

Improving Student Motivation and Learning Outcomes in Islamic Education Learning by Using the Discovery Learning Model at SD Negeri Lhok Keutapang

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Abstract: This research aims to improve student motivation and learning outcomes in Islamic Religious Education (PAI) subjects, especially the material of My Obligatory Prayer, through the application of the Discovery Learning learning model. The background of this research is the low learning outcomes of grade III students of SD Negeri Lhok Keutapang who have not met the Minimum Completeness Criteria (KKM). The research uses the Classroom Action Research (PTK) method which is carried out in two cycles, with stages of planning, implementation, observation, and reflection. The subjects of the study were all grade III students totaling 18 people. Data was collected using learning outcome tests, teacher and student activity observation sheets, and documentation. The results of the study showed a significant increase in both the motivation aspect and student learning outcomes. In the pre-cycle, only 6 students (33.3%) achieved KKM, with an average score of 62. After the implementation of Discovery Learning in cycle I, the average score increased to 72 with a completeness of 61.1%. In the second cycle, student learning outcomes increased again with an average score of 83 and completeness reached 88.9%. This improvement shows that the use of the Discovery Learning model is effective in motivating students to be active in the learning process as well as improving understanding of the concept of prayer material. These findings confirm the importance of using innovative learning models to improve the quality of religious education in primary schools.

Keywords: Discovery Learning, learning motivation, Islamic Religious Education

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INTRODUCTION

Education is a conscious effort to develop the potential of students to have spiritual abilities, self-control, intelligence, noble morals, and skills needed in people's lives. Through education, the young generation is prepared to become useful individuals, independent, and able to face the challenges of the times. Elementary school is a very important early stage because it is where the foundation of basic attitudes, knowledge, and skills is instilled. One of the aspects that cannot be separated from basic education is the learning of Islamic Religious Education (PAI). Through PAI, children are guided to understand religious teachings, instill noble morals, and carry out worship correctly according to sharia (Ramayulis, 2018).

However, in practice, PAI learning in elementary schools still faces various obstacles. Many students feel less motivated in following lessons, especially if the learning process is still teacher-centered and relies only on lecture methods. In these conditions, students tend to be passive, only listening, and have difficulty understanding the material in depth. In fact, learning motivation plays a very important role. According to Sardiman (2011), motivation is an encouragement that makes students want and are excited to participate in learning. Without motivation, learning outcomes will be difficult to achieve optimally.

Learning motivation problems are also experienced at SD Negeri Lhok Keutapang. Based on the results of initial observations, it is known that most of the third grade students have not understood the material of My Obligation Prayer. This can be seen from the results of the pre-cycle test, where only 6 students (33.3%) achieved KKM with an average score of 62. Most students seem to be less excited, ask questions infrequently, and are not actively discussing. This situation shows that the learning that takes place has not provided a fun and meaningful learning experience for students.

To overcome these problems, teachers need to find ways of learning that are more varied, interesting, and able to foster student activity. One of the appropriate learning models is Discovery Learning. Bruner (1961) stated that learning will be more meaningful if students are directly involved in finding concepts. Through Discovery Learning, students are encouraged to search, process, and infer information so that they feel like they have a real learning experience. This model can foster curiosity, increase activeness, and strengthen conceptual understanding (Hosnan, 2016).

In addition, Discovery Learning is also in accordance with the characteristics of elementary school students who are at the stage of concrete operational thinking according to Piaget. Elementary school-age children are more likely to understand material when presented through direct experience, pictures, or real activities. With Discovery Learning, students can be invited to observe, discuss, and practice the material taught, for example in understanding the procedure of obligatory prayer (Piaget, 1972).

Several previous studies support the effectiveness of Discovery Learning. Research conducted by Suryani (2018) shows that the application of Discovery Learning can increase student motivation and learning outcomes in science subjects. Another study by Widodo (2017) also found that this model is able to encourage student activity and improve understanding of concepts. The results of the study show that Discovery Learning can be used flexibly in various subjects, including PAI.

Although there has been research on Discovery Learning, there is still a few that focus on its application in PAI learning in elementary schools, especially the material of My Obligation Prayer. In fact, learning worship such as prayer requires conceptual understanding as well as practical skills. Without the right method, students may simply memorize without really understanding the meaning and procedures of prayer. This is where the research gap that this study tries to answer lies. The urgency of this research can also be seen from the importance of instilling the habit of prayer from an early age. Prayer is a pillar of religion and an obligation for every Muslim. Children need to be accustomed to understanding and performing prayers well from elementary school so that it becomes the basis for the formation of religious character in the future. Teachers have a great responsibility in instilling this understanding through appropriate learning methods (Azra, 2012).

Based on these conditions, this research was carried out with the aim of improving the motivation and learning outcomes of grade III students of SD Negeri Lhok Keutapang in the material of My Obligation Prayer using the Discovery Learning model. This research is expected to provide two main benefits. First, the practical benefit for teachers, namely providing alternative learning strategies that can be used to improve the quality of PAI learning. Second, the theoretical benefits for the development of education science, namely adding empirical evidence on the effectiveness of Discovery Learning in PAI learning in elementary schools.

Thus, this research not only seeks to improve student learning outcomes, but also provides a more meaningful, fun, and appropriate learning experience in accordance with the needs of children's development. Through Discovery Learning, students are expected to be more motivated, active, and able to understand the procedure of praying correctly. In the end, the goal of religious education to form a generation of Muslims who have faith, knowledge, and noble character can be achieved.

METHODS

This study uses the Classroom Action Research (PTK) approach. PTK was chosen because it is in accordance with the research objectives that want to improve the teaching and learning process directly in the classroom. Arikunto (2015) explained that PTK is a way for teachers to improve learning practices through real and systematic actions. This means that this research is carried out not only to produce data, but also to bring changes to the learning atmosphere in the classroom. The research subjects are third-grade students of SD Negeri Lhok Keutapang in the even semester of the 2024/2025 school year. The number of students who became participants in the study was 18 people, consisting of 9 male students and 9 female students. Students were chosen as the research subjects because they experienced problems with low learning outcomes and motivation in the material of My Obligatory Prayer. The object of the research is to increase motivation and learning outcomes through the application of the Discovery Learning model.

The location of the research is at SD Negeri Lhok Keutapang. This school was chosen because the researcher is the teacher in the school, making it easier to observe, design, and implement corrective actions. The research implementation time starts from February to April 2025. This PTK is carried out in two cycles. Each cycle consists of four main stages, namely planning, implementation of actions, observation, and reflection. This model refers to the concept of Kemmis and McTaggart (1990) which describes PTK as a spiral process that continues to repeat until the desired improvement is achieved.

At the planning stage, the researcher prepared a Learning Implementation Plan (RPP) with the Discovery Learning model. The researcher also prepared research instruments in the form of learning outcome test questions, observation sheets for student and teacher activities, and documentation guidelines. In addition, learning media that is in accordance with the material of My Obligation Prayer is also prepared to make it easier for students to find concepts. The implementation stage is carried out in accordance with the steps of the Discovery Learning model. The teacher starts by providing a stimulus in the form of questions about the obligation to pray. Students are then directed to identify problems, collect information, process data, prove, and draw conclusions (Hosnan, 2016). In this process, teachers play the role of facilitators who guide the course of activities.

Observation is carried out at the same time as the implementation of actions. Observation sheets are used to record teachers' activities in managing the classroom as well as student involvement during learning. The activities observed included students' activeness in asking, answering, discussing, and seriousness in doing assignments. According to Miles, Huberman, and Saldana (2014), systematic observation helps researchers get a real picture of changes in student behavior.

The reflection stage is carried out after the cycle is completed. Reflection is carried out by analyzing the data of test results and observations, then comparing them with the success criteria. If the results are not as expected, then improvements will be made in the next cycle. The research instrument consists of four types. First, the learning outcome test is used to measure students' cognitive understanding of the material of My Obligatory Prayer. The form of questions is in the form of multiple choice with a total of 10 questions in each cycle. This test is given at the end of each cycle to determine the progress of students' grades. According to Sugiyono (2018), tests are the right measuring tool to identify the achievement of learning outcomes quantitatively.

Second, observation sheets are used to assess teacher and student activities during learning. These observations include several indicators, such as the way the teacher gives direction, the involvement of students in discussions, the courage of students in expressing opinions, and cooperation between group members. Third, the learning motivation questionnaire was used to find out students' attitudes towards learning with Discovery Learning. The questionnaire is prepared in the form of a simple statement so that it is easy for grade III students to understand. Fourth, documentation in the form of photos of learning activities is used to strengthen evidence of the implementation of actions.

The data collection technique is carried out in three ways. First, learning outcome tests are used to obtain quantitative data on student achievement. Second, observation is used to obtain qualitative data related to student activity and attitude. Third, documentation is used as additional data that provides a visual overview of research activities. The collected data was then analyzed using quantitative and qualitative descriptive techniques. Quantitative data from test results were analyzed by calculating the average grade point average and the percentage of learning completion. The indicator of completeness is set if at least 80% of students achieve a KKM score of 70. Qualitative data from observations are analyzed narratively by reducing, presenting, and then drawing conclusions (Moleong, 2017). This combined analysis allowed researchers to see an increase in learning outcomes as well as changes in student learning behavior.

The criteria for research success are determined in two aspects. First, in terms of learning outcomes, the research is considered successful if there is an increase in the average grade and most students achieve KKM. Second, in terms of learning motivation, research is considered successful if students show increased activeness, interest, and involvement in learning. Sardiman (2011) stated that high motivation is usually reflected in the attention, enthusiasm, and willingness of students to do assignments.

To ensure the validity of the data, the researcher used a triangulation technique. Triangulation is carried out by comparing test results, observations, questionnaires, and documentation. According to Denzin (2012), triangulation can increase confidence in research results because data is obtained from various sources and methods. In addition, the reliability of the data is maintained by involving collaborator teachers in observation. Overall, this research method is designed to be in accordance with the main goal, which is to improve the PAI learning process in grade III of SD Negeri Lhok Keutapang. Through two action cycles, this study is expected to provide a clear picture of the effectiveness of the Discovery Learning model in improving student motivation and learning outcomes. With a design like this, the research not only generates data, but also brings real changes for students in understanding and practicing the material of My Obligatory Prayer.

RESULTS

This research was carried out in two cycles with the aim of improving the motivation and learning outcomes of grade III students of SD Negeri Lhok Keutapang in the material of My Obligatory Prayer. The research subjects consisted of 18 students consisting of 9 males and 9 females. The results of the research were obtained from learning outcome tests, observation of teacher and student activities, and documentation during the learning process. Before the action was taken, the researcher carried out an initial test to determine the student's ability to understand the material of the My Obligation Prayer. The results showed that the average student score only reached 62. Of the 18 students, only 6 students (33.3%) obtained scores in accordance with the Minimum Completeness Criteria (KKM) set, which was 70. Meanwhile, the other 12 students (66.7%) have not reached the KKM.

In addition to low scores, the observation results show that students' motivation to learn is also still lacking. Students tend to be passive, only listen to the teacher's explanations, rarely ask questions, and are reluctant to actively engage in discussions. This

illustrates that the method used previously has not been able to make students enthusiastic about learning. This condition is in line with Sardiman's (2011) view that low learning motivation can hinder the achievement of student learning outcomes.

In the first cycle, learning is carried out using the Discovery Learning model. The teacher begins by giving a sparkling question about the obligation of prayer. Students are then directed to find answers through group discussions, reading resources, and sharing experiences. In the final stage, each group conveys the conclusions they reached. The test results at the end of cycle I showed an increase compared to the pre-cycle. The average score of students rose to 72, with the number of students who reached the KKM as many as 11 people (61.1%). However, there are still 7 students (38.9%) who have not reached the KKM. In terms of motivation, observations show development. Students are more courageous to ask questions and discuss, even though the involvement is not evenly distributed. Some students still look passive and tend to wait for other friends who are more active. Teachers also face obstacles in time management, as group discussions take longer than planned.

Nevertheless, cycle I proves that the use of Discovery Learning can start to encourage student activism. Hmelo-Silver, Duncan, and Chinn (2007) stated that discovery-based learning does require sufficient direction from teachers so that students are not confused in understanding the material. Reflection from cycle I is the basis for improving learning in the next cycle. Based on the results of the reflection of the first cycle, the researcher made several improvements. First, the teacher gives clearer directions about the group assignment. Second, the role of students in the group is arranged so that all students are involved, for example by appointing who is in charge of taking notes, who expresses opinions, and who reports the results of the discussion. Third, teachers prepare additional media in the form of simple pictures and charts to strengthen students' understanding.

This change in strategy has a positive impact on cycle II. Students seem more enthusiastic about participating in learning. They are more courageous to express their opinions, exchange ideas, and be active in group activities. Activity documentation shows that the classroom atmosphere becomes more lively and fun. The final test of cycle II showed better improvement. The average student score rose to 83, with the number of students who reached the KKM as many as 16 people (88.9%). Only 2 students (11.1%) have not reached the KKM, but their scores have also increased compared to the previous cycle. This shows that the use of the Discovery Learning model is successful in helping most students understand the material better.

Students' motivation to learn also increases. Observations show that almost all students are involved in the learning process. They actively ask questions, answer questions, and work together in groups. The enthusiasm of the students can be seen from the way they scramble for the opportunity to answer and explain the results of the discussion. This is in line with Bruner's (1961) view that when students are directly involved in discovering concepts, they will be more motivated to learn.

When compared from pre-cycle to cycle II, there was a significant increase in both learning outcomes and student motivation. In the pre-cycle, completeness only reached 33.3% with an average score of 62. After cycle I, completeness increased to 61.1% with an average score of 72. In cycle II, completeness jumped to 88.9% with an average score of 83. This improvement shows that the Discovery Learning model is effectively applied to PAI learning in grade III of SD Negeri Lhok Keutapang. In addition to learning outcomes, student motivation has also improved. If at first the students were passive, then in cycle II they looked more confident, able to work together, and enthusiastic in the learning process.

This supports the view of Vygotsky (1978) that social interaction in group discussions can strengthen students' understanding because they learn from peers. The results of this study are also in line with the research of Suryani (2018) which found that Discovery Learning can increase students' learning motivation, as well as Widodo's (2017)

research which shows that this model is able to improve learning outcomes in elementary schools. In other words, the findings of this study reaffirm that learning that puts students at the center of activity will be more effective than lecture methods.

DISCUSSION

The results of the research conducted in grade III of SD Negeri Lhok Keutapang show that the application of the Discovery Learning learning model is able to increase students' motivation and learning outcomes in the material of My Obligatory Prayer. This increase is evident from the average score of students which initially only reached 62 with a completion rate of 33.3% in the pre-cycle, rose to 72 with a completion rate of 61.1% in the first cycle, and finally reached an average of 83 with a completion rate of 88.9% in the second cycle. In addition, student motivation which was previously low also experienced positive development, characterized by increased participation, activeness, and confidence in following the learning process.

These findings reinforce the view that learning that emphasizes student active engagement is more effective than traditional lecture methods. Bruner (1961) stated that learning will be more meaningful when students are directly involved in the process of discovering concepts. In the context of this research, students not only listen to the teacher's explanation, but also participate in discussion, exploration, and conclusion preparation. This makes the learning experience more memorable and increases their understanding of the obligation of prayer. This research also proves that learning motivation can grow along with increasing student involvement in the learning process. Sardiman (2011) emphasized that motivation is one of the main factors that determine the success of student learning. When teachers use Discovery Learning, students' motivation increases because they feel valued, engaged, and given space to express their opinions. Thus, the learning atmosphere becomes more fun and challenging.

In addition to motivation, the increase in learning outcomes obtained by students also shows a close relationship between the methods used and academic achievement. Previous research by Suryani (2018) showed that Discovery Learning can improve conceptual understanding in elementary school students. The same thing was found in this study, where students who were initially passive and did not understand the material, after participating in learning with this model were able to achieve better results. This means that when students are directed to find answers to the given problems themselves, they are easier to understand the material because the learning process takes place actively.

Students' social involvement in group discussions also plays a big role in improving learning outcomes. Vygotsky (1978) explained that social interaction is an important means in children's cognitive development. Through discussions, students exchange knowledge, complement each other's understanding, and build new knowledge together. This is evident in cycle II, where each group shows a more balanced role, all members are actively involved, and the classroom atmosphere becomes more lively.

The results of this study are in line with the findings of Widodo (2017) which shows that the application of Discovery Learning in science subjects can significantly improve student learning outcomes. Even though the context of the subject is different, the same principle applies, namely that the active involvement of students in discovering concepts makes them better understand the material. In PAI learning, the application of this model has a wider impact, not only improving academic results, but also fostering religious values such as a sense of responsibility and discipline in carrying out prayers.

In addition, this research also provides practical implications for teachers. Teachers are required to be more creative in designing student-centered learning. As stated by Hmelo-Silver et al. (2007), discovery-based learning requires proper guidance from the teacher so that students stay on the right track in discovering concepts. Without clear directions, students can experience confusion. This was evident in the first cycle of this

study, when some students were still passive because they were not used to the methods used. After the teacher improved the strategy by giving clearer directions, the learning outcomes in cycle II increased significantly.

The important meaning of this study is that PAI learning can be made more engaging and relevant for elementary school students by using methods that give students the opportunity to play an active role. This proves that religious learning does not always have to be done with lectures, but can also use innovative learning models. As stated by Hosnan (2014), Discovery Learning is able to develop students' critical thinking skills, independence, and curiosity.

The contribution of this research to educational practice is to provide an overview that the Discovery Learning model can be used as an effective alternative to improve the quality of learning, especially in Islamic religious education. For teachers, these findings can be an inspiration to continue to try new approaches that put students more as the subject of learning. For other researchers, this research can be the starting point to conduct further studies with different scopes and materials. It can be concluded that PAI learning using Discovery Learning is not only able to improve academic learning outcomes, but also increase students' motivation to be more actively involved. This will ultimately help students in internalizing the religious values taught, so that the goals of religious education in elementary school can be better achieved.

CONCLUSION

Based on the results of the research that has been researched, namely about the implementation of the discovery learning model in the learning of my obligation prayer core prayer material, prayer wisdom and prayer practice in Class III of SD Negeri Lhok Keutapang, it can be concluded as follows: 1) Student activities in cycle I with a score of 68.7% with a good category, in cycle II obtained a score of 95.3% with a very good category, Therefore, it can be concluded that the activities of teachers and students in the implementation of the discovery learning model are very good in learning my obligation prayer core prayer material, prayer wisdom and prayer practice; 2) The student learning outcomes obtained after the application of the discovery learning model in the subject of prayer and my obligation prayer core material, the wisdom of prayer and prayer practice, the first cycle obtained a classical completeness score of 61%, and in the second cycle with a score of 89%, it can be concluded that the third grade students of SD Negeri Lhok Keutapang in the prayer material of my obligation core prayer material, The wisdom of prayer and the practice of prayer are complete in a classical way.

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