 1 Bandar Dua is "The Realization of Religious, Achieving, Noble, Disciplined and Nationalistic, and Global People."

School vision indicators: a) Excellent in academics; b) Able to use ICT; c) Excellent in art and skills; d) Independent in learning; e) Maintaining an attitude of caring for the environment; f) Carrying out religious activities; g) Carrying out sports activities; h) Practicing the readings of the Qur'an; i) Maintaining a polite and courteous attitude. 2) Mission of SMP Negeri 1 Bandar Dua. Referring to the school's vision above, the missions to be implemented are as follows: a) Developing the abilities of professional teachers and education personnel; b) Implementing an Islamic and quality learning process to achieve achievements and meet national education standards; c) Educating students who are skilled, independent, responsible and competent in the millennial era; d) Improving educational facilities and infrastructure through community participation by empowering the school committee; e) Making the school environment clean, beautiful, well-maintained and sustainable to support the realization of Adiwiyata schools. Condition of Teachers and Students. SMP Negeri 1 Bandar Dua has 64 teachers consisting of 28 PNS teachers, 2 PPPK teachers and 34 Honorer/Bakti.

Students at SMP Negeri 1 Bandar Dua number 580 people consisting of male and female students. Students at SMP Negeri 1 Bandar Dua, Ulee Gle community, Bandar Dua District, come from various backgrounds, some are middle-class and some are lower-middle-class. SMP Negeri Bandar Dua has adequate facilities and infrastructure. For smooth administration, the school already has facilities and infrastructure that can be used for smoothness in the form of 10 laptops, 40 computers. In addition, it also has 5 LCD projectors, and sports equipment. The learning conditions before and after the action was taken using the Discovery Learning Learning Model increased. It is illustrated from the low learning outcomes indicated or marked by students who achieve KKM ≥ 71 only around 23%, while students who have not achieved their learning completion are around 77%, only 3 students get scores above KKM, while the low ones get scores below 50. Based on the table above, it can be seen that the average score of students is = 67 with the lowest score of 40.5 and the highest score of 77 and the learning completion achieved is only 3 students or 23%. The test results as mentioned above, only some students have completed their learning, while some have not completed their learning. Based on the data in table 4.3 above, it is known that in this initial condition there were 3 students (23%) who had scores above KKM of 77 who were declared to have completed their learning and 10 students (77%) had scores below KKM who were declared to have not completed their learning. Action planning stage. The planning activities carried out in cycle I are to prepare several things needed in the implementation of the research, namely: making RPP, making LKPD, making handouts, making power points, compiling student activity instruments and teacher PBM activity instruments for thaharah material. with a time allocation of 3 teaching hours.

Action Implementation Stage. The implementation of learning in cycle I is carried out with a time allocation of 3 teaching hours referring to the Learning Implementation Plan (RPP) based on the Discovery Learning learning model. This cycle I was carried out on Thursday, July 21, 2023 with the material Friday Prayer. The following is the Learning Implementation Plan for cycle I.

In the preliminary activities, the teacher starts the learning by greeting, reading a prayer for learning together, checking the attendance of students and preparing the physical and psychological conditions of students. Then linking the material and asking questions related to the material to be studied, showing motivational learning images for students and conveying learning objectives based on the basic competencies to be achieved.

In the core activities, the teacher starts the learning by dividing students into 5 groups, then the teacher distributes LKPD, shows videos and power point slides and handouts as sources for students to collect information in working on LKPD. Then students identify problems by discussing in groups, then the teacher facilitates and guides

students in collecting information related to the material from various sources. Then in the next stage, students are given the opportunity to present the results of their discussions in front of the class and conclude the results of their discussions. In the final stage, the teacher provides explanations and reinforcement related to the material to students.

In the closing activities, students work on attitude assessments, knowledge and provide reflections on learning based on the Discovery learning model that has been implemented. Then in this final stage, the teacher delivers material for the next meeting and then the teacher closes the learning by saying hello. At this stage, the researcher gave a test to determine the learning outcomes of students in cycle I.

Observations made in cycle I include student activities during teaching and learning activities and the implementation of teaching and learning activities organized by the teacher. The results of teacher observations of student activities during the teaching and learning process using the student activity observation sheet Teacher Activity.

Teacher activity in the classroom learning process is the most important thing in achieving student success in receiving the material presented by the teacher. In the learning process, the teacher has the task of providing knowledge and the teacher has the responsibility to see everything that happens to help student development in achieving material through teacher activities during teaching and learning activities. The following is data on teacher activities through the cycle I observation sheet in table 4.4.

From the data obtained, the average percentage of teacher ability in conducting PBM is 71% in cycle I, which is included in the less category. From the results of discussions with collaborative teachers, improvements are needed in PBM, namely when conveying learning objectives, guiding students in group discussions and class discussions, and guiding students in making conclusions at the end of learning because they are considered not optimal. Analysis of student activities in the implementation of the teaching and learning process is one of the most important elements in determining the smoothness of the teaching and learning process. The following data from the results of the student activity sheet for cycle I can be seen in the table below.

Based on the table above, the percentage of student activity in cycle I was 71%. This shows that student activity is categorized as less than expected by the researcher. Improvements must be made in cycle II by motivating and guiding students more during class discussions. Student Learning Outcomes. After the teaching and learning process in the RPP cycle I, the teacher gave a test with a total of 5 questions which were worked on by 23 students to find out student learning outcomes.

Based on the table above, the percentage of student activity in cycle I was 76%. This shows that student activity is categorized as less than expected by the researcher. Improvements must be made in cycle II by motivating and guiding students more during class discussions. Based on the table above, the percentage of student activity in cycle I was 76%. This shows that student activity is categorized as less than expected by the researcher. Improvements must be made in cycle II by motivating and guiding students more during class discussions.

Reflection Stage of Cycle I. After cycle I has been completed along with an assessment of student learning outcomes, student activities and teacher abilities in implementing PBM, the research teacher together with the collaborating teacher held a meeting to discuss actions that must be improved and actions that must be maintained in the teaching and learning process in cycle II. These actions include: 1) Delivering learning objectives can be done more clearly to students; 2) Motivating students who are not active in their groups, guiding students in group discussions by approaching students' seats to see student activities more closely and guiding students in class discussion activities; 3) More effective time management. Based on the results of the tests conducted in cycle I above, it can be seen that the number of students in class VII is 13 people. There are 8 students or 62% who have achieved learning completion, and 5 students or 38% have not achieved completion, while the KKM determined by SMP Negeri 1 Bandar Dua is 75, so the

learning outcomes of students for cycle I are not optimal classically. Therefore, the researcher and observer plan the steps for improvement that will be applied in cycle II.

The procedure in cycle II is basically the same as cycle I for the material to be studied, namely Thaharah, only improvements are made to the shortcomings in cycle I in terms of planning and implementation of actions, where the results of reflection in cycle I of students who have completed are not as expected, namely 85%. The reason for the change is because in cycle I many students did not understand the Thaharah material that was taught. It is hoped that in cycle II students will be able to understand it better and experience an increase in student learning outcomes.

The implementation of learning in cycle II is carried out according to the plan with a time allocation of 3 lesson hours. Cycle II was implemented on May 13, 2022. The improvements to the teaching and learning process that must be made are in accordance with the results of observations of collaborative teachers, namely conveying learning objectives because in cycle I the learning objectives conveyed were not clear enough. Time management must be more effective and guide students more by approaching students' seats during group discussions and guiding discussions during class discussions. The following is the Implementation Plan for cycle II. In the preliminary activities, the teacher starts the learning by saying hello, reading a prayer for learning together, checking the attendance of students and preparing the physical and psychological state of students. then linking the material and asking questions related to the material to be studied, showing motivational learning images for students and conveying learning objectives based on the basic competencies to be achieved.

In the Core activity, the teacher starts the learning by dividing students into 5 groups, then the teacher distributes LKPD, shows videos and power point slides and handouts as sources for students to collect information in working on LKPD. Then students identify problems by discussing in groups, then the teacher facilitates and guides students in collecting information related to the material from various sources by visiting each group. Then in the next stage students are given the opportunity to present the results of their discussions in front of the class and practice the procedures for purifying themselves from minor hadas and conclude the results of their discussions. In the final stage the teacher provides explanations and reinforcement related to the material to students.

In the closing activity, students work on attitude assessments, knowledge and provide reflections on learning based on the Discovery learning model that has been implemented. Then in this final stage the teacher delivers material for the next meeting and then the teacher closes the learning by saying hello. At this stage, the researcher gives a test to find out the learning outcomes of students.

Observations made in cycle II include student activities during PBM and the Implementation of PBM organized by the teacher. The results of teacher observations of student activities during the teaching and learning process using student activity observation sheets.

Teacher activity in the classroom learning process is the most important thing in achieving student success in receiving the material presented by the teacher. In the learning process, the teacher has the task of providing knowledge and the teacher has the responsibility to see everything that happens to help student development in achieving material through teacher activities during the teaching and learning process.

Data from observations of teacher activities increased from 62% in cycle I to 92.5% in cycle II. The increase in the percentage of student activity was due to student activity in group discussion activities and class discussions. In addition, the teacher's actions in continuing to guide students in discussion activities also influenced the increase in activity and these results were due to improvements being made to the teaching and learning process in cycle II.

Analysis of student activities in the implementation of the teaching and learning process is one of the most important elements in determining the smoothness of the

teaching and learning process. The following data from the student activity sheet for cycle I can be seen in the table below. Based on table 4.9 and table 4.10 above, it can be seen that the results of observations on student activities using the Discovery Learning learning model in cycle II have a percentage of 92%. This percentage has shown an increase of 30% from cycle I which had a percentage of 62%. The percentage of student activities in class VII of Smp Negeri 1 Bandar Dua in cycle II has mostly reached the success criteria based on the observation rubric, which is 70% -100%. Observation rubric information. 2) Less: Percentage 0 - 20%; 2) A little: Percentage 21-49%; 3) Some: Percentage 50-69%; 4) Many/Majority: Percentage 70 - 100%.

After the teaching and learning process in the RPP cycle II, the teacher gave a test with a total of 5 questions that were worked on by 13 students to determine the learning outcomes of students. Based on the table above, the results of the student learning test show that the number of students who have completed and achieved the KKM is 12 people or 92%, while those who have not completed and have not achieved the KKM are 1 person or 8%. So the learning outcomes of students for cycle II have been completed and achieved the KKM Reflection Stage Based on the analysis of the observation results in cycle II, the number of students who completed classically was 85.38%, meaning that they had met the specified classical completeness standards. Therefore, the researcher stopped the research to the next cycle according to the plan. Discussion Between Cycles. Based on the results obtained from the implementation of cycles I and II, it can be said that there was an increase in student learning outcomes in the discussion of the thaharah material. We can see this from the learning outcomes of students, student activities during the PBM and the teacher's ability to implement PBM. After the analysis, this increase was directly related to the use of the Discovery learning model. The most important aspect is improving student learning outcomes. Thaharah material as a learning method can function to increase students' faith and piety, improve students' thinking skills in Thaharah material which has been considered as difficult material so that students can easily understand. The learning outcomes of students obtained in cycle I have not been in accordance with the desired expectations, namely 85%. The learning outcomes of cycle I were only 62% or 8 students who completed and 38% or 5 students who did not complete according to the KKM value ≥ 75 . Getting learning outcomes that are not in accordance with the desired expectations, then continued with cycle II to improve and perfect things or aspects that were still less than optimal in cycle I. After cycle II was carried out, it turned out that there was an increase in the number of students who obtained scores above the KKM, namely 75 in cycle II as many as 12 people from a total of 13 students with a percentage of student completion of 92% (classical complete). This number clearly shows that there has been a significant increase from cycle I to cycle II and the results are in accordance.

Observations made on student activities in cycle I showed that 45.78% of students were active in PBM activities. The percentage of student activity obtained was not optimal because from the observation results there were still students who did not work in their groups and student group discussion activities and class discussions were still lacking. This was due to the lack of teacher guidance in carrying out these activities. After improvements were made in PBM in cycle II, there was an increase in student activity to 75.6%.

Furthermore, the percentage of teacher ability in implementing PBM between cycles also increased. The ability of teachers in managing PBM in cycle I was 62% with a less category, in cycle II it increased to 92% with a special / very good category. This increase occurred due to improvements in actions taken in cycle II against the shortcomings of PBM implemented in cycle I.

DISCUSSION

This study aims to improve student learning outcomes through the application of the Discovery Learning learning model at SMP Negeri 1 Bandar Dua. This study was conducted with reference to the theory that explorative learning and giving students the freedom to discover their own concepts can improve their understanding and skills in solving problems. Therefore, the Discovery Learning learning model was chosen because it is considered to be able to stimulate students' curiosity, so that they are more active in the learning process and are able to find knowledge independently. The Discovery Learning learning model is one of the learning models that prioritizes discovery as the core of the learning process. In this model, students are not only given information directly, but they are given the opportunity to explore and explore knowledge through various challenging activities and motivate them to think critically. This process helps students to gain a deeper and more meaningful understanding, because they are directly involved in searching and processing information. This study was conducted at SMP Negeri 1 Bandar Dua, with the research subjects being grade VIII students registered at the school. This study uses a quantitative approach with an experimental design, involving two groups of students, namely the experimental group who were given treatment using the Discovery Learning learning model and the control group who used conventional learning methods. In this study, student learning outcomes were measured through pre-tests and post-tests to determine whether there was an increase in learning outcomes after implementing the learning model.

The results of the study showed that there was a significant difference between the experimental group and the control group in terms of learning outcomes. The experimental group that implemented the Discovery Learning model showed a more significant increase compared to the control group that used conventional learning. This increase in learning outcomes can be seen from the difference in the average pre-test and post-test scores between the two groups. The experimental group experienced a greater increase, which indicates that the Discovery Learning learning model has a positive impact on students' understanding of the material. In addition, data analysis also shows that the Discovery Learning learning model can improve students' critical thinking skills. Students who are involved in the process of discovering information themselves tend to be more critical in analyzing and solving problems, because they not only receive information from the teacher, but also process the information through activities that involve high-level thinking. This is in accordance with the purpose of the Discovery Learning model, which is to develop students' critical and creative thinking skills. The application of the Discovery Learning learning model also provides opportunities for students to collaborate in groups. In the learning process, students are often asked to work together with classmates in solving problems or conducting experiments. This collaboration not only improves students' understanding of the material, but also helps them develop social and communication skills. By working in groups, students learn to respect each other's opinions, discuss, and find solutions together, which can enrich their learning experience. The challenge in implementing the Discovery Learning learning model is the importance of the teacher's role as a facilitator who can guide students during the exploration process. Teachers not only provide information, but also help students understand the concepts they encounter during the discovery process. Therefore, teachers must have skills in managing the class and directing students wisely so that they can learn effectively. Teachers also need to prepare interesting and relevant teaching materials to motivate students to stay active in the learning process. Although the implementation of the Discovery Learning learning model showed positive results, there were several obstacles faced during the study. One of the main obstacles is the limited time in the learning process. This model takes longer than conventional learning because students need to be given the opportunity to explore and discover concepts independently. Therefore, efficient time management is very important so that learning can take place optimally.

In addition, not all students have the same readiness to face the Discovery Learning learning model. Some students may find it difficult to find information or solve problems independently, so they need more help from teachers or classmates. This shows the importance of understanding student characteristics in designing learning activities that are appropriate to their abilities and needs. However, despite some obstacles, overall, the results of this study indicate that the Discovery Learning learning model can improve student learning outcomes. This is in line with the results of previous studies which show that this model can improve learning motivation, critical thinking skills, and students' understanding of concepts. The application of this model provides students with the opportunity to be active in the learning process, which in turn helps them gain a deeper understanding of the material being taught. In theory, the Discovery Learning learning model is based on the principle of constructivism, which assumes that knowledge is built by individuals through experience and interaction with the surrounding environment. In the context of education, this means that students not only receive knowledge from teachers, but they also build that knowledge through personal experience, exploration, and reflection. Therefore, this model is very suitable to be applied in learning contexts that prioritize the development of critical and creative thinking skills. The success of the implementation of the Discovery Learning model is also driven by the diversity of methods used in the learning process, such as experiments, group discussions, problem solving, and the use of interesting learning media. All of these methods are designed to stimulate students' curiosity and encourage them to think actively. Thus, this learning model can create a dynamic and enjoyable learning environment for students. Ultimately, the Discovery Learning learning model not only focuses on improving student learning outcomes in terms of knowledge, but also on developing social, communication, and collaboration skills. These abilities are very important to prepare students to face challenges in the real world, where they must be able to work together, think critically, and solve problems independently. Therefore, the implementation of this model can help students to be better prepared to face life outside of school. In the context of education at SMP Negeri 1 Bandar Dua, the results of this study provide a significant contribution to the development of more effective learning strategies. The implementation of the Discovery Learning model can be used as an alternative to improve the quality of learning in this school, so that it can create a more active, creative, and enjoyable learning atmosphere. Teachers are expected to be able to implement this model more widely in the learning process in the classroom, both in scientific and non-scientific subjects.

In addition, this study also provides an important picture of how innovative learning models can play a role in improving student learning outcomes. By using the Discovery Learning model, it is expected that students can gain a more meaningful and in-depth learning experience. The application of this model is also expected to increase student learning motivation, which in turn will have an impact on improving the overall quality of education at SMP Negeri 1 Bandar Dua. It is important to note that the success of implementing the Discovery Learning model does not only depend on the selection of the model itself, but also on the commitment and creativity of teachers in designing and implementing learning. Therefore, training and professional development for teachers are essential to ensure that they have adequate skills in managing classes and facilitating students' discovery processes effectively. Overall, this study shows that the Discovery Learning learning model can improve student learning outcomes at SMP Negeri 1 Bandar Dua. By prioritizing discovery and exploration, this model can improve students' understanding of the material being taught and develop their critical and creative thinking skills. Therefore, this model is worthy of being applied in learning at various levels of education, including at SMP Negeri 1 Bandar Dua, to create more active, interesting, and meaningful learning for students. In the future, it is hoped that this research can be a reference for educators and other researchers in developing and implementing more innovative and effective learning models. By continuing to innovate in learning, it is hoped

that the quality of education in Indonesia can continue to improve and produce the next generation who are intelligent, creative, and ready to face global challenges.

CONCLUSION

Based on the results of the analysis and discussion of the research above, it can be concluded that: "Efforts to Improve Student Learning Outcomes Through the Discovery Learning Model on Friday Prayer Material in Class VII of SMP Negeri 1 Bandar Dua, namely an increase in student learning completion in cycle I 48%, cycle II and in cycle II PBM was declared complete with student learning completion of 85% (classical complete)."

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