



Implementation of Discovery-Inquiry Learning Method in Improving the Attitude of Helping Fourth Grade Students at SD Negeri 101230 Situmba Julu

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning using the Discovery-Inquiry Learning Method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary 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 the Discovery-Inquiry Learning Method 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the Discovery-Inquiry Learning Method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Discovery-inquiry learning method, attitude of helping, islamic education.

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INTRODUCTION

Islamic Religious Education (PAI) is one of the important subjects in shaping the character and morals of students, especially at the elementary school level. In PAI, in addition to teaching religious knowledge, students are also given learning about social and humanitarian values that must be applied in daily life. One of the most important social values is the attitude of helping. However, in practice, many students have not shown this attitude consistently in their lives, both at school and in society. One of the challenges faced by educators in teaching a help-help attitude is the lack of effective learning methods to internalize these values. Although the value of helping is taught in a variety of contexts, often students are unable to relate the concept to real action. Therefore, a learning method

is needed that can encourage students to be more active and understand the importance of helping each other.

The Discovery-Inquiry Learning method is one of the learning approaches that can be used to improve students' understanding and attitude towards a concept. This method emphasizes discovery through questioning and exploration, where students actively participate in the learning process, dig up information, and draw their own conclusions about the knowledge they have acquired. In the context of Islamic Religious Education, this method can be used to teach values such as helping in a more interactive and fun way. (Perez-Riverol et al., 2022) The application of the Discovery-Inquiry Learning method is expected to stimulate students' curiosity about the importance of a help-help attitude. By involving students in a more active learning process, they are expected not only to understand the concept of helping, but also to realize the benefits and urgency of this attitude in daily life. This attitude is important to be developed from an early age so that students can become individuals who care about others and are able to work together in solving problems. At State Elementary School No. 101230 Situmba Julu, the application of the Discovery-Inquiry Learning method is still limited, and Islamic Religious Education learning is often carried out with a conventional approach, where teachers deliver material directly without actively involving students. This causes low students' understanding of the social values taught, including the attitude of helping. Therefore, this study aims to explore how the application of this method can improve the attitude of helping among students.

As a school located in a rural area, SDN No. 101230 Situmba Julu has its own challenges in terms of character and morals of students. Most students come from modest families with limited access to more diverse learning. This requires schools to develop learning methods that can overcome these limitations and encourage students to develop good social attitudes, such as help-help, which are part of the teachings of Islam. The Discovery-Inquiry Learning method can be an effective solution in this context. With a question-based approach and independent search for answers, students will be more engaged in learning. For example, teachers can ask questions that encourage students to think about situations where they should help each other and work together. Students are then invited to look for examples in daily life that reflect a help-helping attitude and discuss it together. In addition, through this method, students can be given the opportunity to solve problems together in groups, which allows them to experience firsthand the importance of helping each other in completing a task or challenge.

Experiences like this can improve their understanding of the value of helping and develop a positive attitude towards cooperation, which is part of PAI's teachings. Learning carried out with the Discovery-Inquiry Learning approach not only focuses on the transfer of knowledge from teachers to students, but also on the development of students' social and emotional skills. In the context of a help-help attitude, this approach helps students to identify situations where they can help others, as well as provide opportunities to practice their social skills in interacting with classmates and the surrounding community. Thus, the application of the Discovery-Inquiry Learning method in learning Islamic Religious Education at State Elementary School No. 101230 Situmba Julu is expected to have a positive impact on improving students' attitude of helping. This learning based on exploration and discussion will not only deepen students' understanding of religion, but also shape their better social character. This research is important to be carried out to find out the extent of the effectiveness of this method in achieving this goal. From here, the author is interested in raising the issue "Application of the Discovery-Inquiry Learning Method in Islamic Agama Education Learning at State Elementary School No. 101230 Situmba Julu, South Tapanuli Regency".

To clarify the focus of this research, it is necessary to limit the problem so that the research objectives can be achieved in a more targeted manner. This research will only focus on the application of the Discovery-Inquiry Learning method in improving the attitude of helping in Islamic Religious Education (PAI) learning in grade IV of State

Elementary School No. 101230 Situmba Julu, South Tapanuli Regency. This study does not cover other learning methods or other aspects in the Islamic Religious Education curriculum that are not directly related to the attitude of help-help, so it is hoped that the results of this research will be more specific and in-depth regarding the effectiveness of the methods applied. Another limitation is that this research will be conducted on grade IV students who are an age group that is still in the stage of character formation, especially in terms of social and moral attitude development. In addition, this research will only focus on the learning aspects that take place in the classroom, without involving learning activities outside the classroom or extracurricular activities. Thus, this study will measure the change in the attitude of helping students in the context of formal learning of Islamic Religious Education which is carried out using the Discovery-Inquiry Learning method as the main approach. The purpose of this study is to examine the application of the Discovery-Inquiry Learning method in Islamic Religious Education (PAI) learning, especially to improve the attitude of helping students in grade IV of State Elementary School No. 101230 Situmba Julu, South Tapanuli Regency.

This study aims to find out how the method can be applied in the context of religious learning, as well as measure the extent to which the application of the method can help students in understanding and practicing the value of helping in daily life. Thus, this research is expected to provide insights for educators on more effective ways to teach social values through active and participatory learning. In addition, this study aims to determine the impact of the application of the Discovery-Inquiry Learning method on changes in students' social attitudes, especially in terms of helping. This study also wants to explore how the method can facilitate students in exploring their understanding of the importance of working together and helping each other in social life, especially in the context of the teachings of Islamic Religious Education. Through this study, it is hoped that empirical evidence can be found regarding the effectiveness of the method in improving students' social character, which in turn can strengthen the process of character formation in the school environment. This research is expected to contribute to the development of learning theories, especially regarding the application of the Discovery-Inquiry Learning method in the context of Islamic Religious Education learning.

This research can add scientific insight into how these methods can be applied to teach social values, such as the help-help attitude, which is part of character education in the context of basic education. Theoretically, this study can enrich the study of learning approaches based on active student participation. Thus, the results of this study can be used as a reference for future studies related to the improvement of students' social attitudes in various educational contexts, both in Islamic Religious Education and other fields of education. Practically, this research is expected to provide insight and guidance for Islamic Religious Education teachers at State Elementary School No. 101230 Situmba Julu, as well as in other schools, in applying the Discovery-Inquiry Learning method effectively to improve students' help-helping attitudes. The application of this method can help teachers in creating more interactive and fun learning, which in turn can improve students' social attitudes. Another practical benefit is for the students themselves, where this research can provide a more in-depth learning experience in internalizing social and religious values, especially in terms of help-help. Thus, students are expected to develop a better attitude of empathy and cooperation, not only in the context of learning in the classroom but also in their daily lives in society.

METHODS

The type of research used in this study is Research. Class Action (PTK). Classroom Action Research is a type of research conducted to improve learning practices and student learning outcomes in the classroom through actions that are planned and carried out systematically. PTK is designed to find solutions to problems found in learning practices and to improve the quality of teaching and learning. According to Arikunto (2010),

Classroom Action Research (PTK) is research that is carried out in the context of the classroom with the aim of improving ongoing learning practices. PTK involves a reflective process in which teachers and researchers work together in planning, implementing, observing, and reflecting on the actions taken. PTK is designed to improve understanding of existing problems, as well as provide solutions based on empirical evidence.

The research is carried out by designing, implementing and reflecting on collaborative and participatory actions that aim to improve the learning process in the classroom through an action in a cycle. Kurt Lewin stated that a cycle consists of four components: Planning, Implementation or Action, Observation and Relection. The Kurt Lewin model is in the form of a spiral where a cycle where if there is a deficiency in the first implementation, the researcher can repeat it again and improve it in the next cycle. This procedure is carried out in the classroom with the aim of improving and improving the quality of learning professionally, continued the implementation of each stage, namely the planning stage is the first stage in PTK, where the teacher or researcher designs everything needed in the implementation of actions.

At this stage, the main focus is on planning the strategies, objectives, and instruments that will be used during the research. With the steps taken; 1) Determining the objectives: The main purpose of this study is to improve the attitude of helping students through the application of the discovery-inquiry learning method in Islamic Religious Education learning, 2) Developing an implementation plan: Teachers plan steps to apply the discovery-inquiry learning method in learning. This involves selecting relevant topics in Islamic Religious Education that can arouse students' social attitudes, especially the attitude of helping, 3) Developing evaluation tools: For example, making questionnaires, observations, or measuring tools to assess students' attitudes of help-helping before and after the application of learning methods, 4) Developing an observation plan: Planning observation methods to monitor changes in students' attitudes during learning, 5) Assignment division: Determine who will make observations, who will collect data, and so on.

The implementation stage is the stage where the actions that have been planned in the previous stage are carried out in the classroom. At this stage, the discovery-inquiry learning method is applied in Islamic Religious Education learning to improve students' attitude of helping. With the steps taken: Application of the discovery-inquiry learning method: The teacher implements this method by providing a problem or situation that encourages students to find solutions, ask questions, and discuss in groups. This can involve activities such as reading stories or events in Islam that contain the value of help-help, then inviting students to discuss the existing values and how they can apply them in their daily lives. Collaboration and discussion: Students are required to work together in groups and help each other in completing a given assignment or problem. This can affect their attitude in cooperating and helping. Real-life application: Teachers provide opportunities for students to apply a help-helping attitude through activities or tasks that involve interaction between students, such as helping friends in learning or doing social activities at school.

The observation stage is the stage where the teacher or researcher observes and collects data on the implementation of actions. Observations were made to see the changes that occurred in students' attitudes, especially related to the attitude of helping. With the steps taken: Observing student attitudes: Teachers or researchers observe student behavior during the implementation of learning methods to see if the help-help attitude begins to improve. This can be seen in the interaction between students, the help provided, or participation in group discussions. Using evaluation instruments: Teachers use pre-prepared instruments (e.g., questionnaires, field notes, or likert scales) to assess students' social attitudes, especially related to help. Record observation results: All observation results are recorded in detail for analysis at the next stage. This data can be qualitative (field notes, interviews) or quantitative (questionnaire scores).

The reflection stage is the final stage in each PTK cycle, where the teacher or researcher analyzes and evaluates whether the actions taken succeed in achieving the goals that have been set. At this stage, the teacher assesses the implementation of the action and the results obtained. With the steps taken: Analyze the results of observations: The teacher analyzes the data collected from the observations to see if the student's help-help attitude improves after the application of the discovery-inquiry learning method. Assess whether the goal is achieved: The teacher evaluates whether the method is successful in improving the student's help-helping attitude. If it has not been achieved, teachers can plan corrective actions for the next cycle. Reflection on the learning process: Teachers reflect on the learning process that has been carried out, whether there are challenges or obstacles faced during the application of the method, and how solutions can be applied to improve learning in the next cycle. Planning for the next cycle: Based on the results of reflection, the teacher plans changes or improvements that need to be made in the next cycle to achieve better results.

Independent variables are variables that affect or cause changes in dependent variables. In this study, the learning method applied is an independent variable. The Discovery-Inquiry Learning Method is a learning method that involves students in the process of discovery and exploration. In this method, students are given the opportunity to ask questions, seek information, discuss, and find answers or solutions on their own with the guidance of the teacher. The application of this method aims to create active and collaborative learning. In this study, this method is used to encourage students to develop a help-helping attitude through activities that involve collaboration and interaction in learning. So the free variable of this method is to listen to the video This video is used in the Discovery-Inquiry Learning method which can be symbolized by the X variable, where students analyze, discuss, and ask questions about the material presented in the video.

This encourages them to discover and investigate more about the value of help. Dependent variables are variables that are influenced by independent variables. In this study, the help-help attitude is a dependent variable. The help-help attitude is a social value that includes the behavior of helping others, cooperating, and supporting each other, both in the context of learning and in daily life. In this study, the increase in students' help-help attitude will be measured through observation and assessment carried out by teachers. The application of the discovery-inquiry learning method is expected to improve students' social attitudes, especially in terms of helping, because this method encourages interaction and cooperation between students in completing the tasks given. So bound from this variable is the ability of the variable to be measured to see the impact of the application of video in learning symbolized by Y. Students' help-help attitude can be measured through observation, interviews, or questionnaires to see if after watching videos, students are more likely to take help-help actions in learning or daily life. To measure these two variables, you need to establish clear indicators, namely: Indicators for the Discovery-Inquiry Learning Method (Independent Variables): P using group discussion techniques. Problem giving that stimulates students to ask questions and find solutions together. The level of student participation in learning activities that involve cooperation. Indicators for Helping Attitude (Dependent Variable): The level of students' willingness to help friends in completing assignments. The frequency of students providing assistance or working together in groups. Observation of students' attitudes that are more concerned about the needs of friends, both inside and outside the classroom.

Population is the whole of research subjects that have certain characteristics that are relevant to the focus of the research. In this study, the population is all grade IV students at State Elementary School No. 101230 Situmba Julu, South Tapanuli Regency who are involved in learning Islamic Religious Education. Grade IV students of SD Negeri No 101230 Situmba Julu, South Tapanuli Regency. There are 12 students in class IV who will become the research population if all of them are involved in the application of the discovery-inquiry learning method. The sample is a subset of the population that is the subject of a smaller, representative study to analyze. The selection of samples in this study

aims to generalize the results of the research or reflect a broader condition even though only some students are involved. The number of samples selected for all grade IV is 12 people. If a saturated sample is used, the number of samples will be equal to the number of all grade IV students in the elementary school. If using purposive samples, the number of samples can be adjusted to the needs and criteria set by the researcher. The types of data collected in this study can be divided into two main categories, namely: Qualitative data focuses on non-numerical aspects and is more oriented to understanding the processes or phenomena that occur. In this study, qualitative data will measure changes in social attitudes, such as students' help-help attitudes observed through their interactions in learning.

Quantitative data is in the form of numbers that can be measured and analyzed statistically. In this study, quantitative data was used to assess the extent to which students' help-help attitudes improved after the application of the discovery-inquiry learning method. The data sources in this study can come from several parties involved in the learning process, namely: 1) Primary Data Sources, Primary data sources are data that are directly obtained from research objects, namely students, teachers, and direct observation of learning. For example, the main data on changes in help-help attitudes were obtained from observations of students during learning and the use of evaluation instruments such as questionnaires. Learning Observation: Direct observation of student interaction in the learning process that applies the discovery-inquiry learning method., 2) Secondary Data Sources: Secondary data sources are data obtained from references or documents relevant to research. This may not be the main focus, but it can help enrich the understanding of the research topic.

School Documents: Documentation related to the curriculum, student academic records, student report cards, lesson plans, and teaching materials used in Islamic Religious Education learning. Supporting Literature: Books or articles that support theories about discovery-inquiry learning methods and social attitudes, especially help-help. Data collection techniques are the means used to collect the necessary data. In this study, some relevant data collection techniques include; Observation was carried out to directly observe changes in students' attitudes, especially in the aspect of help-help during the application of the discovery-inquiry learning method. Observation Type: This observation is participatory, where the researcher is involved in learning activities or simply observes directly from the outside. Observe students' social interactions, whether they are more likely to help each other in group discussions or complete tasks together. The questionnaire is used to quantitatively measure the attitude of helping students. This instrument contains a series of questions or statements that students can assess to show the extent to which they have a help-helping attitude. Questionnaire Type: A questionnaire that contains questions about social attitudes related to helping, using a Likert scale (e.g., from "strongly agree" to "strongly disagree"). To measure the level of change in students' help-help attitudes before and after the application of the discovery-inquiry learning method.

RESULTS

State Elementary School No. 101230 Situmba Julu is located in Paringgonan Hamlet, Situmba Julu Village, Sipirok District, South Tapanuli Regency. It is one of the public-based educational institutions in the Sipirok District, South Tapanuli Regency. SD Negeri No. 101230 Situmba Julu has been operating since July 7, 1975, which is currently led by the principal Mr. Pangidoan Siregar, S.Pd. The geographical location of this school is: The east is bordered by the rice fields of the Situmba Julu village, the south is bordered by the settlement of Paringgonan hamlet, the west is bordered by the rice fields of the Situmba Julu village, The north is bordered by the plantation of the community of Situmba Julu village. The organizational structure at SD Negeri No. 101230 Situmba Julu is designed to support the effectiveness of management and the smooth running of school operations.

This structure is led by a Principal who is responsible for all academic and administrative activities. Under the principal there are coordinators for various fields such as classroom teachers, subject teachers, and coordinators of extracurricular activities. Teachers are also divided based on the level and subjects taught, with the main task of educating and guiding students in accordance with the applicable curriculum. In addition, the school also has educational personnel who play a role in the administration, finance, and management of school facilities and infrastructure. With this organized structure, SD Negeri No. 101230 Situmba Julu strives to create a conducive, effective, and efficient learning environment to support the achievement of educational goals. SD Negeri No. 101230 Situmba Julu has a total of 9 educators consisting of 4 people with Civil Servant (PNS) status, 4 PPPK ASN, and 1 honorary employee. In terms of educational qualifications, all teachers have a Strata-1 (S1) education level in accordance with their fields. SD Negeri No. 101230 Sialagundi has 61 students spread across grades I to VI. Each class contains a varied number of students, with a learning approach tailored to meet their needs. The school strives to create a conducive learning environment so that every student can develop optimally. The following is a table of the number of students per class in the last 1 (one) year at SD Negeri No. 101230 Situmba Julu. SD Negeri No. 101230 Situmba Julu currently uses two curricula that apply simultaneously for the learning process. Grades I, II, IV, and V have implemented the Independent Curriculum, which provides flexibility for teachers in arranging learning that suits the needs and interests of students. The Independent Curriculum emphasizes the development of students' critical thinking skills, creativity, collaboration, and communication through project-based learning.

The subjects taught include: Indonesian, Mathematics, Natural and Social Sciences (IPAS), Pancasila and Citizenship Education (PPKn), Islamic Religious Education and Ethics (PAIBP), Cultural Arts and Crafts (SBdP), Physical Education, Sports, and Health (PJOK), English, local content subjects divided into Regional Languages and Qur'an Reading and Writing (BTQ). In addition, the Independent Curriculum also emphasizes the implementation of the Pancasila Student Profile Strengthening Project, where students are invited to understand and 35 practice the values of Pancasila in daily life through real projects. On the other hand, Grades III and VI still use the 2013 Curriculum, which has an integrative thematic learning approach. This curriculum is designed to integrate several subjects in one specific theme, with the aim of building students' skills in aspects of knowledge, attitudes, and skills in a balanced manner. The subjects taught in the 2013 Curriculum include: Indonesian, Mathematics, Science, Social Studies, PPKn, Islamic Religious Education, SBdP, and PJOK, which are arranged in learning themes.

Coupled with Local Content subjects consisting of English and Regional Languages. The 2013 curriculum also emphasizes the importance of instilling character values such as religiosity, integrity, and mutual cooperation. With the combination of these two curricula, SD Negeri No. 101230 Situmba Julu strives to ensure that students get relevant learning and are able to face challenges in the future. The Independent Curriculum and the 2013 Curriculum have the same goal, which is to form students who are intelligent, characterful, and able to adapt to changing times, even though through different approaches. The implementation of these two curricula is expected to facilitate students to achieve optimal learning outcomes, both in terms of academics and self-development. In this study, only focusing on the subject of Islamic Religion, the goals to be achieved in the subject of Islamic Religion include: Commendable Morals in the form of Attitude of Helping. SD Negeri No. 101230 Situmba Julu has adequate facilities and infrastructure to support teaching and learning activities. Basic facilities such as classrooms, desks, chairs, cabinets, whiteboards, and various other supporting equipment are available in mostly good condition. The school has 6 permanent classrooms that are used effectively in the learning process. Teachers' rooms, library rooms, UKS rooms, and administrative rooms are also available and function well to support the smooth administration and services for students. However, there are some facilities that require attention and repairs, such as student chairs and cabinets that have suffered minor damage, as well as bookshelves that

need further repairs. To improve the quality of learning, the government provides assistance in the form of 15 units of Chrombook and 8 units of tablets used in IT-based learning. In addition, there is also 1 projector unit complete with in-focus, 1 loudspeaker unit, and 2 microphones which are very useful in presentation activities and school events. The sports facilities at this school are also fairly complete, with facilities such as table tennis tables, badminton rackets, caste balls, foot balls, and other sports equipment that support students' physical activities. The existence of these facilities helps create a more dynamic learning environment, improve skills in the field of technology, and encourage students' physical activity. With the completeness of these facilities and infrastructure, SD Negeri No. 101230 Situmba Julu is able to create a more effective and modern learning atmosphere, as well as improve student development in various aspects. The following are complete details regarding inventory data and infrastructure needs for SD Negeri No. 101230 Situmba Julu.

The results of this research will be explained in detail through a presentation that includes the stages of research implementation. This research consists of one pre-cycle and two main cycles, namely Cycle I and Cycle II. Each cycle will be explained in detail, starting from planning, implementing actions, observations, to reflection carried out after each stage. Thus, readers can get a clear picture of the research process and the results obtained at each stage. For a more complete explanation, please refer to the presentation below. In this pre-cycle activity, this research consists of planning, implementation, observation, and reflection as follows: Planning The Pre-cycle classroom action research process (PTK) will be carried out on Monday, December 21, 2024, for 2 x 35 minutes. The process of this Pre-cycle activity is carried out in 4 (four) stages, namely: 1) Teachers conduct curriculum analysis to find out the Basic Competency Standards that will be delivered to students using the lecture and practice method. 2) Making a Learning Implementation Plan (RPP) about helping 3) Making an instrument in the form of a test that will be used in the PTK cycle. 4) Develop learning evaluation tools. From the results of the assessment in the pre-cycle or the initial conditions before the action was taken, from 12 students in grade IV, 1 student got a score of 80 and, 2 students got a score of 70 and 75, while the other 10 students got a score below 70. Meanwhile, in terms of completeness, the results of the assessment of students' ability to eat help in teaching and learning activities in pre-action are still very low because the percentage of completeness is 25%. Because of the 12 students, only 3 students achieved a KKM score of 70. The implementation of pre-cycle learning for grade IV was carried out on December 21. In this pre-cycle stage, the material presented is about increasing help. This pre-cycle stage aims to find out how much the level of emotional intelligence of students in increasing help before applying the Discovery-Inquiry Learning Method, by seeing or directly observing the learning in the classroom, then recording what happens during the learning.

In this pre-cycle stage, in addition to the researcher accompanying the teacher when teaching in the classroom, the researcher also makes observations when the learning process takes place. Furthermore, at the end of the learning, the researcher gave a questionnaire. This questionnaire is to find out the level of emotional intelligence of students in learning PAI materials to improve help before the application of the Discovery-Inquiry Learning Method. From the results of the questionnaire, an average score of 25% was obtained, overall the success in the pre-cycle has not reached the minimum completeness of PAI determined through the achievement indicator, which is 70. In the implementation of this pre-cycle, the emotional intelligence of students below the standard was 9 students out of 12. From the percentage of answers above, it can be concluded that emotional intelligence in improving help helps students in grade IV (Four) is still low. So that to increase the emotional intelligence of students, teachers apply strategies in packaging materials to help in PAI learning so that in conveying to students, teachers can provide messages and impressions in the delivery of moral materials and increase the emotional sensitivity of students. For this reason, it is necessary to have media and methods that are used as tools to make it easier for students to learn in

understanding the subject matter of commendable traits, for example by using the Discovery-Inquiry Learning Method. For the results of observations by researchers seen from indicators of recognizing emotions of themselves and others, motivating themselves and fostering social relationships, then at the pre-cycle stage it can be presented that emotional skills and education in posture improvement help before the application of the Discovery-Inquiry Learning method.

From the results of the observation at the pre-cycle stage, it can be concluded that students have not been able to improve their emotional intelligence fully in the process of improving help. Recognizing emotions, managing emotions, motivating oneself, recognizing other people's emotions and being able to foster social relationships are indicators of emotional intelligence in the learning process. Students who have and are able to improve the five elements of emotional intelligence show an increase in emotional intelligence. The low emotional intelligence of students in grade IV who are the object of the study can be shown from the percentage of assessment results from each indicator when in the learning process, which is 25% which is still below the provisions.

During the learning process, aspects that show an increase in emotional intelligence have not been maximally fulfilled, such as the attitude and behavior of students who are not able to regulate emotions during learning and how to socialize well with friends and teachers. This tends to be mastery and application of methods that have not been maximized. Regarding the results of the questionnaire given at the end of learning, it was found that the average grade IV student had low emotional intelligence in PAI learning. After directly observing the learning process of PAI, the moral aspects of the subject matter of commendable traits in grade IV in the pre-cycle stage, then the researcher discussed with the homeroom teacher for the next stage, namely the cycle I stage.

Before carrying out the next cycle, there are several things that can be identified for the implementation of the first cycle of actions, namely; The implementation of learning is still on one-way communication so that students have not been able to maximize their emotional abilities in terms of asking questions, expressing opinions and others. Learning in the classroom related to learning resources still depends on guidebooks and LKS which still have a narrow scope in providing examples of stories of commendable traits. There has not been a maximum application of learning methods in the delivery of material so that there is a lack of emotional sensitivity of students in learning. From the reflection above, several solutions to the problems of the teaching and learning process in the classroom are related to increasing the emotional intelligence of students. The problem is then discussed with the homeroom teacher to find a solution or discuss the learning method that will be applied, namely the Discovery-Inquiry Learning Method. The solution or the results of the discussion will be applied into an action for the next stage, namely in cycle I.

The activities carried out in the first cycle include planning, implementation, observation, and reflection. Observation activities are carried out in collaboration with researchers by involving colleagues to observe students' critical thinking skills when implementing PAI learning material Please help in Islam using the Discovery Inquiry Learning Learning Model. The percentage of the activity is based on filling out the observation sheet, based on the data of the observation results, at the beginning of the implementation of the first cycle, namely at the first meeting there are still some difficulties in understanding the learning model that will be used, the prominent thing is that students are still very lacking in active discussion, this is what causes them not to master the material given, as a result when they return to their original group they cannot explain what they are doing get it when discussing with a group of experts. As for the enthusiasm of students in forming groups different from the first meeting, in the second meeting the students looked less active and less supportive so that the classroom atmosphere became less conducive. The results of this observation show that students' attitudes, attention, and activeness towards the application of the learning model are still lacking. After the cycle action, students are declared complete if they reach a score above

70, and not complete if the score is below 70. The level of students' mastery of learning objectives in the first cycle is still not optimal, with 83.33% of students obtaining an above-average score, which is 79.92. The implementation of learning using the Discovery Inquiry Learning model for the material of being happy to be friends with the sub-material of brotherhood in helping shows that there are still students who lack focus, such as chatting and drawing, and are not confident when presenting the results of the discussion.

However, there was an increase in students' enthusiasm in paying attention to the material and preparing questions. Although the use of Discovery Inquiry Learning has had a positive impact, the indicators of student activity need to be improved. The improvement in learning outcomes was seen compared to the initial observation, so that the application of Discovery Inquiry Learning was classified as good for the understanding of students in grade IV of SD Negeri No.101230 Situmba Julu in cycle I. From the observation results in cycle I of learning activities with the Discovery Inquiry Learning learning model, there are several weaknesses and difficulties faced by students, including: Some students have difficulty identifying relevant issues to learn, so they are less able to focus their attention on topics that need to be explored further. Students still have difficulty in organizing and analyzing the data that has been found during the learning process, which hinders them from making accurate conclusions. Some students have difficulties in working collaboratively, such as lack of effective communication with their classmates, so that the learning process that should involve group interaction does not run optimally. Students have not been fully maximized in taking advantage of the various learning resources available, such as books, articles, or digital media, which can support their search and discovery process. There are students who show a lack of confidence in expressing their ideas or findings, both individually and in groups, which affects the discussion and problem-solving process. Some groups have difficulty managing their time well, so they cannot complete all stages of Discovery Inquiry Learning within the allotted time. Students also have difficulty in connecting concepts discovered through the discovery process with other concepts that have been taught before.

To overcome these weaknesses, the improvement solutions planned for cycle II are: In cycle II, teachers will provide a clearer briefing on how to identify relevant problems and how to formulate appropriate research questions. This can be done by providing more concrete case examples and guiding students to choose the right problem according to the topic studied. Teachers will provide more practice in analyzing data and organizing information found during learning activities. This can include using tools such as diagrams, graphs, or concept maps to help students organize and visualize the data they find more systematically. To improve collaboration skills, teachers will organize learners in smaller groups with clearer roles. This aims to encourage more effective communication, as well as ensure that each member of the group actively contributes to discussion and problem-solving. In addition, teachers will facilitate group interaction by providing instructions on how to communicate constructively. Teachers will provide more structured guidance on learning resources that can be used, including book references, articles, and other digital resources. Teachers will also teach students how to make optimal use of learning resources, as well as give examples of how to find information relevant to the topic being studied. To overcome the lack of confidence, teachers will provide more opportunities for students to practice expressing their opinions or findings gradually.

Thus, the application of the Jigsaw-type cooperative learning model is expected to increase students' activeness and understanding of the material of their joy of making friends in the sub-material of brotherhood in Islam, namely various *ukhuwah* in Islamic Religious Education, so as to achieve more optimal indicator results in cycle II. The activities carried out in the second cycle include planning, implementation, observation, and reflection. After the cycle action, students are declared complete if they reach a score above 70, and not complete if the score is below 70. (cycle II) can be seen in the table below: After Cycle II, students are declared complete if the score is above 70. Of the 12

students who took part in the learning, 11 students achieved a score above the KKM, while one student did not complete with a score of 65. The results of the evaluation in Cycle II showed that the level of student learning completeness reached 100%, reflecting a significant increase compared to Cycle I.

The implementation of learning using the discovery inquiry learning method in the material of making friends in the sub-material of helping showed very satisfactory results. All students actively participate in group discussions without anyone chatting or doing other activities. Students also showed increased confidence when presenting the results of the discussion and were able to answer questions well. The enthusiasm of students in discussing and asking questions about the material also increased. Thus, the application of the discovery inquiry learning method has been proven to be successful in significantly increasing the activity and learning outcomes of Islamic Religious Education (PAI), where all students achieve learning completeness. In conclusion, this model is very good in improving students' understanding in Class IV of SD Negeri No.101230 Situmba Julur in Cycle II. The application of the discovery inquiry learning method in Cycle II showed a significant increase compared to Cycle I, with the average score of students reaching 87.75 and the learning completeness rate of 91.67%. Interaction and collaboration between students increased, although some students still had difficulty speaking in front of the class. To sustain these outcomes, the focus will be on strengthening supervision, variation of learning strategies, and constructive feedback.

Cycle II noted that student learning outcomes increased, but there were still students who tended to rely on friends in learning. Better classroom management creates a conducive atmosphere, but it needs attention to students who are less active. Obstacles such as shyness and playful behavior still exist, so teachers must provide a personal approach and further support. The Next Action Plan includes improving public speaking skills, small group discussions, and stricter supervision with direct feedback. With these steps, it is hoped that students' learning outcomes will be more optimal, and their understanding of the material will help.

DISCUSSION

The discussion of the results of the study showed that in Cycle I, low student participation and self-confidence became a challenge, with an average student score of only 79.92 and a learning completion rate of 83.33% of students achieving KKM. However, in Cycle II, there was significant progress with more students meeting the minimum completeness criteria with an average student score of 88.34 and a learning completeness rate of 100%, although there were still students who had difficulty expressing their opinions. Effective supervision and feedback support a conducive learning environment. The application of the discovery inquiry learning method is expected to strengthen students' social and collaborative skills.

Discovery-Inquiry Learning Method is a learning approach that places students at the center of the learning process, where they discover concepts and principles independently through exploration and investigation. This method emphasizes the active involvement of students in seeking and building their own understanding, thus providing a deeper and more meaningful learning experience. With this approach, students not only gain knowledge, but also develop positive attitudes and characters. One important aspect of Discovery-Inquiry Learning is building curiosity. Students are encouraged to ask questions, investigate, and find solutions to the problems they face. This curiosity is very important in forming critical and innovative individuals, so that they can face life's challenges better. In addition, this method also helps students develop an independent attitude. Because they are given the opportunity to find their own answers, students learn not to rely entirely on teachers or textbooks. This attitude of independence will be very useful in everyday life, especially in making decisions and solving problems.

Discovery-Inquiry Learning also instills self-confidence in students. When they succeed in finding answers to questions or problems they are researching, their self-confidence will increase. This self-confidence will help them face academic and non-academic challenges in the future. In addition to self-confidence, this method also forms the character of students who are persistent and never give up. In the process of investigation, students will face various obstacles and challenges. With the right guidance, they will learn that failure is part of the learning process and should be used as motivation to keep trying. This method also develops a critical attitude in thinking. Students do not only receive information passively, but are invited to analyze, evaluate, and conclude the information obtained. This critical attitude is important in dealing with the increasingly complex flow of information in the digital era. In addition to critical thinking, Discovery-Inquiry Learning also teaches students to think creatively. In the process of discovery, they are often faced with problems that require innovative solutions. Thus, they learn to think outside the box and create new ideas.

Cooperation is also a value that is reinforced through this method. Many activities in discovery-based learning are carried out in groups, so that students learn to work together, share ideas, and respect the opinions of others. This attitude is very important in building good social character. The attitude of responsibility is also an important part that is developed in this method. Because students are given the freedom to explore the material, they are also responsible for the process and results of their own learning. This forms a disciplined and responsible person in various aspects of life. In addition to responsibility, this method instills an honest attitude. In searching for and processing information, students are taught not to copy or plagiarize the results of others, but to understand and process them themselves. This honesty is an important character in academic and professional life. This method also improves students' communication skills. In the discovery process, they must communicate their findings to friends or teachers, both verbally and in writing. This ability will be very useful in the world of work and social life. Empathy can also be developed through Discovery-Inquiry Learning. In group work, students will learn to understand the feelings and opinions of others. They are also invited to see a problem from various perspectives, thus training their social sensitivity. This method also teaches students to be open to criticism and suggestions. When they present their findings, they will receive feedback from friends or teachers, which helps them learn to accept and correct mistakes. In addition, Discovery-Inquiry Learning develops a disciplined attitude. Because they have to follow systematic stages of investigation, they learn to work in a structured and planned manner, which is an important skill in the professional world.

This method also instills the value of tenacity in learning. The discovery process often takes a lot of time and effort. By continuing to practice in a supportive environment, students learn that hard work will produce meaningful achievements. Sensitivity to the environment can also be improved through this method. Students are invited to observe, investigate, and understand various phenomena around them, so that they care more about the environment and existing social issues. In the long term, this method helps build students' character that is adaptive to change. Because they are used to facing new challenges in the learning process, they will be better prepared to face changes in real life, both in academics and careers.

An attitude of social responsibility can also be formed through this method. Students not only learn to understand concepts, but also how to apply them in real life to help society. Thus, they grow into individuals who care about others. Ultimately, Discovery-Inquiry Learning not only equips students with knowledge, but also with strong attitudes and characters. With this approach, they become lifelong learners who are ready to face the challenges of the world with a positive and constructive attitude. Thus, the Discovery-Inquiry Learning Method is not only a learning method, but also an effective tool in shaping the character of students who are independent, creative, resilient, and

responsible. Through this method, education is not only about transferring knowledge, but also forming individuals with integrity and ready to contribute to society.

CONCLUSION

Based on the results of the class action research that has been carried out by applying the discovery inquiry learning method to improve the attitude of helping in Class IV of SD Negeri No.101230 Situmba Julu, the following can be concluded: The application of the Discovery Inquiry Learning method in Cycle II shows a significant increase compared to Cycle I. This can be seen from the average score of students which reached 87.75 with a learning completion rate of 91.67%. Interaction and collaboration between students also increased, although some students still had difficulty speaking in front of the class. To maintain these positive outcomes, the next focus will be on strengthening supervision, diversifying learning strategies, and providing constructive feedback. Although the learning outcomes of students in Cycle II show progress, there are still some students who tend to rely on friends in learning. Better classroom management creates a conducive learning atmosphere, but attention is still needed to students who are less active. Obstacles such as shyness and playful behavior are also still found, so teachers need to provide a personal approach and further support. The next action plan includes improving public speaking skills, small group discussions, and stricter supervision with direct feedback, to ensure that students' learning outcomes are more optimal. Thus, the application of the Discovery Inquiry Learning method in Cycle II has succeeded in showing significant progress in terms of improving student learning outcomes, participation, and collaboration between students. Although there are still some challenges, such as difficulty speaking in front of the classroom and the tendency to rely on friends in learning, the planned improvement measures, such as improved speaking skills, better classroom management, and more intensive supervision and feedback, are expected to overcome these obstacles and improve learning outcomes further. Thus, the success of Cycle II provides a solid foundation for the development of this method in subsequent cycles, so that learners can achieve a deeper understanding and better skills in the learning process.

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