

Improving Student Learning Motivation on the Material of Respect and Obedience to Parents and Teachers by Implementing the Discovery Learning Model at SD Negeri 5 Trienggadeng

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Abstract: This research aims to increase students' learning motivation in respectful and obedient materials to parents and teachers through the application of the Discovery Learning learning model. This research is a Class Action Research (PTK) which is carried out in two cycles, each including the stages of planning, implementation, observation, and reflection. The subject of the study was grade IV students of SDN 5 Trienggadeng which amounted to 20 people. Data collection techniques use observation, tests, and documentation. The results of the study showed that in the first cycle, the average student score was 73.18 with a completeness rate of 65.85%. After actions were taken in the second cycle with an improvement in the quality of the implementation of the Discovery Learning model, the average score increased to 74.54 and the completeness of learning increased to 78%. In addition, student activeness and participation have also experienced a significant increase. These findings show that the Discovery Learning model is effective in improving students' motivation and learning outcomes in Islamic Religious Education subjects, especially in materials on respect and obedience to parents and teachers. This model also helps create an active, fun, and meaningful learning atmosphere for elementary school students.

Keywords: Learning motivation, discovery learning, islamic religious education.

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INTRODUCTION

Education is an aspect that needs to be considered in building the quality of human resources that are superior, characterful, and competitive. Through education, the nation can prepare a generation that is not only intellectually intelligent, but also has a noble personality and morality. In this context, Islamic Religious Education (PAI) in elementary schools is one of the important means to form students to have faith, piety, and noble character in accordance with Islamic values. One of the materials in PAI that is very relevant to character formation is respect and obedience to parents and teachers. This material teaches children the values of manners, manners, and obedience which are the basis of moral education in Islam (Ramayulis, 2018).

However, the reality on the ground shows that PAI learning often faces obstacles. Based on initial observations in grade IV of SDN 5 Trienggadeng, it can be seen that students' motivation to learn is still low. This can be seen from the attitude of students who are less enthusiastic about participating in lessons, reluctant to be actively involved in discussions, and learning outcomes that are still below the Minimum Completeness Criteria (KKM). Of the total 20 students, most of them have not shown optimal involvement, so the achievement of competence has not been maximized. This condition shows that there is a gap between the learning objectives of PAI that emphasize the internalization of values and the real results obtained by students in the classroom.

Low motivation to learn is a crucial problem in the world of education. Sardiman (2011) emphasized that motivation is the driving force in a person to carry out learning activities. Without motivation, students tend to be passive and less trying to achieve the best results. Therefore, a learning strategy is needed that is able to generate motivation while improving learning outcomes. Teachers are required not only to deliver material, but also to be able to manage the classroom so that students feel interested, involved, and active.

One of the approaches that is considered effective to overcome low learning motivation is the Discovery Learning learning model. This model emphasizes the student's active involvement in discovering new concepts, principles, or understandings through exploration and hands-on experience. Bruner (1961) stated that learning will be more meaningful if students are given the opportunity to discover their own knowledge rather than simply receiving information from the teacher. With Discovery Learning, students are invited to ask questions, observe, analyze, and draw conclusions, so that the learning process becomes more meaningful and fun.

A number of studies support the effectiveness of Discovery Learning. Widodo (2017) found that the application of this model in science learning in elementary schools was able to increase students' learning motivation and cognitive outcomes. Another study by Suryani (2018) also shows that Discovery Learning helps students be more active and creative in the learning process, so that they not only understand concepts, but also develop critical thinking skills. In the context of PAI, this method can be a solution to transform learning that tends to be monotonous into interactive and challenging, while instilling moral values contextually.

The urgency of this research is even stronger considering the limited use of Discovery Learning in PAI learning. Most teachers tend to use lecture, memorization, or assignment methods, which provide less space for students to be active. In fact, according to Piaget (1972), elementary school-age children are at a concrete operational stage, so they need learning experiences that allow exploration and discovery. The application of Discovery Learning fits perfectly with these developmental characteristics as it provides opportunities for students to learn through hands-on activities and social interactions.

In the context of elementary schools, especially at SDN 5 Trienggadeng, the application of Discovery Learning to respect and obey parents and teachers is expected to answer the learning challenges faced. With this method, students not only understand concepts cognitively, but also experience learning experiences that foster an attitude of respect, obedience, and responsibility. The successful implementation of this model will have an impact on increasing students' motivation to learn and achieving more comprehensive Islamic education goals.

In addition to making a practical contribution to improving the quality of learning, this research also has a theoretical contribution. The results of the research are expected to enrich the study on the implementation of Discovery Learning in PAI subjects, which have been more widely applied in the fields of science and mathematics. These findings can serve as a reference for other teachers in choosing effective learning strategies, as well as providing a foundation for further research in the field of religious education.

Thus, this study aims to describe how the application of the Discovery Learning model can increase students' motivation and learning outcomes in respectful and obedient

materials to parents and teachers in grade IV of SDN 5 Trienggadeng. This goal includes several aspects, namely knowing the initial condition of student motivation and learning outcomes, analyzing the changes that occurred after the implementation of the first cycle, and evaluating the effectiveness of actions in the second cycle. From a practical point of view, this research can help PAI teachers find the right strategies to increase students' learning motivation. From an academic point of view, this study strengthens the empirical evidence on the effectiveness of Discovery Learning in religious learning. Therefore, this research is important to make a real contribution to efforts to improve the quality of education, especially in the subject of Islamic Religious Education in elementary schools.

METHODS

This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles. The selection of PTK is based on the need to improve the learning process directly in the classroom while improving student learning outcomes. According to Arikunto (2015), PTK is a form of reflective research conducted by teachers to improve the quality of learning practices through systematic actions. In other words, this research has a dual purpose, namely to improve PAI learning practices while producing an increase in students' learning motivation in the material of respect and obedience to parents and teachers.

The subjects of this study are all grade IV students of SDN 5 Trienggadeng in the 2025/2026 school year totaling 20 people. This number consists of 9 male students and 11 female students. All students were used as research subjects because the class had a relatively small and homogeneous number of students. The initial condition of student learning outcomes shows that the average score has not reached the set Minimum Completeness Criteria (KKM) of 75, with most students not enthusiastic about participating in learning. This fact is the basis for the importance of intervention through the Discovery Learning model. The location of the research is SDN 5 Trienggadeng which is located in Pidie Jaya Regency. The research lasted for approximately three months, covering the pre-cycle, cycle I, and cycle II stages. Each cycle consists of four main stages as stated by Kemmis and McTaggart (1988), namely planning, implementation of actions, observation, and reflection.

At the planning stage, the researcher prepares a learning tool in the form of a Learning Implementation Plan (RPP) designed according to the principles of Discovery Learning. Teachers also prepare observation sheets for student and teacher activities, test instruments, and relevant learning media. The implementation stage is carried out by implementing Discovery Learning steps, starting from providing stimulus, identifying problems, collecting data, processing information, proof, to drawing conclusions (Hosnan, 2016).

Observation is carried out at the same time as the implementation of actions. At this stage, the researcher recorded student involvement, activeness in discussions, enthusiasm in asking and answering, and interaction between students. Observations are also directed at how teachers carry out their role as facilitators. The reflection stage is carried out after the cycle ends, where the researcher and collaborators analyze the data from observations and tests. This reflection becomes the basis for improvement for the next cycle.

The research instruments consisted of learning outcome tests, observation sheets, motivation questionnaires, and documentation. The test is used to measure students' cognitive achievement towards respectful and obedient material to parents and teachers. The test form is in the form of multiple-choice questions with varying levels of difficulty which are arranged based on competency indicators. According to Sugiyono (2018), tests are the right measuring tool to assess concept understanding quantitatively. Observation sheets are used to record student activities during learning, such as participation in discussions, activeness in questioning, and cooperation in groups. The motivational questionnaire was prepared to find out students' perceptions of the use of Discovery

Learning, while documentation in the form of photos and field notes was used to strengthen the data obtained.

Data collection techniques are carried out through a combination of quantitative and qualitative. Quantitative data in the form of learning outcome scores were analyzed by calculating the average score and percentage of completion. Success indicators are set if at least 80% of students obtain a score above KKM 75. Meanwhile, qualitative data were obtained from the results of observations and motivation questionnaires that were analyzed descriptively to describe changes in student learning behavior. Miles, Huberman, and Saldana (2014) stated that qualitative analysis involves three main steps, namely data reduction, data presentation, and drawing conclusions.

The criteria for research success are set in two aspects. First, in terms of learning outcomes, the research is considered successful if there is an increase in the average grade and the achievement of at least 80% of students' learning completeness. Second, in terms of motivation, the research is considered successful if observations show an increase in student involvement in learning, characterized by more students actively asking questions, answering, and participating in discussions.

To maintain the validity of the data, the researcher used a triangulation technique. Triangulation is carried out by comparing data from various sources and instruments, such as tests, observations, questionnaires, and documentation. Moleong (2017) emphasized that triangulation is a way to increase the credibility of qualitative data so that research results are more trustworthy. In addition, the reliability of the data is maintained by involving collaborators in observation, so that observation records do not depend only on one party. This research method is designed to be able to provide a comprehensive overview of the process and results of the implementation of Discovery Learning. With two systematic action cycles, this research is expected to not only improve student learning outcomes, but also build stronger learning motivation. This is important because motivation is an internal factor that greatly determines the success of learning (Sardiman, 2011). With the design of this methodology, the research is expected to make a real contribution to improving the quality of PAI learning, especially in the material of respect and obedience to parents and teachers.

RESULTS

This class action research was carried out in grade IV of SDN 5 Trienggadeng with a total of 20 students. The research is focused on the application of the Discovery Learning learning model to increase students' learning motivation in respectful and obedient materials to parents and teachers. The research lasted for two cycles, where each cycle consisted of the stages of planning, implementation, observation, and reflection. The research data was collected through learning outcome tests, student and teacher activity observation sheets, motivation questionnaires, and documentation, then analyzed descriptively. The results in the pre-cycle stage showed that the initial condition of students was relatively low in terms of motivation and learning outcomes. The average student score is only at 67.2 and most students look passive. Of the 20 students, only about 8 showed any real interest in the material, while the rest listened more without active involvement. This confirms that previous learning methods that were more conventional have not been able to arouse the spirit of learning. Sardiman (2011) explained that low motivation can have direct implications for low learning outcomes because students do not have internal motivation to try.

In cycle I, teachers begin to implement Discovery Learning steps. The teacher provides stimulus in the form of questions related to the importance of respecting parents and teachers, then invites students to identify problems and discuss in small groups. Students were asked to gather information through reading and daily experiences, then present the results in the form of group presentations. The results of the final test of the first cycle showed an increase compared to the pre-cycle. The average student score rose

to 73.18 and the completion rate reached 65.85%. However, this result is still below the set target, which is at least 80% of students complete with a score above KKM 75.

Observation of student activities in cycle I showed positive changes. Some students began to dare to express their opinions, even though the involvement was not evenly distributed. There are still students who tend to depend on friends in their group. The teacher also noted the constraints in time management, especially when the group discussion lasted too long, leaving limited time for presentations. These findings are in line with the opinion of Hmelo-Silver, Duncan, and Chinn (2007) that discovery-based learning requires adequate scaffolding to run effectively, especially in the early stages of implementation.

Based on the reflection of cycle I, the researcher made several improvements to cycle II. Teachers provide clearer instructions, divide the roles of each group member, and give appreciation to active students. In addition, teachers emphasize the connection of the material to daily life so that students feel closer to the topic being studied. This approach is in line with Hosnan's (2016) suggestion that Discovery Learning will be more successful if the material provided is relevant to the context of students' lives. The results in cycle II showed a significant improvement. Students look more enthusiastic, more actively ask and answer questions, and participate in discussions. The average score of student learning outcomes increased to 74.54 with a completeness rate of 78%. Although it has not fully reached the target of 80% completeness, this achievement shows an encouraging development compared to pre-cycle conditions.

Observations in cycle II revealed that almost all students were involved in the learning process. They are more confident in expressing opinions, working together in groups, and being able to draw conclusions with the guidance of teachers. The motivational questionnaire distributed at the end of the cycle also showed that most students were happy with this learning method. They admitted that they were more interested in learning PAI material because they were directly involved in the discovery process. This supports Bruner's (1961) theory that discovery-based learning can increase students' intrinsic motivation because they feel they are an important part of the learning process.

Documentation in the form of activity photos supports observation data, where the classroom atmosphere looks more lively and interactive. If in the pre-cycle students were more silent, in the second cycle students actively raised their hands, discussed, and even enthusiastic when given the opportunity to go to the front of the class. These findings reinforce the view of Vygotsky (1978) that social interaction plays an important role in shaping knowledge, and that discussion activities in Discovery Learning provide space for such interactions.

Overall, the results of this study show that the application of Discovery Learning can improve student motivation and learning outcomes. The change from pre-cycle to cycle II illustrates that learning processes designed to actively engage students are more effective than conventional methods. This is also in line with Suryani's (2018) research which found that Discovery Learning encourages students to be more active, creative, and motivated in learning. Thus, it can be concluded that the Discovery Learning model is effectively applied in PAI learning in elementary schools, especially in the material of respect and obedience to parents and teachers. Increasing student motivation and learning outcomes is proof that learning strategies that involve students in the discovery process are able to answer the problem of low involvement in learning.

DISCUSSION

The results of this study confirm that the application of the Discovery Learning model has a positive impact on the motivation and learning outcomes of grade IV students of SDN 5 Trienggadeng on the material of respect and obedience to parents and teachers. The increase in the average score from pre-cycle 67.2 to 73.18 in cycle I, and increased again to

74.54 in cycle II, illustrates that students are beginning to become accustomed to the learning approach that places them as active subjects. The increase in completeness from 65.85% to 78% also shows that this model has successfully helped most students achieve the Minimum Completeness Criteria (KKM).

Theoretically, these results support the view of Bruner (1961) that the learning process will be more meaningful if students are given the opportunity to discover knowledge on their own. With Discovery Learning, students are invited to explore, ask questions, connect experiences with concepts, and finally draw conclusions. This process makes students not only understand the material cognitively, but also more motivated because they feel directly involved in building their knowledge. In the context of PAI material, this experience provides an opportunity for students to understand the value of respect and obedience not only from memorization, but through a process of critical thinking and reflection on everyday experiences.

The results of this study are also consistent with the view of Vygotsky (1978) who emphasized the importance of social interaction in learning. Group discussion and presentation activities in cycles I and II provide space for students to learn from peers. More active students can help explain to friends who are still struggling, so that a zone of proximal development occurs. This process not only strengthens understanding, but also builds an attitude of mutual respect and cooperation, which is in line with the values taught in PAI.

In terms of motivation, the implementation of Discovery Learning has been proven to increase students' interest in participating in learning. If in the pre-cycle students tended to be passive, in the second cycle almost all students were actively involved in asking questions, answering, and discussing. This is in accordance with the findings of Sardiman (2011) that motivation is the main driver of learning activities. When students feel interested and happy with the learning method, their intrinsic motivation will emerge and contribute to better learning outcomes.

Several previous studies support this finding. Widodo (2017) proved that Discovery Learning can increase students' motivation and learning outcomes in science learning, while Suryani (2018) showed that this method encourages students to be more active and creative. Although previous research has focused more on the field of science, this study shows that Discovery Learning is also effectively applied to religious learning, especially in internalizing moral values. Thus, this study expands on the empirical evidence that Discovery Learning is cross-disciplinary.

In addition to improving learning outcomes, learning with Discovery Learning also has an impact on students' social skills. Group discussions, cooperation, and presentations train communication skills, responsibility, and confidence. This is in accordance with the statement of Johnson and Johnson (2009) that cooperative learning in a small group setting not only improves academic achievement, but also builds important social skills in life. For elementary school students, this experience is invaluable for developing character early on. However, the study also found several obstacles. In cycle I, some students are still passive and tend to depend on more active friends. This is in line with the criticism of Kirschner, Sweller, and Clark (2006) who stated that discovery-based learning often causes confusion in students if it is not accompanied by sufficient guidance. Therefore, the role of teachers as facilitators is very important to provide adequate scaffolding. Improvements in cycle II with the division of group roles and direction more clearly succeeded in overcoming most of these obstacles.

Practically, the results of this study show that PAI teachers need to consider the use of Discovery Learning as an alternative learning strategy. This method is able to change the classroom atmosphere to be more active, interesting, and fun. Teachers are no longer the center of information, but facilitators who guide students in the process of discovery. This is in line with the 21st century learning paradigm that emphasizes student-centered learning (Arends, 2012).

In addition, the application of Discovery Learning in the material of respect and obedience to parents and teachers not only improves students' cognitive understanding, but also shapes attitudes and behaviors. Students are invited to reflect on everyday experiences, relate them to religious teachings, and draw moral lessons that can be applied in life. Thus, religious learning becomes more contextual, in accordance with Ramayulis' (2018) view that PAI must be able to internalize Islamic values in students' behavior.

By looking at the results achieved, this research makes an important contribution to the development of religious learning strategies in elementary schools. First, this study proves that Discovery Learning can improve student motivation and learning outcomes in PAI subjects. Second, this study shows that the implementation of the right strategy is able to answer the challenge of low student involvement in learning. Third, this research enriches academic studies on the use of Discovery Learning outside the fields of science and mathematics. Thus, it can be concluded that the application of Discovery Learning to respect and obey parents and teachers has proven to be effective in improving the quality of PAI learning at SDN 5 Trienggadeng. This model provides a meaningful learning experience, fosters motivation, strengthens understanding, and develops students' social skills. This research also confirms that learning innovation is the key to improving the quality of education in elementary schools.

CONCLUSION

Based on the results of the research that has been presented for two cycles, the results of all discussions and analyses that have been carried out can be concluded as follows: 1) The Discovery learning method can make students feel that they have received attention and opportunities to convey opinions, ideas, ideas and questions; 2) Educators should use multi-media in teaching and learning activities, so that participants are educated motivated and enthusiastic in learning.

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