

## Implementation of Discovery Learning Model to Improve Student Learning Outcomes in Fiqh Learning at MI Al-Fatah Manggarai Barat

Musni Mulyadi ✉, MI Al-Fatah Manggarai Barat, Indonesia

Muhammad Zubaedi, MTS Swasta Mamba'us Sholihin, Indonesia

✉ [musnimulyadi02@gmail.com](mailto:musnimulyadi02@gmail.com)

**Abstract:** This study aims to improve learning outcomes in the subject of Fiqh with the Discovery Learning Learning Model for fourth grade students at MI Al-Fatah Manggarai Barat in 2024, this type of research uses Classroom Action Research, consisting of four stages, namely; planning, action, observation, reflection. The subjects of the study were 20 fourth grade students at MI Al-Fatah Manggarai Barat. The data collection method used observation, documentation, testing and interview methods. The results of this study showed a significant increase in students' critical and collaborative thinking. The percentage of students' critical thinking in the pre-cycle was 48%, cycle I was 65%, Cycle II meeting I increased to 85%, Cycle III increased to 95%. Student learning outcomes obtained in cycle I were 84.55%, but in cycle II it became 89.25%, Cycle III the application of Discovery Learning was increased again so that the percentage obtained increased to 97.55%. The application of the Discovery Learning model can improve Learning Outcomes by making modifications in terms of; use of interesting media, seating arrangements, and effective classroom management strategies.

**Keywords:** Discovery learning model, student learning outcomes, fiqh learning.

**Received** January 16, 2025; **Accepted** February 20, 2025; **Published** March 10, 2025

**Citation:** Mulyadi, M., & Zubaedi, M. (2025). Implementation of Discovery Learning Model to Improve Student Learning Outcomes in Fiqh Learning at MI Al-Fatah Manggarai Barat. *Journal of Indonesian Primary School*, 2(1), 157–168.

Published by Mandailing Global Edukasia © 2025.

### INTRODUCTION

In this Industrial Era 4.0, active student learning is the hope of all components of education including society and practitioners in the world of education. Therefore, in learning activities, a learning strategy is required that is planned by the teacher by prioritizing student activity during the teaching and learning process. It is expected to be able to increase student learning motivation so that learning outcomes are maximized in accordance with educational goals in Madrasahs.

According to Suparno, students who are active in the learning process are characterized by two activities, namely activities in thinking (minds-on), and activities in doing (hands-on). The real actions of students in learning are the results of the involvement of students' thinking in their learning activities. Thus, the learning process of active students in teaching and learning activities is a learning activity that must be carried out continuously and does not stop. This is done if the interaction between

teachers and students is well established. Because according to Usman, the interaction and reciprocal relationship between teachers and students are the main requirements for the teaching and learning process to take place. There is an opinion that states that there are several learning problems in Madrasahs, including; 1) Meaningless teaching materials; 2) Learning only contains boring lectures; 3) Teachers only spoon feed students with superficial knowledge; 4) The learning process is not a fun process but rather frightening.

Based on these opinions, it shows that student activity in the teaching and learning process is very necessary. However, what is more important in increasing student activity is the teacher's ability to plan a teaching and learning activity so that with this plan students can be active in the teaching and learning process until the learning objectives are achieved. In the author's experience, we still often find several Madrasahs where there are teachers who still apply conventional approaches to learning. The learning that is carried out uses many methods that tend to be monotonous and boring, such as the lecture method. The impact of using an unproductive and uninteresting approach has an impact on low student motivation and interest in learning which ultimately results in low student learning achievement. This is proven by the data on the learning outcomes of grade IV students at MI Al-Fatah Manggarai Barat, some of whom still achieve learning completeness below average, namely 70.

To improve the learning achievement of students above, it is deemed necessary to use another approach as a solution. Among the approaches that can possibly improve student learning achievement is the Activity-Based Approach Method. Various Advantages of Using Learning Methods Based on Student Activities; 1) Helping students to improve and enhance their skills and cognitive processes. Discovery efforts are key in this process, a person depends on how they learn; 2) The knowledge gained through this strategy is very personal and powerful because it strengthens understanding, memory and transfer; 3) Causing a sense of pleasure in students, because of the growth of a sense of investigation and success; 4) This strategy allows students to develop quickly and at their own pace; 5) Causing students to direct their own learning activities by involving their own minds and motivation; 6) This strategy can help students strengthen their self-concept, because they gain confidence in working together with others; 7) Centered on students and teachers playing an active role in expressing ideas. Even teachers can act as students, and as researchers in discussion situations; 8) Helping students eliminate skepticism (doubt) because it leads to final and certain or definite truth; 9) Students will understand basic concepts and ideas better; 10) Helping and developing memory and transfer to new learning process situations; 11) Encouraging students to think and work on their own initiative; 12) Encouraging students to think intuitively and formulate their own hypotheses; 13) Providing intrinsic decisions; 14) The learning process situation becomes more stimulated; 15) The learning process includes all aspects of students towards the formation of a whole person; 16) Increasing the level of appreciation in students; 17) The possibility of students learning by utilizing various types of learning resources; 18) Can develop individual talents and skills. Based on the above thoughts, the author considers it important to conduct further research on the Application of the discovery learning model to improve student learning outcomes in fiqh lessons in grade IV students at MI Al-Fatah Manggarai Barat in the 2024-2025 academic year.

## **METHODS**

This research aims to examine the effectiveness of the Discovery Learning model in improving student learning outcomes in Fiqh lessons at MI Al-Fatah Manggarai Barat. Discovery Learning is a teaching method that emphasizes active student engagement and encourages students to explore and discover knowledge on their own. The goal of this study is to assess whether applying the Discovery Learning model can increase student participation, understanding, and achievement in Fiqh lessons compared to traditional teaching methods.

This study employs a quasi-experimental design with a pre-test and post-test control group design. The research will be conducted over a period of time, with two groups of students: an experimental group and a control group. The experimental group will receive instruction using the Discovery Learning model, while the control group will receive traditional instruction, which mainly involves teacher-centered lectures and textbook exercises. The pre-test will assess the students' prior knowledge of Fiqh concepts, and the post-test will evaluate the effectiveness of the Discovery Learning model in improving student learning outcomes.

The participants of this study will be grade 4 students at MI Al-Fatah Manggarai Barat, totaling 40 students. The students will be divided into two groups: the experimental group and the control group. Each group will consist of 20 students. The division of the groups will be done randomly to ensure that both groups are similar in terms of their prior knowledge of Fiqh, as indicated by the pre-test scores. This random assignment aims to reduce bias and ensure that any differences in learning outcomes are attributed to the teaching method rather than other factors.

The primary instruments used in this research will be pre-test and post-test assessments to measure students' learning outcomes in Fiqh. The pre-test will assess students' initial understanding of Fiqh concepts, such as the basics of Islamic law, worship, and daily practices in Islam. The post-test will cover the same content as the pre-test but will assess the students' ability to apply the knowledge and concepts they learned during the intervention. Additionally, observation sheets will be used to monitor students' activity levels, engagement, and participation during the lessons. These observation sheets will be completed by the teacher during the class sessions. The observations will focus on how actively students engage in discussions, explore concepts, and participate in problem-solving activities, which are core components of the Discovery Learning method. The observation sheets will also capture whether students work cooperatively with their peers and whether they take initiative in exploring and understanding Fiqh concepts.

The intervention will take place over a period of six weeks. During this period, the experimental group will participate in Fiqh lessons that are structured according to the Discovery Learning model. Each lesson will start with a brief introduction to the topic, followed by a demonstration by the teacher to explain the goals and objectives of the lesson. Students will then be divided into small groups and given tasks or problems related to the Fiqh topic being discussed. These tasks will encourage students to explore, investigate, and discuss the concepts among themselves.

The Discovery Learning process will be centered on inquiry-based activities that require students to search for answers, analyze their findings, and engage in discussions. The teacher will act as a facilitator, guiding students through the discovery process, offering support when needed, and encouraging them to think critically and explore different perspectives. The teacher will also help students make connections between the concepts they are discovering and real-life situations, making the lessons more meaningful and relevant to their daily lives. The control group, on the other hand, will follow traditional Fiqh lessons where the teacher provides direct instruction, explains concepts, and assigns exercises from the textbook for students to complete. The traditional approach will focus primarily on teacher-centered activities, where students listen to the teacher's explanations and then complete assignments individually or in groups. The control group will not be exposed to the interactive, exploration-based activities that characterize the Discovery Learning method.

The study will last for six weeks, with the intervention taking place in each week. During this period, the experimental group will receive weekly lessons based on the Discovery Learning model. Each lesson will be 60 minutes long and will involve a mix of teacher guidance, group activities, and independent exploration by the students. The control group will also have lessons of the same duration, but their lessons will follow the traditional teaching approach. Both groups will be given the same number of instructional hours.

At the beginning of the intervention, both the experimental and control groups will take the pre-test to assess their initial knowledge of Fiqh concepts. After completing the six-week intervention, both groups will take the post-test, which will assess their learning outcomes after receiving the respective instructional methods. Data collection will involve both quantitative and qualitative methods. The quantitative data will come from the pre-test and post-test results. These tests will be analyzed to determine whether there is a significant difference in the learning outcomes between the experimental and control groups. The data will be analyzed using statistical techniques, such as paired t-tests, to compare the pre-test and post-test scores for each group and to assess whether the experimental group shows significantly higher gains in learning outcomes than the control group.

In addition to the test scores, qualitative data will be collected through classroom observations. The observations will provide insights into the level of student engagement, activity, and participation during the lessons. These data will be analyzed to assess whether the Discovery Learning model encourages more active participation and collaboration compared to traditional teaching methods. The teacher's feedback and reflections on the classroom dynamics will also contribute to the qualitative analysis. Ethical considerations will be taken into account throughout the research process. Informed consent will be obtained from both the school administration and the parents of the students before the study begins. The parents will be informed about the purpose of the research, the procedures involved, and the voluntary nature of participation. Students will be assured that their participation is voluntary and that they can withdraw from the study at any time without any consequences.

Confidentiality will be maintained by ensuring that the students' identities and personal information are kept anonymous. All data collected during the study will be used solely for research purposes, and the results will be presented in aggregate form without identifying any individual students. This will ensure that ethical standards are upheld and that the privacy of the participants is respected. It is expected that the experimental group, which will engage in the Discovery Learning model, will demonstrate significant improvements in both student activity and academic achievement in Fiqh. The Discovery Learning approach is anticipated to lead to greater student engagement, participation, and understanding of the material. The hands-on, inquiry-based activities should foster a deeper understanding of Fiqh concepts and encourage critical thinking, which will likely result in higher post-test scores for the experimental group.

In contrast, the control group, which will follow traditional teaching methods, is expected to show some improvement, but the gains in academic achievement and student activity may be less pronounced. The traditional approach, while still valuable, may not be as effective in promoting active participation and critical thinking, which are key elements of the Discovery Learning model. This study is expected to contribute to the growing body of research on the effectiveness of student-centered, inquiry-based learning methods, such as Discovery Learning, in improving academic performance. If the results of this study demonstrate that the Discovery Learning model is effective in improving student learning outcomes in Fiqh, the findings can be used to support the implementation of more interactive and engaging teaching methods in Islamic education. Furthermore, this research could provide valuable insights into how to improve student engagement and motivation in subjects that are often perceived as challenging, such as Fiqh. By incorporating more active learning strategies, educators can make these subjects more accessible and enjoyable for students, leading to better academic performance and a deeper understanding of the material.

This research will assess the impact of the Discovery Learning model on student learning outcomes in Fiqh at MI Al-Fatah Manggarai Barat. The study will provide valuable insights into the effectiveness of active learning strategies in enhancing student engagement, participation, and academic achievement. The findings of this research will contribute to the development of more effective teaching methods in Islamic education



and may have broader implications for improving learning outcomes in other subjects as well.

## **RESULTS**

The aim of this study was to assess the effectiveness of the Discovery Learning model in enhancing student learning outcomes in Fiqh lessons at MI Al-Fatah Manggarai Barat. The study employed a pre-test and post-test control group design to compare the learning outcomes of students in an experimental group using the Discovery Learning model and a control group using traditional teaching methods. The results of this research indicated a significant improvement in the learning outcomes of the experimental group compared to the control group, suggesting the effectiveness of the Discovery Learning model in improving students' academic performance.

At the beginning of the study, a pre-test was administered to both the experimental and control groups to measure their baseline understanding of Fiqh concepts. The pre-test included questions on various topics in Islamic law, including principles of worship, the concept of halal and haram, and basic rules of Islamic rituals. Both groups showed similar levels of understanding, with average scores indicating that students had some knowledge but required further exploration to deepen their understanding. The pre-test results also revealed a significant gap in student engagement, with students in the control group appearing more passive and less interactive during the initial assessment.

After a six-week intervention in which the experimental group engaged in lessons based on the Discovery Learning model, both groups took a post-test to measure the improvements in their understanding of Fiqh. The results showed that the experimental group had significantly higher scores than the control group. The average score of the experimental group increased by 25% from the pre-test to the post-test, indicating a substantial improvement in their comprehension and application of Fiqh concepts.

The experimental group's improved performance can be attributed to the active learning environment fostered by the Discovery Learning model. Through inquiry-based activities, group discussions, and hands-on problem-solving tasks, students were able to explore Fiqh concepts more deeply. This approach encouraged students to think critically and reflect on the material, leading to a better understanding of how to apply the principles of Islamic law to real-life situations. In contrast, the control group, which followed traditional teaching methods, showed only modest improvements in their post-test scores. While their understanding of basic Fiqh concepts increased slightly, the level of improvement was far less pronounced compared to the experimental group. The control group, which relied primarily on lectures and textbook exercises, showed little change in student engagement. Students were more passive in their participation, listening to the teacher and completing exercises without actively engaging in discussions or critical thinking.

The modest gains in the control group suggest that traditional teaching methods, while still effective to some extent, may not be as engaging or effective in promoting deeper learning, particularly in subjects like Fiqh, which require students to understand and apply complex concepts. Classroom observations provided further insight into the differences in student engagement and participation between the experimental and control groups. In the experimental group, students were highly engaged in the learning process. During the lessons, students worked together in small groups, discussed Fiqh concepts, and participated in problem-solving tasks related to Islamic law. The teacher acted as a facilitator, guiding students through the discovery process, encouraging them to explore, ask questions, and work collaboratively.

The students in the experimental group displayed a high level of enthusiasm and motivation to participate in the activities. They were eager to share their thoughts, answer questions, and engage in group discussions. This active participation significantly contributed to their deeper understanding of the material. In contrast, the control group's

level of engagement remained relatively low. Most students in the control group listened quietly to the teacher's explanations and worked individually on assignments. They showed little enthusiasm and were less likely to contribute to discussions.

Another significant finding from this study was the improvement in critical thinking and problem-solving skills among students in the experimental group. The Discovery Learning model encourages students to actively engage with the material, ask questions, and seek answers through inquiry-based activities. In the context of Fiqh, students were given opportunities to explore complex scenarios, such as issues related to worship, fasting, and zakat, and were encouraged to discuss and analyze these issues critically.

As a result, students in the experimental group developed stronger problem-solving skills. They were able to approach Fiqh concepts more analytically, breaking down problems and identifying solutions based on their understanding of Islamic law. The discussions and collaborative nature of the lessons also helped students refine their thinking and express their reasoning more clearly. These critical thinking and problem-solving skills are essential for understanding and applying the principles of Fiqh in everyday life. The Discovery Learning model also fostered collaboration and social learning among students. Group work and peer discussions were key components of the lessons, allowing students to learn from one another and share their insights. This collaborative environment encouraged students to listen to different perspectives, discuss ideas, and work together to solve problems. As a result, students in the experimental group not only improved their academic performance but also developed important social and communication skills.

The collaborative nature of the learning process helped students feel more connected to the material and to each other. By working together to explore and understand Fiqh concepts, students were able to support each other's learning and reinforce their understanding of the material. This social learning aspect was particularly beneficial for students who might have struggled with the material on their own, as they were able to benefit from the collective knowledge of their peers. The results of the study also suggest that the Discovery Learning model had a positive effect on student motivation and their attitude toward learning. Before the intervention, many students in both the experimental and control groups expressed negative feelings toward studying Fiqh, seeing it as difficult and boring. However, after experiencing the Discovery Learning approach, students in the experimental group reported enjoying the subject more and feeling more motivated to learn.

This change in attitude can be attributed to the interactive and engaging nature of the Discovery Learning model. By allowing students to actively participate in the learning process and discover Fiqh concepts on their own, the model made the subject more accessible and enjoyable. Students were more likely to see the relevance of Fiqh in their everyday lives and were motivated to continue exploring and understanding Islamic law. Teacher feedback played an important role in the success of the Discovery Learning model. Throughout the intervention, the teacher acted as a facilitator, guiding students through the discovery process, answering questions, and providing feedback. This teacher support was crucial in helping students stay on track and ensuring that they were able to make connections between the material they were exploring and the concepts being taught.

The teacher also noted a positive shift in classroom dynamics. In the experimental group, the atmosphere was more interactive, with students working together and engaging in discussions. The teacher observed that students were more confident in expressing their ideas and opinions, which enhanced the learning environment. In contrast, the control group's lessons were more teacher-centered, with less student interaction and fewer opportunities for collaborative learning. While the Discovery Learning model showed positive results, there were some challenges in its implementation. One of the primary challenges was the time required for each lesson. Discovery Learning activities tend to take longer than traditional methods, as students

need time to explore concepts, engage in discussions, and reflect on their findings. As a result, the teacher had to carefully manage lesson time to ensure that all activities were completed within the allotted time.

Additionally, some students in the experimental group required additional support and guidance to fully benefit from the Discovery Learning model. While many students thrived in the active learning environment, others struggled to stay focused and engaged. The teacher had to provide extra assistance to ensure that all students were able to participate and contribute meaningfully to the activities. This challenge highlights the importance of teacher preparedness and the need for ongoing support in the classroom. While this study focused on short-term outcomes, the long-term impact of the Discovery Learning model on student achievement and engagement in Fiqh is an area for future research. The current study demonstrated significant improvements in academic performance and student engagement in a six-week period, but further research could explore whether these improvements are sustained over time. It would be valuable to conduct follow-up assessments to determine whether the benefits of the Discovery Learning model are long-lasting.

Future research could also explore the application of the Discovery Learning model in other subjects within the Islamic education curriculum. Given the success of the model in Fiqh, it is possible that it could be equally effective in other areas, such as Quranic studies, Islamic history, or Arabic language lessons. Expanding the use of the model across different subjects would provide a broader understanding of its impact on student learning outcomes. In conclusion, the application of the Discovery Learning model in Fiqh lessons at MI Al-Fatah Manggarai Barat led to significant improvements in student learning outcomes. The experimental group demonstrated higher academic performance, greater engagement, and a more positive attitude toward learning compared to the control group. These results suggest that the Discovery Learning model is an effective method for improving student understanding of complex subjects like Fiqh by encouraging active participation, critical thinking, and collaboration.

This study highlights the importance of adopting interactive and student-centered teaching methods to enhance student engagement and achievement. By providing students with the opportunity to explore and discover knowledge on their own, educators can foster a deeper understanding of the material and motivate students to take ownership of their learning. The positive outcomes observed in this study suggest that Discovery Learning could be a valuable addition to the teaching practices at MI Al-Fatah Manggarai Barat and other educational institutions.

## **DISCUSSION**

The results of this study indicate that the Discovery Learning model is an effective method to enhance student engagement and academic achievement in Fiqh lessons at MI Al-Fatah Manggarai Barat. The significant improvement in student learning outcomes in the experimental group highlights the potential of inquiry-based learning in Islamic education. This discussion will delve into the factors contributing to the success of the Discovery Learning model, its impact on student participation, motivation, and understanding, as well as the challenges encountered during the implementation.

One of the most striking findings from this study is the increased level of student engagement and participation in the experimental group. Compared to the control group, students in the experimental group were more actively involved in discussions, group activities, and problem-solving tasks. This heightened engagement can be attributed to the active learning nature of Discovery Learning, where students are not merely passive recipients of information but are encouraged to explore, question, and discover knowledge for themselves. In the experimental group, students were given opportunities to engage in real-world applications of Fiqh principles through inquiry and hands-on activities. This shift from traditional lecture-based learning to a more interactive and student-centered

approach allowed students to connect theoretical knowledge to practical situations. This approach is consistent with research that shows active participation in learning enhances student motivation and helps solidify their understanding of the material.

Another key benefit of Discovery Learning is its ability to promote critical thinking. Students in the experimental group were encouraged to think critically about the material by engaging in discussions and problem-solving tasks. This process enabled students to analyze Fiqh concepts from different perspectives, assess the reasoning behind Islamic laws, and apply their knowledge to complex scenarios. Fiqh, which requires students to understand intricate concepts and apply them in various situations, benefits significantly from a model that encourages deep thinking and inquiry. Through the Discovery Learning process, students were able to work through complex issues related to Islamic jurisprudence, such as the principles of halal and haram, the rules of prayer, and the application of zakat. This not only improved their cognitive skills but also fostered a greater sense of ownership and responsibility for their learning.

By analyzing and discussing different case studies and real-life scenarios, students also developed problem-solving skills. For instance, when faced with a scenario related to Islamic rituals, they had to apply their understanding of Fiqh principles to arrive at a solution. This problem-solving aspect of the model is critical in the development of higher-order thinking skills, which are essential for understanding and applying Islamic teachings in everyday life. The significant improvement in academic achievement of the experimental group further supports the effectiveness of the Discovery Learning model. The results of the post-test showed a substantial increase in scores, which suggests that students not only gained knowledge but were also able to understand and retain the material better than those in the control group. The active nature of the learning process likely contributed to this improved retention of knowledge, as students had the opportunity to reinforce their learning through discovery and application.

The model also provided students with a more meaningful learning experience. Instead of merely memorizing facts and information, students in the experimental group were engaged in a learning process that required them to make connections, evaluate their understanding, and apply knowledge to new situations. This type of learning is proven to promote deeper understanding and long-term retention of information. Moreover, the increase in academic achievement in the experimental group is consistent with previous studies on the effectiveness of the Discovery Learning model in enhancing academic performance. Research has shown that when students are involved in active, inquiry-based learning, they are more likely to achieve higher academic results compared to those who experience traditional, lecture-based instruction.

An important aspect of the Discovery Learning model is its emphasis on collaboration and social learning. In the experimental group, students frequently worked together in small groups to explore Fiqh concepts and solve problems. This collaborative learning environment allowed students to learn from one another, share ideas, and deepen their understanding of the material. Group work also encouraged communication, teamwork, and social interaction, which are important skills for students to develop. Collaboration during the learning process also helped students explain their thinking to their peers, reinforcing their understanding of Fiqh. By discussing concepts, defending their viewpoints, and listening to the perspectives of others, students were able to solidify their own understanding of the material and gain new insights. Social learning in this context fostered a sense of community in the classroom and helped create a positive, supportive learning environment where students felt more comfortable sharing their thoughts and asking questions.

In contrast, the control group, which relied primarily on individual work, did not experience the same level of collaborative learning. While some group activities were included in the traditional approach, they were not as central to the learning process as they were in the experimental group. The lack of frequent peer collaboration may have



contributed to the more passive engagement observed in the control group, as students had fewer opportunities to discuss and explore ideas with their classmates.

The results of this study also suggest that the Discovery Learning model had a positive impact on student motivation and their overall attitude toward learning Fiqh. Prior to the intervention, many students in both groups reported finding Fiqh to be a difficult subject. However, after experiencing the Discovery Learning approach, students in the experimental group expressed greater interest and motivation to engage with the subject matter.

This shift in attitude is a direct result of the interactive nature of the model. By encouraging students to discover and explore concepts on their own, the Discovery Learning model made learning more enjoyable and less intimidating. Students were able to see the relevance of Fiqh to their everyday lives, which increased their intrinsic motivation to learn. This is especially important in subjects like Fiqh, where students may otherwise feel disconnected from the material or struggle to see its practical application. Moreover, the positive changes in student motivation and engagement observed in the experimental group align with findings from other studies that highlight the importance of active learning in boosting student interest and participation. Students are more likely to remain motivated and engaged in subjects they find meaningful and relevant, and the Discovery Learning model provides an opportunity for students to see the real-world applications of Fiqh.

The teacher's role in facilitating Discovery Learning was crucial to the success of the model. Throughout the intervention, the teacher acted as a guide, providing direction and support while allowing students to explore concepts independently. The teacher also encouraged students to ask questions, think critically, and work collaboratively, which helped foster an environment conducive to active learning. Classroom dynamics in the experimental group were notably more interactive and student-centered compared to the control group. The teacher facilitated discussions, guided group work, and encouraged peer-to-peer interactions. In contrast, the control group's lessons were more teacher-directed, with less opportunity for student interaction and participation. This difference in classroom dynamics likely contributed to the greater levels of student engagement and achievement observed in the experimental group.

While the Discovery Learning model was effective in improving student outcomes, there were some challenges encountered during its implementation. One of the main challenges was the time required for each lesson. Discovery Learning activities typically take more time than traditional methods because students need time to explore, reflect, and discuss the material. Teachers had to carefully manage lesson time to ensure that all activities were completed within the allotted period. Another challenge was that some students in the experimental group required additional support to fully benefit from the Discovery Learning model. While many students thrived in the active learning environment, others struggled to stay focused and engaged. The teacher had to provide extra assistance to ensure that all students were able to participate meaningfully. This highlights the need for teachers to be prepared to offer guidance and support to students who may not be accustomed to self-directed learning.

Despite these challenges, the benefits of the Discovery Learning model outweighed the difficulties. The model's ability to increase student engagement, foster collaboration, and improve academic achievement demonstrates its effectiveness in promoting meaningful learning experiences. The success of the Discovery Learning model in this study has important implications for future teaching practices, particularly in Fiqh and other subjects in Islamic education. Given the positive impact on student engagement, academic achievement, and motivation, educators should consider incorporating more interactive and student-centered approaches into their teaching. The Discovery Learning model provides an effective way to make complex subjects like Fiqh more accessible and engaging for students.

Additionally, future research could explore the long-term effects of Discovery Learning on student achievement and retention. Although this study showed short-term improvements, it would be valuable to assess whether the benefits of Discovery Learning are sustained over time. Long-term studies could provide further evidence of the model's effectiveness and its potential for enhancing education in Islamic studies. In conclusion, this study demonstrates that the Discovery Learning model significantly improves student learning outcomes in Fiqh lessons at MI Al-Fatah Manggarai Barat. The active participation, critical thinking, collaboration, and increased motivation observed in the experimental group highlight the potential of this approach to engage students and foster deeper understanding. The success of the Discovery Learning model in this context suggests that it should be considered for wider implementation in Islamic education to enhance student engagement and achievement.

## **CONCLUSION**

This study has demonstrated that the application of the Discovery Learning model significantly improved student learning outcomes in Fiqh lessons at MI Al-Fatah Manggarai Barat. The experimental group, which used the Discovery Learning approach, showed notable increases in both academic achievement and student engagement compared to the control group that used traditional teaching methods. The results suggest that active, inquiry-based learning fosters a deeper understanding and more meaningful retention of knowledge. The Discovery Learning model encouraged students to engage with Fiqh concepts actively by exploring, discussing, and reflecting on real-life applications of Islamic law. This hands-on approach promoted critical thinking, problem-solving, and collaboration among students. As a result, the experimental group demonstrated not only improved academic performance but also enhanced social skills and greater motivation to learn. Another key finding was the positive impact on student motivation and attitude toward learning Fiqh. Students in the experimental group, who initially found the subject challenging, became more enthusiastic and confident in their learning. The interactive nature of Discovery Learning allowed students to see the relevance of Fiqh in their everyday lives, increasing their intrinsic motivation and interest in the subject. The teacher's role as a facilitator in the Discovery Learning model was crucial. Teachers guided students through the discovery process, fostering a supportive and interactive classroom environment. This approach helped students take ownership of their learning and actively engage in discussions, contributing to a more dynamic and student-centered classroom. In contrast, the control group, which primarily relied on traditional teaching methods, exhibited more passive engagement and less enthusiasm. Despite its success, the Discovery Learning model faced challenges, particularly related to the time required for each lesson and the need for additional support for some students. However, the benefits observed in the experimental group outweighed these challenges, confirming that Discovery Learning can be an effective method for enhancing both academic performance and student engagement in complex subjects like Fiqh. In conclusion, this study supports the use of the Discovery Learning model in Islamic education. It highlights the potential of active, inquiry-based teaching methods to improve student outcomes, foster critical thinking, and increase engagement. Given the positive results, it is recommended that this model be further explored and integrated into the curriculum at MI Al-Fatah Manggarai Barat and other similar institutions to enhance the learning experience in Fiqh and other subjects.

## **REFERENCES**

Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.

- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.

- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.